Andergrove State School

Student Code of Conduct 2023-2026

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

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

Contact Information

Postal address:	PO Box 8289 Mount Pleasant Queensland 4740
Phone:	07 4998 9333
Email:	principal@andergrovess.eq.ed.au
School website address:	www.andergrovess.eq.edu.au
Contact Person:	Sandra Grant (Principal)

Endorsement

Principal Name:	Sandra Grant
Principal Signature:	
Date:	20-02-2023

P/C President and-or School Council Chair Name:	Melissa Flower
P/C President and-or School Council Chair Signature:	
Date:	20-02-2023

Contents

Purpose 5
Consultation 6
Learning and Behaviour Statement 7
Consideration of Individual Circumstances 8
Student Wellbeing 8
Student Support Network 12
Whole School Approach to Discipline 14
PBL Expectations 15
Differentiated and Explicit Teaching 20
Focussed Teaching 20
Intensive Teaching 21
Disciplinary Consequences 24
School Policies 33
Temporary removal of student property 33
No Knives at Andergrove State School 34
Use of mobile phones and other devices by students 36
Preventing and responding to bullying 39
Appropriate use of social media 43
Restrictive Practices 45
Critical Incidents 46
Legislative Delegations 47
Legislation 47
Delegations 47
Related Procedures and Guidelines 48
Resources 49
Appendix 1 – Expectations at Andergrove State School 50
Appendix 2 – Responsible Behaviour Cards 55

Appendix 3 – PBL Wellbeing Program 57
Appendix 4 – Buddy Class Intervention 61
Appendix 5 – Case Management by Tier 2 Team 63
Appendix 6 – Tier 2 Process Flowchart 65
Appendix 7 – Response to Behaviour Flowchart 66
Appendix 8 – Response to Escalation Flowchart 67
Appendix 9 – Minor/Major Behaviour Guide 68

Purpose

Andergrove State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We are committed to ensuring all young Queenslanders have a right to and receive a quality education.

Our Student Code of Conduct aims to provide a safe, supportive and productive learning environment where everyone is encouraged to take responsibility for their own behaviour. Our Student Code of Conduct focuses on promoting positive behaviours throughout the school.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effectively maximised and students can participate positively within our school community.

Queensland Government

Consultation

Andergrove State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through input and feedback opportunities including ‘draft’ distribution, community, Student Council and Staff meetings, held during November 2022. A review of school data relating to behaviour incidents and issues also informed the development process.

The Plan was endorsed by the Principal, the President of the P&C and Regional Executive Director and will be reviewed in 2026 as required in legislation.

Queensland Government

Learning and Behaviour Statement

All areas of Andergrove State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are explicitly stated. All school community members have clear and consistent expectations and understandings of their role in the educational process. As a result, positive and productive learning and teaching environments are established and maintained.

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

- **Always Be Safe**
- **Always Be a Learner**
- **Always Be Respectful.**

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour. Our expectations with regard to these three rules are detailed in Appendix 1 and are detailed in our PBL explicit teaching program.

Andergrove State School community believes in a whole of school approach to behaviour management which acknowledges the rights and responsibilities of all.

Our School Community believes in:

- developing positive relationships between staff, students, their peers and parents;
- modelling and teaching emotional regulation for a calm environment;
- respect for the safety and wellbeing of all;
- respecting the right of everyone to learn or teach to their potential;
- the development of responsible behaviour through problem resolution that reflects the principles of natural justice;
- students learning best in environments that are success orientated, where they feel confident and which reflect the principles of equity and social justice, acknowledging and encouraging appropriate behaviours;
- supporting students in collaborative partnership with parents, carers and school staff;
- supporting students whose behaviour is in breach of the school's Student Code of Conduct, including planned consistent actions that maintain a safe, productive learning environment and increase the student's opportunity to succeed;
- students being accountable for their actions and being aware of predictable consequences;
- the school being aware of the cultural beliefs and values of ethnic groups within our school community;
- flexibility in catering for the needs of students.

Andergrove State School defines a safe, supportive and productive learning environment as one where:

- all members of the school community feel safe and valued;

Queensland Government

- social and academic learning outcomes are maximised for all through quality curriculum, quality interpersonal relationships and effective school structures;
- behaviour management involves a continuum of action from the proactive to the reactive;
- self-discipline, self-respect and adherence to a Student Code of Conduct is fostered and reinforced;
- non-violent and non-discriminatory language and practices are defined, modelled and reinforced.

Consideration of Individual Circumstances

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

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

- promoting an environment which is responsive to the diverse needs of its students;
- establishing procedures for applying fair, equitable and predictable consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent;
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional wellbeing;
- recognising and taking into account students' previous behaviour record, severity of the incident, amount of reliable evidence, degree of provocation, intent of the action, honesty and perceived level of genuine remorse;
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive support appropriate to their learning and any disability needs.

All members of the school community are advised that recent changes to the “Disability Discrimination Act 1992”, includes a definition of disability which “… includes behaviour that is a symptom or manifestation of the disability.” Therefore it may be considered discriminatory to impose certain consequences on students with disabilities who display what is typically considered inappropriate behaviours due to their disability. Professional advice may need to be sought as to whether a disabled student’s behaviour is a symptom or manifestation of their disability, and reasonable adjustments may need to be made to ensure their inclusion in the school community.

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with

Queensland Government

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.

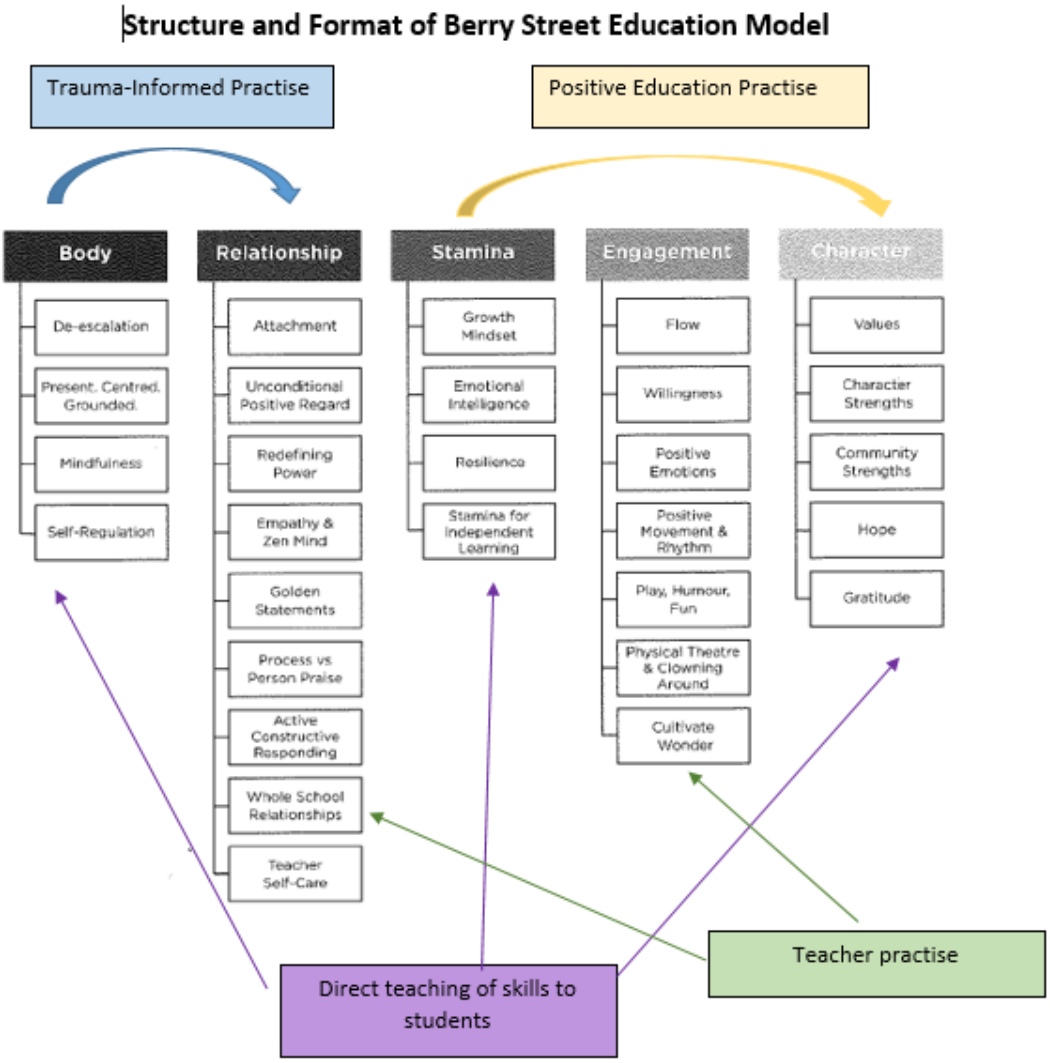
Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Andergrove State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; as part of a broader sexuality and relationships education program; delivered by Life Education is provided to all Year 5 and 6 students.

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. We have adopted a number of evidence based models and pedagogies to enhance student engagement and wellbeing.

Positive Behaviour for Learning (PBL)
Andergrove State School uses a whole-school approach for all students. The PBL approach identifies that positive feedback needs to outweigh any negative feedback to students to ensure a positive approach to behaviour management. Expectations of behaviour and reinforcement of school rules are taught explicitly to all students (intensively at the beginning of each school year and reinforced in weekly lessons) and recognises that some students require additional teaching opportunities. Behaviour data is recorded and informs a response to individual student need. This response may include intervention related to their social functioning, wellbeing and learning needs.

Berry Street Education Model (BSEM)
The Berry Street curriculum and whole school strategies allows for the development of student's physical, psychological, social and emotional capacities. Targeted lessons, and staff strategies from the five domains (below) allow a response to individual need. It allows students to be exposed to strategies that develop their social and emotional understanding, and meet their complex wellbeing and academic needs. The model also identifies key features of staff behaviour that provides the optimal environment for student success. The focus is on adult behaviour that can provide meaningful attachments for students and maintaining of positive relationships. Furthermore, teaching staff are provided with strategies to engage students in 'the right-fit' learning experiences that cultivate their wonder, humour and sense of community.

Queensland Government



The Eight Ways of Aboriginal Learning

This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community. Andergrove State School seeks to make meaningful connections to learning for all students.

Visiting Programs:

Life Education

Andergrove State School utilises the Life Education Program. The program covers topics including; drugs and alcohol, personal safety, cyber safety, food and nutrition, physical activity, social and emotional wellbeing and human body. Life Education motivates and empowers young people to make smart life choices for a healthy future.

Safety Circus

Safety Circus is a professional, dynamic and engaging production which aims to address three major safety concerns that face the children of our community today. These three messages are:

1. Protective Behaviours: Identifying safety networks and teaching we can talk with someone about anything no matter what it is;
2. Bullying and Bystander Behaviour; and

3. Bicycle and non-motorised wheeled recreational toys: the wearing of safety helmets and safety equipment to prevent injury.

Cybersafety
The Department of Education supports every child and young person in Queensland state schools to learn and engage safely in the digital world. With the rise of technology and increasing access for young people, Online Safety in Queensland State Schools (https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss) document provides guidance on how the department responds and supports schools, students, parents and the community, in keeping young people safe online.

Bravehearts
Andergrove State School supports the opportunity for students to participate in the personal safety programs that help teach children from early childhood through to high school about keeping safe. Our training programs in child protection, which include both face to face and online courses, equip those working with children with the knowledge, tools, and capacity to keep children safe.

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

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

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

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

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

Mental Health
Andergrove State School implements a whole school wellbeing program using the Zones of Regulation and the BSEM curriculum to develop self-awareness in every student. Where there is reasonable belief that a student has a mental health difficulty, the school responds in a collaborative approach to work with the parent or carer. The student is referred to the Justice and Equity Team (JET) where collaborative case management occurs, with the involvement of the Guidance Officer. This includes facilitating the development, implementation and periodic review of a Student Plan, using the Department of Education's 'Supporting students' mental health and wellbeing' procedure. This may include individual modifications and adjustment to the learning program and liaising with external health providers.

Queensland Government

Suicide Prevention
Andergrove State School engage in ongoing training to recognise mental health risks in young people. The school has a 'Suicide Risk Continuum' to ensure the response of 'Notice, Inquire, Plan and Respond' is carried out. Staff who notice a risk of mental health difficulties in a student should seek help immediately from the administration team, 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 a student in the first instance, and where necessary provide first aid. In all other situations, Andergrove 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; and
- all actions are documented and reported.

Suicide Postvention
In the case of a suicide of a student that has not occurred on school grounds, Andergrove 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, Andergrove 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 Network

Students at Andergrove State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports. This includes a levelled card system to identify appropriate staff strategies, communicate to parents and establish structured case management processes for students who have difficulty meeting behaviour expectations.

School based support is provided by:

- Parents and carers
- Class Teachers
- Buddy Class teachers
- Tier 2 teachers
- Learning Engagement Teacher
- Support Teachers
- Administration Staff
- Guidance Officer
- Psychologist
- Ancillary Staff (teacher aides)
- Justice and Equity Team (JET)
- Peers
- Principal and Deputy Principal
- EQ Speech and Language Pathologist
- EQ Occupational Therapy
- EQ Physiotherapist

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

- NDIS providers
- Allied medical providers
- Child and Youth Mental Health Services
- Queensland Health, including Paediatrics
- Diverse Learners Team, Central Queensland office.
- Head of Curriculum Teachers, Student Services for Hearing Impairment, Physical Impairment, Vision Impairment

Queensland Government

- School Adopt-a-Cop
- Vision Australia
- Autism Queensland
- Department of Child Safety, Youth and Women: including Out of home care support, Family and Child Connect, Intensive Family Support

Role	What they do
Principal	• Provides leadership of the Student Support Network and school processes that promote an inclusive, positive school culture.
Deputy Principal	• Provides lead role for implementation of PBL and BSEM; • Monitors attendance, behaviour and academic data to identify areas of additional need.
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 and advocates for students with specific difficulties, acting as a mediator or providing information on their individual development and needs. • liaises with parents, teachers, or other external health providers as needed as part of the counselling process. • Provides a coaching role to the PBL committee and Tier 2 committee, along with complex case management and any regional case management for exclusion situations.
Learning Engagement Teacher	• Provides individual and, at times, group support to students to assist their engagement with education and social networks. • Support students to overcome barriers to education such as: – Attendance at school – Drug and alcohol support needs Referral for additional behaviour support (Tier 2, Tier 3 case management). – Teaching of skills (conflict resolution, social skills, regulation). – Social/emotional/wellbeing. • Monitoring behaviour data.
Learning Support Teachers	• Provides additional learning support, monitoring of academic progress. • Referrals and liaising with additional support as required (e.g. guidance officer, speech and language pathologist, specialist teachers).
Community Education Counsellor	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elders	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
School 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.
Psychologist	• 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 • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

Queensland Government

It is also important for students and parents to understand there are regional and statewide 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, PBL co-ordinators.

Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Andergrove State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

See Appendix 1 for details of our set of agreed school rules and specific behavioural expectations for specific settings, which correspond to the PBL teaching program. This teaching program is taught intensively in its entirety at the beginning of each year. The expectations are then reinforced through weekly lessons, dissemination to parents via the school newsletter and parade.

Schoolwide Expectations:

- **Always Be Safe**
- **Always A Learner**
- **Always Be Respectful**

Reinforcing expected school behaviour

At Andergrove State School, communication of our high behaviour expectations are backed through reinforcement, which provides students with positive feedback and encourages high standards of school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are keen to give consistent and appropriate acknowledgement and rewards. An outline of our Responsible Behaviour Cards can be found in Appendix 2

The vast majority of children at Andergrove State School display appropriate and responsible behaviour.

To promote children's continued positive behaviour, a range of proactive strategies have been enacted within the school which can include:

- **Verbal Reinforcement** – explicit process praise that is specific and describes the student's effort.
- **Responsible Student Behaviour Cards** – Green (positive behaviour) or Blue(Improvement/Encouragement) that identifies the expected behaviour and is genuine, positive feedback that is specific to the student.
- **Awards** – Student of the Week, Class Awards, Annual Awards.
- Invitations to participate in **Peer Tutoring, Buddy Classes, Peace Patrol, Tuckshop Helpers** to instil leadership and a sense of community within the school.
- **End of Term Rewards Day, Disco Invitation** & **Tuckshop Draws** linked to positive cards.
- **Response to Conflict** Ignore-Warn-Report, NO PAY BACK, Walk Away…..I'm OK

Queensland Government

- **Student Leadership**, Student Council, Sports Captains, School Captains, Cultural leaders,
- **Home Communication** Books, Newsletters, Class Dojo, Parent Teacher Interviews
- **Extra-curricula & extension activities** including Sporting, Cultural and Academic pursuits.
- **Extra Play** for completed homework and attendance.

Curriculum programs within classrooms are differentiated to cater for individual student learning needs including students identified with learning difficulties, special needs and gifts or talents.

PBL Expectations

Staff

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, being a learner, being safe and being responsible. Andergrove staff strive to meet a standard of expectations that model the behaviour expectations set for our students.

	All Areas	Classroom	Non-classroom	Staffroom
Be Respectful	• Be welcoming and greet everyone with a 'hello' and a smile. • Work cooperatively in teams • Agree to disagree and use 'mindful speaking' when in conflict. • Support colleagues who are having difficulties. • Be encouraging. • Ensure you are positive when speaking to and about your colleagues, showing professional courtesy. • Respect others' personal space. • Listen to what others have to say. • Dress professionally. • Put phones on silent during meetings/PD. • Observe the Code of Conduct. • Respect others' belongings, and returned borrowed items. • Attend to duties on time. • Be mindful of your surroundings and voice level when discussing students' sensitive issues.	• Utilise data collection to ensure that your positive feedback ratio outweighs your negative feedback (green card log). • Create a warm and welcoming learning environment where relationships are prioritised (using the Guide to Classroom PBL – (https://learningplace.eq.edu.au/cx/resoes/file/72d63227-d42f-4511-b08e-96950f481d77/1/index.html) • 'Be soft on the student, and hard on the behaviour' by providing a firm, clear voice when re-directing. Connect with students before correcting behaviour. • Respect all cultures and contributions. • Model good manners. • Leave detailed plans for relief teachers. • Be attentive to social and emotional needs of all students. • Use 'mindful speaking' when responding to difficult behaviour.	• Make small talk and positive interactions with a variety of students on duty. • Issue positive PBL cards and explicit praise to students upholding the expectations. • Demonstrate a positive outlook when walking around the school. • Discuss school matters in appropriate forums only. • Be on time for duties. • Engage in positive and productive conversations with parents.	• Introduce yourself to new or visiting staff members and make them feel welcomed. • Provide positive feedback only to colleagues. • Be aware of your audience when discussing 'sensitive' subjects. • Wash your own dishes and take turns with tidying the staff room areas. • Ensure that you leave appliances in a clean state. • Return utensils and crockery to the staffroom.

Queensland Government

	All Areas	Classroom	Non-classroom	Staffroom
Be Safe	• Report unsafe or faulty equipment. • Use equipment safely. • Know evacuation and lockdown procedures. • Wear appropriate shoes. • Complete risk assessments where required. • Be aware of student needs and their individual safety/behaviour plans. • Adhere to workplace health and safety regulations and school policies and procedures. • Be aware of students' health and medical needs. • Model self-regulation (talk the Zones of Regulation) • Utilise best-practise de-escalation strategies when responding to difficult behaviour.	• Be aware of risks with equipment (including electrical). • Keep any chemicals in a secure area. • Lock your classroom when you leave it. • Utilise evacuation or lockdown procedures when behaviour of others is threatening. • Be aware of any individual safety needs of students (e.g. custody orders, health and behaviour needs).	• Provide 'active' supervision that involves moving, scanning, and interacting (https://learningplace.eq.edu.au/cx/resources/file/72d63227-d42f-4511-b08e-96950f481d77/1/html/active-supervision.html) • Arrive to your duties on time. • Re-direct unsafe play • Be sun-safe. • Wear a hi-viz vest for duties. • Carry any hot drinks in a safe insulated mug with a lid, when walking around the school. • Drive slowly through the school grounds. • Know the emergency plan for 'at risk' students when responding to health and behaviour needs.	• Take care when handling hot foods ad liquids.
Be a Learner	• Be organised. • Ensure you attend your quota of Professional Development. • Attend meetings as required. • Be punctual • Share resources and ideas • Seek self-improvement and engage in reflective practice. • Set personal goals (Professional Development Plan) • Seek assistance when required • Welcome constructive feedback • Model patience, perseverance and goal setting.	• Seek out new learning experiences for yourself and your students. • Be proactive to implement strategies to increase learning opportunities and optimise the learning environment. • Review the learning to facilitate improvements. • Turn mobile phones off in classrooms.	• Learn the rules of games. • Know the expectations of each area, duty and enforce them. • Be aware of particular needs of students in your area.	• Share ideas. •

Queensland Government

Students

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

	Playground	Classroom and yourself	Eating area	Toilets	Buildings, Transition / walkways	Travelling to and from school	Working with support staff and other situations	Others and property
Always be Respectful	• Use appropriate language • Take turns when playing • Speak positively • Make sure your actions and words don't hurt others • Be helpful to others • Allow others to join in	• Making positive choices • NED … Never Give Up + Encourage others + Do your best • Taking pride in your behaviour, your appearance, your school work • Treating others as you want to be treated	• Take responsibility for your own lunch/ rubbish • Speak quietly and appropriately to each other • Listen to instructions • Respect cleaners and groundsmen	• Respect others privacy • Respect property – no graffiti • Always flush • Leave toilets clean for others	• Move quietly to respect other learners • Show respect to lollipop ladies/ visitors/ teachers • Be punctual • Walk around adults talking • Moving quietly around the school	• Follow adults directions including crossing supervisors • Respect neighbours property and others travelling along • Show respect to lollipop ladies/ visitors/ teachers	• Being in the right place, sitting correctly at desks/tables • Cooperating, sharing ideas, working quietly • Working the same as they would do in class	• Using manners and minding your own business • Actions don't hurt others or their property • Taking turns • Look and listen to adults and follow instructions • Leaving all areas clean and tidy
Always Be Safe	• Hands and feet to yourself at all times • Correct use of equipment • play safely • Climbing trees is unsafe • Always wear a hat and shoes • Only play in play areas • Play by the rules • Avoid dangers like plovers, broken equipment. • Play stops at the bell • Ask permission before collecting equipment outside of school grounds	• Walk sensibly and keep hands and feet to yourself at all times • Sit correctly on chairs, pushing them in when not in use • Listening to instructions, and people in the right place doing the right thing • Correct use of equipment such as scissors or electronic devices • Follow adults instructions	• Stay seated while eating • Always walk • Wash your hands before eating • Eat only your own food • Take your lunch box home everyday	• Wash hands with soap • Use toilets appropriately • Walk in toilet/drink areas • Toilets are not play areas	• Walkways are for moving between areas , keep clear • Hands and feet to yourself • Walk only on paths • Walk quietly in two lines or in pairs • All play stops at first bell • Always walk even if you're in a hurry • Follow correct evacuation/ lock down procedures	• Travel with someone and directly to and from school • Leave shoes and helmets on • Look both ways when crossing the road and obey road rules • Stay away from strangers and report if you feel threatened. • Wait inside school grounds and use the crossings provided.	• People following class rules • Moving safely as directed by the adult • Moving sensibly through the school • Places are left tidy and organised • Cooperating, being sensible and safe	

Queensland Government

	Playground	Classroom and yourself	Eating area	Toilets	Buildings, Transition / walkways	Travelling to and from school	Working with support staff and other situations	Others and property
Always Be a Learner	• Learn new games • Learn the rules • Know the school rules for your games	• Students listening, thinking, paying attention, concentrating and actively participating • Students ignoring any distractions • One voice at a time • Students answering questions, discussing, taking turns to speak	• Eat healthy food • Eat fresh food first	• Remember to go to the toilet at the correct time • Return promptly to class	• Walk sensibly • Learn to keep to the left on all walkways and stair areas • Follow teacher's instructions • Make good choices		• Hands up, waiting patiently for assistance and asking for help • Students helping others if finished their own work • Students listening, enjoying learning. • Students persisting , giving their best effort and work being completed • Working productively, independently or in groups. • Following instructions and on task	• Return borrowed equipment and library books on time

Queensland Government

Parents

Our staff believe that delivering the best outcomes for our students will begin with a positive partnership with parents. The PBL expectations is also in place as a guide for parents to know how they can ensure the success of their children's education and social development within the school community.

Parents and community members are encouraged to play an active role in the education of their children. Andergrove State School values the partnership of parents in helping to enrich learning opportunities for students and assist them in meeting the expectations of our school.	
Be Respectful	• Provide encouragement to your child (regardless of their ability) and accept their uniqueness. • Set expectations for your child that are realistic and age-appropriate. • Model respectful values and manners - smiling and greeting people appropriately. • Promote positive talk about others (including online), with the idea of 'treat others as you wish to be treated'. • Encourage children to be empathetic to those children whose skills are not as good. Be open minded when your children complain about other children. • Be aware when you are engaging in adult conversations that your children may be listening. • Encourage children to engage with other children in outdoor games or sport that involve physical activity and interactions. • Use your child's behaviour as a time to teach them personal skills, not to criticise. • Treat school staff with respect and work collaboratively to overcome any concerns and enable your child's success. • Play games at home that practices respectful language, taking turns, sharing and losing graciously. • Ensure that your child's presentation encourages good hygiene. • Select movies, TV shows and games that are age appropriate (G & PG).
Be Safe	• Practise road, pedestrian crossing, bicycle and bus safety routines. • Encourage calm conflict resolution, discourage 'payback'. • Practise road, pedestrian crossing, bicycle and bus safety routines. • Provide your child with a hat and closed-in shoes every day. • Regularly check your child's hair for headlice and treat if necessary. • Ensure that your child has supervision for online participation which maintains safety (including online threats and bullying) for your child and others. • Provide appropriate discipline that teaches your child the expectations of the school community (structured, consistent, predictable and fair).
Be a Learner	• Ensure that your child attends school unless they are sick, injured or have another genuine reason for non-attendance. • Inform the school when your child is absent – 4998 9333. • Work collaboratively with school staff with any issue that may impact on your children's attendance. • Provide your children will all the necessary equipment for school. • Provide appropriate limits for television, social media and online games. • Set aside a specific time for homework and check that it has been completed. • Attach any school communication to a prominent spot so that you know when items are due (e.g. assignments due, permission slips) • Turn media off during meal times to ask your child how their day was, encourage positive talking, and encourage them to ask questions to develop curiosity. • Make yourself known to your child's teacher and participate in the opportunities to discuss your child's education. • Encourage your child to read every night. • Spend quality time together with your child, which fosters communication and teaches life skills.
Parents who demonstrate that they value education and work in partnership with school staff, are helping their child to succeed.	

Queensland Government

Differentiated and Explicit Teaching

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

Teachers at Andergrove 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.

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers. See Appendix 3 for teaching guide overview. The teaching program is reviewed regularly and accessed by staff on the staff OneNote;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- Behaviour expectations are regularly reinforced via the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- The Positive Behaviour for Learning Committee regularly provides information to staff and parents, and supports others in sharing successful practices.
- Upon arrival, new students as well as new and relief staff are provided with the Andergrove State School Student Code of Conduct.
- Individual support profiles are developed for students with additional behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Specific policies address:
    - The Use of Personal Technology Devices* at School (see School Policy section)
    - Procedures for Preventing and Responding to Incidents of Bullying (see School Policy section)

Focussed Teaching

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and focuses on teaching children to make responsible behaviour choices.

Andergrove State School has strategies that provide educational support or intervention in response to unacceptable behaviour. Staff can respond calmly using the following strategies:

1. Utilise Essential Skills for Classroom Management strategies
2. Direct the student to a Zones of Regulation strategy
3. Explicitly state the expectation and provide reminder
4. Provide the student with a choice that the adult is happy with.

5. Utilise Responsible Behaviour Cards – Yellow (Warning), Orange or Red (Consequence)
6. Buddy Class for time away
7. Teacher reflection – identify a plan of action – to modify or adjust the environment to support the student in meeting the expectations.
8. School Intervention and Recording of Student Inappropriate Behaviour

The PBL wellbeing program provides all students with:

- Explicit teaching of feelings and how they can be classified within the four zones – Blue Zone, Green Zone, Yellow Zone and Red Zone. When students are in the Green Zone they are ready for learning. The Zones identifies individual triggers for emotions, being able to identify what zone they are in, and individual strategies to support their regulation.
- Explicit teaching of BSEM:
  - Body - how to regulate and de-escalate;
  - Stamina - use of growth mindset, emotional intelligence, resilience and stamina for independent learning;
  - Character – personal values and character strengths.

At Andergrove State School, there are a number of committees that can respond to a student who is identified as requiring additional, focussed teaching in order to meet the expectations of the school. These committees utilise the PBL data collection to inform their decision making. These student are provided with additional opportunities and support to re-learn the skills required to meet the expectations of the school. Reasonable adjustments to the student's environment and learning program may be required to assist this process.

Targeted behaviour support:
A small proportion of students may be identified through our data as needing extra in the way of targeted behavioural support and re-teaching of the expectations and skills from the classroom teacher. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Some students attend their scheduled classes and require appropriate adjustments to support expected behaviour. Some students require increased daily opportunities to receive positive contact with adults (including Buddy Class – see Appendix 4), additional support from school staff and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their learning program through academic support, adult mentoring, explicit re-teaching of expectations or intensive skill development.

All staff members are provided with relevant professional development based on an overview of our school's Student Code of Conduct, referral and response processes, the reporting responsibilities of staff and the specialised support of individual students.

Students whose behaviour does not improve after low level intervention and support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

Andergrove State School is committed to educating all students, including those with the high behavioural support needs. We recognise that students with complex and challenging

Queensland Government

behaviours may need comprehensive systems of support. As part of the Andergrove State School PBL process, students are identified through behaviour data or referred by their classroom teacher or administration to the Tier 2 PBL team (see Appendix 5). Once a case manager is assigned to the student they will:

- work with the classroom teacher and other staff to develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection;
- assist with academic and social program adjustments as required for the student; and
- work with the Positive Behaviour for Learning Committee to achieve continuity and consistency at a Tier 1 level.

The Tier 2 PBL Team has a simple and quick referral system via the Justice and Equity Team (JET). Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process.

In some more complex cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and any relevant district-based behavioural support staff. At this Tier 3 level, the Guidance Officer will be assigned as case manager.

Andergrove State School also has access to Specialist Behaviour Support through:

- Guidance Officer
- Psychologist
- Inclusion staff
- Justice & Equity Team (JET)
- Targeted funding through the Diverse Learners Team at Regional Office.
- SCAN Team, Department of Child Safety, Youth and Women (Evolve Therapeutic Services)
- NDIS therapies

These resources can assist with intensive intervention or offer behaviour support programs that support continued student learning.

Andergrove State School supports students using the Tier 2 Flowchart displayed below. See Appendix 6 for case management by Tier 2 Team.

Andergrove State School - Tier 2 Process

STUDENT SUSPENSION RE-ENTRY:

1. Administration to notify case manager of suspension via email.
2. Re-entry plan discussed with class teacher and Tier 2 case manager.
3. Consider review of support plan.
4. Re-entry of student - consider Check-in, Check-out strategy.
5. Communicate to staff via email of any re-entry conditions.

IDENTIFY STUDENT

Teacher / Guardian / Administration / PBL data identifies concern.
Class teacher completes JET referral requesting Tier 2 intervention.

COLLECT AND REVIEW DATA

Has Tier 1 been implemented with fidelity?

No
- go back to universal processes with Administration/ Guidance Officer.

Yes
TTT confirm acceptance and allocate TTT staff member. Tier 2 pack provided. Contact Parent and record on One School.

CLARIFY PROBLEM

Class teacher to complete and collect data of the student:
- ⇒ Essential Skills self-evaluation form - Consider ESCM profiling.
- ⇒ ABC record sheet
- ⇒ Adjustments proforma
- ⇒ FBA Online tool print out (https://autismhub.education.qld.gov.au/resources/functional-behaviour-assessment-tool)

TTT to complete and collect data of the student:
- ⇒ Review of Oneschool data
- ⇒ ABC observations
- ⇒ FBA teacher interview
- ⇒ Forced Choice Inventory

IDENTIFY FUNCTION

Teacher and TTT Complete:
- ⇒ Student profile
- ⇒ Escalation Form (if needed)
- ⇒ Establish a Risk Assessment Management Plan (RAMP) when the behaviour poses imminent safety risks.

Teacher and TTT: Create Draft Individual Behaviour Support Plan (IBSP) that details:
- ⇒ Behaviours of Concern
- ⇒ Function of Behaviour
- ⇒ Replacement Behaviours
- ⇒ Identify Strategies/Skills to be taught (including BSEM teaching)

SELECT AND PROVIDE INTERVENTION

SOCIAL/EMOTIONAL SKILLS:
- ⇒ SWD Support (ISP)
- ⇒ Zones of Regulation Tier 2
- ⇒ Social skill focus/checklist
- ⇒ Play zone
- ⇒ Managed play - Library
- ⇒ Peace Patrol
- ⇒ Options Room
- ⇒ Coding Club
- ⇒ Chess Club
- ⇒ Choir/Music groups
- ⇒ Buddy Class
- ⇒ Breakfast club
- ⇒ Guidance Officer
- ⇒ Referrals out

ACADEMIC:
- ⇒ SWD Support
- ⇒ ICP
- ⇒ Learning Support
- ⇒ HOC Support
- ⇒ Homework program

CHECK-IN CHECK-OUT:
- ⇒ Interview student to establish goals
- ⇒ Identify student's strategies
- ⇒ Identify what skills need to be taught
- ⇒ Establish daily process
- ⇒ Buddy class
- ⇒ Homework program
- ⇒ Ready to Learn Plan

EVALUATE OUTCOMES—REVIEW IBSP

Queensland Government

Disciplinary Consequences

Andergrove State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour choices are made, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Responsible Behaviour Cards are used to record all minor problem behaviours while One School records are maintained for major problem behaviour. The school administration monitors behaviour reports and takes a student's past behaviour history into account when determining appropriate consequences.

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

At Andergrove State School all staff members are authorised to issue consequences for problem behaviour and are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Staff may identify that a student may exhibit specific barriers to achieving the expected behaviours. In this case, staff can utilise a number of strategies and processes to respond to the problem behaviour. These are found on the back of the Responsible Behaviour Cards and can communicate to parents the strategies used to prevent and respond to problem behaviour.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Every classroom in our school uses the Response to Behaviour Flowchart below (and see Appendix 7), as a guide for staff to redirect behaviour.

Queensland Government

Andergrove State School
Response to Behaviour Flowchart

MINOR BEHAVIOUR

Minor behaviours that interfere with teaching and learning:

- Non compliance
- Minor interruptions to learning (talking, noises, work avoidance)
- Not playing fairly
- Off task
- Minor dishonesty
- out of seat
- Unprepared for learning
- Using put downs (minor)
- Moving unsafely e.g. running, swinging chairs etc.)
- Inappropriate tone or attitude

TEACHER/TEACHER AIDE MANAGED

STRATEGIES

1st and 2nd OFFENCE

(Refer to minor/major guidelines)

Staff will apply Essential Skills/behaviour management strategies appropriate to the situation including, but not limited to the following:

- Establish expectations & routines
- Proximity
- Parallel acknowledgement
- Body/language encourager
- Distraction/Take a break
- Re-direct to learning
- Give direct instructions
- Selective attending/ignoring
- Talk to an adult (support)
- Descriptive encouraging.
- Give a choice/warning
- Inner Coach
- Take a breath

BEHAVIOUR RESOLVED?

- Praise appropriate behaviour
- Issue YELLOW CARD

MAJOR BEHAVIOUR

Intermediate behaviour that may include *repeated acts* of minor behaviour and/or anti-social behaviour towards people or property, which do not seriously endanger the health, safety or wellbeing of others.

- Non compliance
- Deliberate defiance
- Damaging property (e.g. snap pencil, deface book)
- Targeted bullying
- Leaving the classroom
- Repeated interruptions to learning.
- Taking property with asking
- Unsafe use of equipment
- Consistency late back to class

TEACHER/TEACHER AIDE MANAGED

STRATEGIES

Staff will apply behaviour management strategies appropriate for the situation, including but not limited to the previous strategies as well as the following:

ONESCHOOL ENTRY REQUIRED

- Verbal warning
- Take a break/walk
- Natural/logical consequences
- Give a choice
- Time out/in
- Contact parents
- Use behaviour phone
- Provide visual/written plan
- Deep breaths
- Go to individual strategies
- Restore relationship (quiet talk, apology
- Loss of privilege (own time)
- Buddy class to work or get on track
- Referral to LET or support staff
- Think 'size of the problem'.
- Inner Coach

BEHAVIOUR RESOLVED?

- Issue ORANGE CARD
- Refer to RED CARD strategies

MAJOR BEHAVIOUR

Major acts of misconduct which may include repeated acts of medium behaviours, high level disruption to learning and/or serious risk to health, safety, wellbeing or property:

- Verbal aggression
- Bullying/harassment
- Wilful non-compliance
- Sexual/racial harassment
- Physical harassment
- Major disruptions
- Major dishonesty
- Posession of illegal items
- Inappropriate use of IT
- Physical aggression/fighting
- Absent without permission (e.g. walking out, truancy)
- Explicit language at others
- Posession of weapons
- Deliberate theft or damage to property

OFFICE MANAGED

STRATEGIES

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

- Previous strategies
- Time in Office
- Calm down with LET
- Loss of privelages
- Individual BSP/ strategies
- Detention
- In school isolation
- Tier 2 intervention (CICO)
- Calm down with Tier 2 teacher
- Resortative chat
- Parent contact
- Supported play/eating
- Time away from class
- Suspension

BEHAVIOUR RESOLVED?

- Issue RED CARD
- CONTACT PARENT SUSPENSION

Queensland Government

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is managed by the staff member but is also referred to the school Administration team using the Responsible Behaviour cards and a referral to the school's Learning Engagement teacher or Tier 2 case manager can be made.
- **Major** problem behaviour that poses immediate safety risks to the student, a peer or a staff member is referred directly to administration to provide an immediate response to the situation.

Minor behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause staff to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- **a re-direction procedure**. The staff member takes the student aside and:
    1. names the behaviour that student is displaying,
    2. asks student to name expected school behaviour,
    3. states and explains expected school behaviour if necessary
    4. gives positive verbal acknowledgement for an attempt at the expected school behaviour.
    5. may be issued a Warning card (Yellow)
- **a minor consequence** logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention with class teacher for work completion.

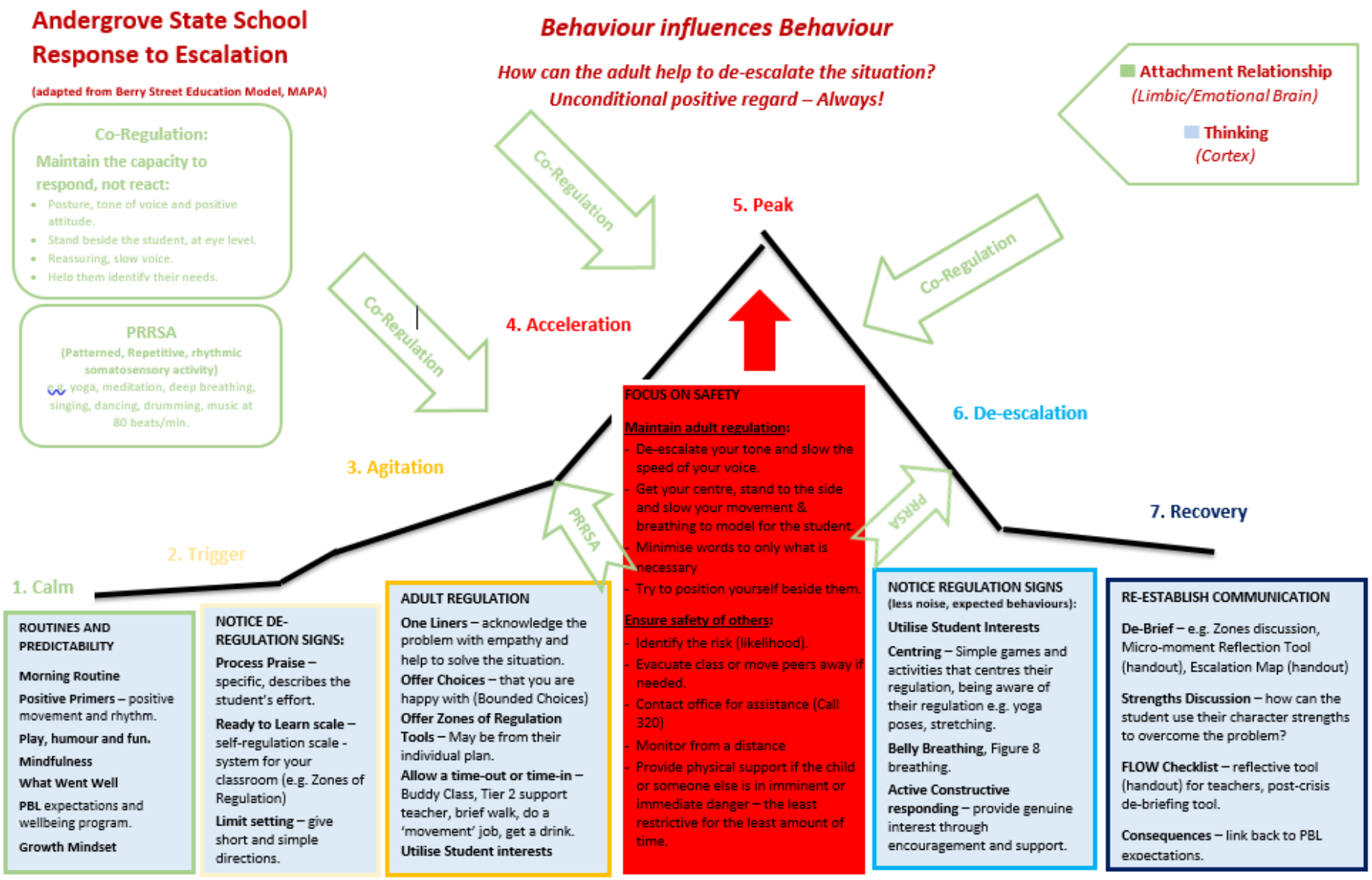
Major behaviours are those that:

- indicate a student has not changed a pattern of repeated minor problem behaviours – i.e. students who are issued more than two Responsible Student Behaviour Consequence (Yellow/Orange/Red in one term of school)
- significantly violate the rights of others
- put others / self at risk of harm
- involve the misuse of communicative technologies
- require the involvement of school Administration.

Major behaviours result in a referral to Administration because of their seriousness. When a major problem behaviour occurs, staff members are trained with a variety of responses to calmly respond to behaviour, according to the escalation of student. This Response to Escalation framework (Appendix 8) is informed by the whole school program of PBL, BSEM and Zones of Regulations. Some Responsible Behaviour Cards are not handed to the individual student initially as this may increase the escalation of the student.

Queensland Government

Response to Escalation Framework



Queensland Government

The following table outlines examples of major and minor problem behaviours (Appendix 9) but is not meant to be a complete or comprehensive listing of behaviour problems that may be encountered at school. Staff need to consider individual circumstances of students when applying consequences of behaviour.

	Area	Minor – Yellow Card	Major: Includes repeated minor infringements – Orange Card	Major: Includes repeated minor infringements – Red Card
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds • Climbing trees	• Riding skateboards or scooters in school grounds in a dangerous manner. • Leaving classroom or learning activities without permission.	• Leaving school without permission.
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects dangerously. • Wilfully engaging in unsafe practices.	• Possession of weapons (e.g. Knives)
	Physical contact	• Minor physical contact (e.g. pushing and shoving)	• Physical violence/aggression (e.g. hitting, kicking).	• Fighting
	Correct Uniform	• Not wearing a hat in playground • Not wearing shoes outside • Willful failure to comply with the school's agreed dress code. (make up/fingernail polish)	• Repeated wilful failure to comply with the school's agreed dress code. (make up/fingernail polish)	
	Other			• Possession of cigarettes • Substance abuse (e.g. smoking). • Possession or selling of prescription or illegal drugs
Being A Learner	Class tasks	• Not attempting or not completing set learning tasks that are at an appropriate ability level for the student. • Not attempting or not completing class or homework that is at an appropriate ability level for the student.	• Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention • Consistently not completing homework.	• Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention/after school detention.
	Being in the right place	• Not being punctual (e.g. lateness after breaks) • Not in the right place at the right time.	• Leaving class against direction (out of sight) • Deliberately late to class, despite warnings.	• Leaving school without permission. • Truancy
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	• Challenging authority (e.g. saying 'no' when given instruction or direction)	• Wilful and/or persistent disobedience.
	Accept outcomes for behaviour	• Minor dishonesty (no major consequence) • Wilfully not having required materials at school	• Major dishonesty (deliberate lies)	• Major dishonesty (deliberate lies) constantly over a period of times.
	Mobile Phone & other Personal Technology Devices	• In possession of mobile phones (electronic devices) • Mobile phone switched on in any part of the school at any time without authorisation (no permission from an authorised staff member)	• Use of mobile phone, iPad (electronic devices) in any part of the school for voicemail, email, or text messaging.	• Use of mobile phone for filming purposes without authorisation • Inappropriate use of computer software (Face Book, U-Tube, Instagram) to abuse, denigrate or insult staff, students or our school

Queensland Government

	Area	Minor – Yellow Card	Major: Includes repeated minor infringements – Orange Card	Major: Includes repeated minor infringements – Red Card
Being Respectful	Language	• Inappropriate language (written/verbal) • Disruption of classes, e.g. Calling out • Poor attitude	• Inappropriate language (e.g. swearing, name calling, offensive language, Aggressive language, verbal harassment • Bullying, 'put downs'. • Verbal abuse / directed profanity • Insolence to staff and other adults, e.g. disrespectful tone of voice	• Racial comments) and/or threats. • Sexual or racial harassment
	Property	• Petty theft • Lack of care for the environment • Defacing property (scribbling on book)	• Defacing property, minor vandalism (2nd offence or more)	• Deliberate theft (stealing) • Wilful damage to school property and/or damage to others property. • Deliberate vandalism
	Others	• Littering • Not playing fairly • Minor disruption to class • Minor defiance – time delay before complying with requests/directions	• Intimidating behaviour/ harassment • Blatant disrespect • Intimate physical contact (e.g., hugging, kissing) • Minor bullying / harassment	• Deliberate 'trashing' of school location • Major or repeated bullying • Major defiance • Offences against morality – sexual behaviour • Major disruption to class
	Cyber bullying		• Inappropriate texting; email, instant messaging or unacceptable interaction with others in the school community at school or out of school.	• Repeated inappropriate texting, sexting, or threatening email via instant messaging or social networking sites whether at school or such unacceptable interaction with others in the school community out of school hours.

Major problem behaviours may result in one or more of the following consequences:

Tier 1 Consequences:

- **withdrawal from class**, Buddy class, referral to the Learning Engagement Teacher, time in office, (e.g. when disruptive of teaching or other students' learning),
- **break time detention** (The Queensland Education Act states that a student at a State School may be detained during the recess as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, non-compliance with the school dress code or for other breaches of school discipline)
- **restitution or compensation.** Where personal or school property is damaged, a student's parents may be asked to provide some form of monetary or material restitution to compensate for the damages incurred.
- **warning regarding future Tier 2 or 3 consequence** (i.e. suspension) for repeated offence,
- Parent contact via yellow or orange card.

Tier 2 Consequences:

- **Tier 1 consequences** and/or
- **parent contact** - When specific behaviours of a student persist despite intervention, a more formal parent conference will occur. Involvement by an Administrator, Tier 2 case manager, Learning Engagement Teacher, Learning Support Teacher and/or Guidance Officer may be an integral part of this process.
- **redirection to alternate lunchtime activities** (e.g. Library, Options Room, 'The Zone').
- **loss of privilege** (e.g. 2 or more consequence cards means student is not invited to school or P&C disco that term.

Queensland Government

- **withdrawal from co-curricular activities** for that term (i.e. 3 or more consequence cards in that term signals that a student's past behaviour is considered an additional risk to the good discipline and management of the whole group, and/or a risk to their own or others safety at interschool sport, Rewards Day activities, School Disco, excursion, camps and /or Yr 6 Social),
- **after school detention** (The Queensland Education Act states that a student at a State School may be detained for a period of one half hour after school as a consequence for disobedience, misconduct, wilful neglect to prepare home tasks, or for other breaches of school discipline. Parents/Guardians will be notified of an impending after school student detention),
- **Tier 2 behaviour monitoring strategies:** As a result of a conference with a Teacher, Administrator and/or a Guidance Officer, a referral to the Tier 2 team will result in strategies such as: daily monitoring charts, check-in check-out process, individual goals, identification of individual student needs and/or particular strategies to avoid ongoing behaviour issues. Parents may be involved in this process. The school's Principal, Deputy Principal and/or Guidance Officer assists students and parents to accept their responsibilities as co-operative members of the school community.
- **parent interview** (good home – school communication offers the best support environment for students),
- **referral to Guidance Officer** to assist in identifying and responding to individual need and engagement of any outside agency support.
- **Individual Behaviour Support Plan (IBSP)** If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, an IBSP is developed by the teacher, Tier 2 teacher and the student. Parents/carers are contacted. If additional support is required to implement the plan, the teacher will make a referral for additional support through the Justice and Equity Team, which may result in the Guidance officer and/or a Tier 2 teacher support.
- **suspension** from school. Students who choose not to accept other consequences imposed as a result of unacceptable behaviours (e.g. refuses to attend detention), engage in the strategies provided to them, or who engage in serious breaches of this Student Code of Conduct, may be suspended. Student disciplinary absences are used after consideration has been given to all other possible responses. Suspension from school for up to twenty days is recognised as a most serious consequence, which can be imposed by the school Administration. Suspensions are implemented in line with the Education Queensland procedure: Student Discipline.
  - If a student is suspended for 1 – 10 days, the Principal will take reasonable steps to ensure student is given school work to allow student to continue with their education.
  - If a student is suspended for 11 – 20 days, the Principal will arrange student access to an education program to allow student to continue with their education.
- **students not eligible for any Yr 6 Student Feature Awards –** Andergrove State School has high expectations of the behaviour of our Year 6 students. If any Year 6 student were to receive a suspension, this would have a serious negative impact on the likelihood of their being considered for such major awards such as Dux, Citizenship, Most Accomplished Student, Sportsperson of the Year, and Outstanding Cultural Achievement. Eligibility will be determined with consultation of the PBL committee and Principal.

Tier 3 consequences:

- **Tier 1 or 2 consequences** and/or
- Students who engage in very serious problem behaviours such as persistent wilful disruption to classes, major physical misconduct, the use or supply of weapons or drugs can expect a 11-20 days or 11-20 days pending exclusion. **Proposal to exclude** the student from the school is a decision that can be made by the Principal. A final decision

Queensland Government

to exclude can be made by the Principal following a thorough investigation of the behaviours and ongoing risks to the school community.

- Cyberbullying – Students who expose or send sexually explicit images to other students can expect a suspension pending exclusion and the Police to be contacted. An investigation will take place with the possibility of the student being charged with a criminal offence.
- Students who have brought weapons, such as **knives**, to school can expect the Police to be called and an investigation to take place. This can result in the student being charged with a criminal offence.
- Should the student's behaviour result in a proposed/recommended pending exclusion, the Principal will ensure that regional case management processes are followed to support the successful re-engagement for the student into another learning/alternative program.

Suspensions

Parents 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 school disciplinary absence (SDA) decision by the Principal.

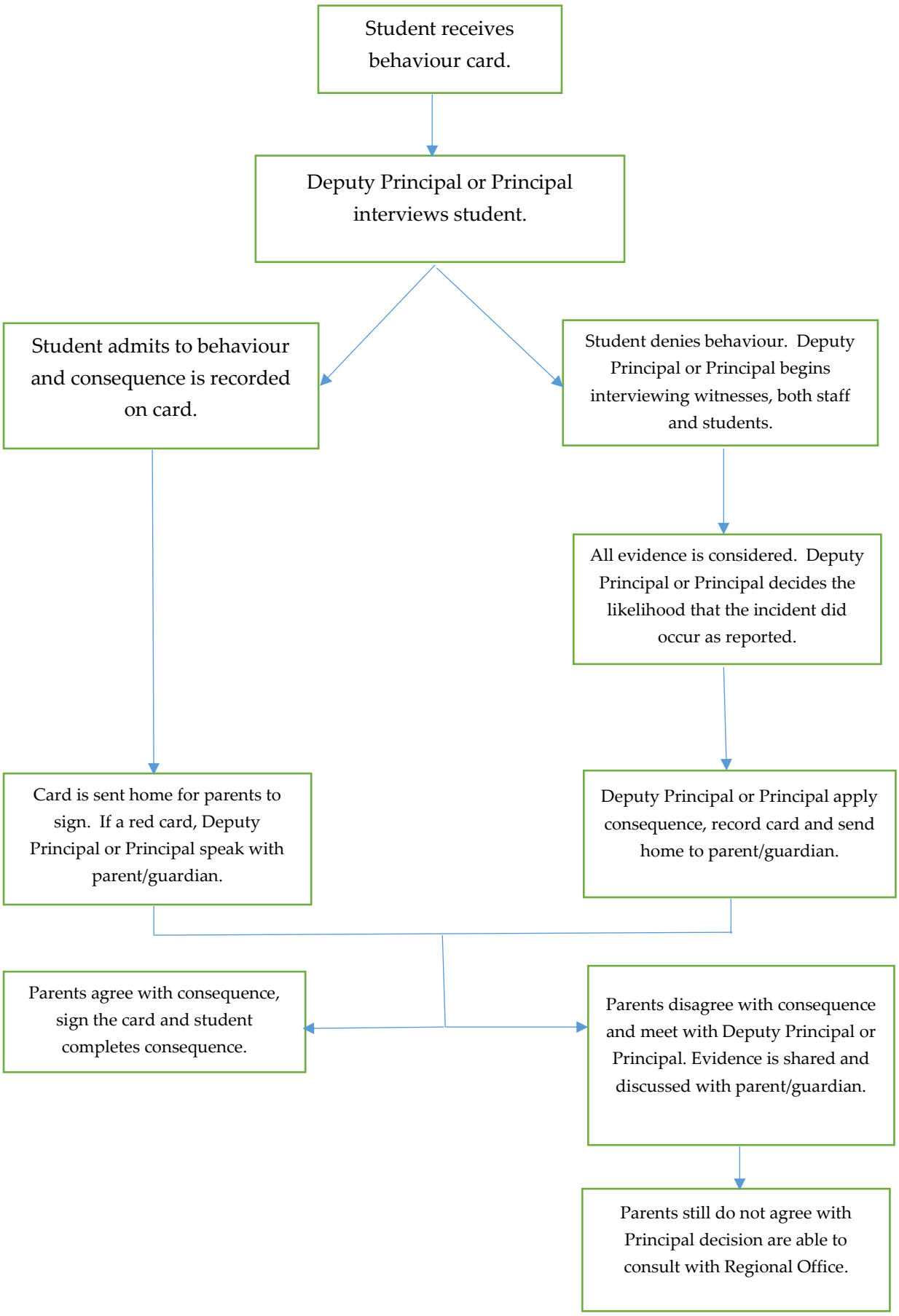
Re-entry following suspension

Students who are suspended from Andergrove State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of the meeting is to welcome the student, with their parent or carer back to the school. The aim of the meeting is to work with the parent, carer and student to develop a set of strategies that will be implemented to support the student in a successful return to school. The re-entry meeting may include a Tier 2 case manager, LET, Learning Support Teacher or the Guidance Officer who is involved in supporting the student at school.

The flowchart below explains the process followed by administration once behaviour cards have been issued.

Queensland Government

Behaviour Incident Referral Flowchart



Queensland Government

School Policies

Andergrove State School has tailored school discipline policies to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Staff are responsible to familiarise themselves with the responsibilities for students, staff and visitors outlined in the following policies. The policies can also be accessed by staff on the Andergrove State School OneNote page:

- Temporary removal of student property
- No Knives at Andergrove State School
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Andergrove 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)
- vapes or vaping utentsils
- 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).

Queensland Government

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

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

No Knives at Andergrove State School

We can work together to keep knives out of school. At Andergrove State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

If a student has a knife a school, they can expect serious consequences, school based consequences such as Suspension or Exclusion but also criminal consequences such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned?

- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.
- Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.
- In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.
  Our Principal can take tough action against a student who brings a knife to school.
- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences such as Suspension and/or exclusion.
- Police can search a student and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if the principal suspects that a student has a knife on or in school property.
- If the principal suspects the student has a knife in their school bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Andergrove State School safe?

Queensland Government

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact our school Principal.

Responsibilities

State school staff at Andergrove State School:

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

Parents of students at Andergrove 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 Andergrove 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 Andergrove 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 Andergrove 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 mobile phones and other devices by students

The Use of Personal Technology Devices* at School

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

Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like mobile phones, cameras, digital video cameras, Smart watches, iPod or MP3 players to school as there is a risk of damage or theft. If it is essential students have such devices at school (i.e. for use after school), devices must be taken to the school office immediately the student arrives at school in the morning and be collected just prior to leaving the school in the afternoon. If students are found in possession of such devices, they will be confiscated by school staff and may be collected by the student's parents/carers from the school office. Breaches of this prohibition may result in disciplinary consequences.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office by parents/carers, unless required to be kept for purposes of Police and/or disciplinary investigation, when devices will only be returned to parents.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for any reason, for the rest of that term, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette
Bringing personal technology devices to school is not encouraged because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and taken to the school office so they are out of sight. Personal technology devices may only be used without staff permission once a student has left the school grounds.

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

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

Students must not record images anywhere that recording would reasonably be considered inappropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

---

[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Queensland Government

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

Responsibility Outside School Hours:
Students who use Personal Technology Devices outside of school hours such that there is a negative impact on others in the school community, are considered to have negatively affected the good order and management of the school.
** Personal Technology Devices includes, but is not limited to, games devices such as Portable gaming devices, Tamagotchis®, laptop computers, IPads, Tablets, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, IPods® and devices of a similar nature.*

Queensland Government

Preventing and responding to bullying

Procedures for Preventing and Responding to Incidents of Bullying
(including Cyberbullying)

Purpose

1. Andergrove State School strives to create positive, predictable environments for all students at all times. The disciplined teaching and learning environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures and academic growth
   - raising achievement and attendance
   - promoting equality and diversity, and
   - ensuring the safety and well-being of all members of the school community.

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

3. Bullying is generally considered to be deliberate behaviours aimed at having a negative impact upon victims. Behaviours that will not be tolerated at Andergrove State School include:
   - name-calling
   - taunting, teasing or threatening
   - mocking, embarrassing
   - making offensive comments
   - kicking, hitting, pushing, etc
   - taking belongings
   - inappropriate text messaging
   - sending offensive or degrading images by note, phone or internet
   - producing offensive graffiti
   - gossiping
   - excluding people from groups
   - spreading hurtful and/or untruthful rumours

4. Bullying may be related to:
   - academic ability
   - race, religion or culture
   - disability
   - appearance or health conditions
   - sexual orientation
   - sexist or sexual language
   - young carers or children in care.

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

Rationale

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

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

Prevention (see also 'Preventative Approaches to Bullying' below)

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- Students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- Students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms, etc.
- Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Anti-bullying and Cybersmart lessons are taught by teachers or other professionals (eg. Police) in classrooms with both a preventative and responsive intention. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Lessons teach the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander (i.e. Ignore-Warn-Report but NO PAY BACK)

Lessons may focus on particular bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

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

Preventive Approaches to Bullying

Preventive approaches include ongoing strategies designed to foster the active involvement of all students.

For all students all of the time, these include:

- Recognising the complexity of the problems of bullying and harassment
- Establishing a school culture that actively promotes non-violence
- Ensuring student voices are heard and they actively participate in meaningful decision making
- Recognising and celebrating diversity and promoting justice and equality
- Fostering the involvement of parents and the school community
- Instigating environmental scans and surveys to examine student perceptions of safety and the use of resources and spaces within the school
- Focusing on socialisation e.g. role models, leadership programs, peer support programs, group dynamics and cooperative learning
- Examining and challenging power structures within the classroom, school and wider society
- Investigating the school's role in social construction of race, gender and class, as a means of developing programs which celebrate diversity and promote equity, examining and challenging power structures within the classroom, school and wider society
- Developing effective behaviour management policies and programs

Staff are:

- role models in word and action at all times.
- observant of signs of distress or suspected incidents of bullying.
- minimising occasions for bullying by active patrolling during playground supervision.
- at class on time.
- helping victims by treating all reports of bullying seriously and removing sources of distress without placing the victim at further risk.
- reporting suspected incidents to the appropriate staff member/s

This requires children to:

- IGNORE … refuse to be involved in any bullying situation.
- WARN … take some form of preventative or positive response action.
- REPORT the incident or suspected incident and help break down the code of secrecy.
- NEVER PAY BACK …this only complicates the situation.
- WALK AWAY….I'M OK….the problem is dealt with now by an adult.

Andergrove State School recommends that parents:

- Watch for signs of distress in their children, e.g. Unwillingness to attend school, a pattern of headaches, missing equipment, requests for extra pocket money, damaged clothes or bruising.
- Take an active interest in your child's social life and their acquaintances
- Advise your child/ren to tell a staff member (class teacher, teacher on duty) about incidents. If possible allow him/her to report and deal with the problem him/herself.

Queensland Government

They can gain much respect through taking the initiative and dealing with the problem without parental involvement. It is important to offer support to children at this point.

- Inform the school if bullying is suspected, whether your child is the bully or victim.
- Keep a written record of reports (who, what, when, where, why, how)
- Do not encourage your child to retaliate.
- Communicate to your child that parental involvement, if necessary, will be appropriate for the situation.
- Be willing to attend interviews at the school if your child is involved in any bullying incident.
- Be willing to inform the school of any cases of suspected bullying even if your own child is not directly affected.

When staff, students, parents and carers work together we create a safer and more enjoyable learning environment at Andergrove State School.

The following procedural steps could be followed when dealing with a report of bullying.
This is a general plan for dealing with bullying. In specific cases administrators may be required to exercise discretion with regard to taking disciplinary action. The progression of steps through this plan can be terminated at any time the bullying ceases.

Significant bullying report received:

1. Teacher investigates and discusses situation with students concerned and applies appropriate consequences as per Student Code of Conduct.
2. School administration involved in counselling and/or applying appropriate consequences as per Student Code of Conduct. Problem may be brought to the attention of relevant staff.
3. Parents of students involved are contacted for support.
4. Guidance Officer or Psychologist may be involved with students.
5. Other measures such as intervention by the school's *Adopt-a-Cop* (in the case of serious assaults) and confrontation of the bully by the parents of the victim may be effective and appropriate if conducted with the agreement of the parents concerned and under the supervision of the Principal.
6. Disciplinary action (suspension and/or exclusion) may be taken against those deemed responsible for bullying.

Queensland Government

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

Staff understand that there is a wide range of de-escalation strategies when responding to difficult behaviour (see The Response to Escalation flowchart – Appendix 8). Staff may use seclusion or physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others
- deliberately engaging in property destruction that impacts on the safety of themselves and others
- wilfully and persistently engaging in school disruption that negatively impacts on other students' right to learn or teachers' right to teach.

Appropriate physical intervention may be used to ensure our school's duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention may be appropriate where the immediate safety of others is threatened, the strategy is used to prevent injury and there is no less restrictive measure available to respond to the behaviour.

Reasonable use of physical intervention may involve:

- standing between students, or preventing their path where a student is running into a dangerous situation, or aggressive behaviour will impact on another student.
- guiding a student by the hand/arm, or placing a hand in the centre of the upper back to prevent imminent danger.
- holding a student or removing a potentially dangerous object to prevent them physically attacking someone or serious self-injurious behaviour.

Staff understand:

- physical intervention cannot be used as a form of punishment.
- physical intervention should be avoided when a less severe response can effective.
- the need to investigate the underlying function of the behaviour.
- physical intervention is not to be used as a response to:
  - refusal to comply when consequence only impacts on offender
  - verbal threats
  - leaving a classroom or the school, unless student safety is clearly threatened.

Any use of physical intervention must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

Any planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive practices procedure.

<u>Record keeping</u>

Each significant instance involving the use of physical intervention may be formally documented. One of the following records would be appropriate:

- 'One School' incident report
- SMS Health and Safety incident record (if appropriate)
- Debriefing report for student and staff.

Queensland Government

Critical Incidents

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. At Andergrove State School the PBL committee has developed a Response to Escalation (Appendix 8) and understand that an appropriate response to early warning signs can prevent a further escalation and critical incident. The Response to Escalation flowchart is aligned with the following statements:

Avoiding an escalation of the problem behaviour
Avoid shouting, cornering the student, moving into the student's space, touching the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintaining calmness, respect and detachment
Model the behaviour for 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.

Approaching 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.

Following 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.

Debriefing
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.

Queensland Government

Legislative Delegations

Legislation

In this section of the Andergrove 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

Related Procedures and Guidelines

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

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

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

Appendix 1 – Expectations at Andergrove State School

Staff Expectations

	All Areas	Classroom	Non-classroom	Staffroom
Be Respectful	• Be welcoming and greet everyone with a 'hello' and a smile. • Work cooperatively in teams • Agree to disagree and use 'mindful speaking' when in conflict. • Support colleagues who are having difficulties. • Be encouraging. • Ensure you are positive when speaking to and about your colleagues, showing professional courtesy. • Respect others' personal space. • Listen to what others have to say. • Dress professionally. • Put phones on silent during meetings/PD. • Observe the Code of Conduct. • Respect others' belongings, and returned borrowed items. • Attend to duties on time. • Be mindful of your surroundings and voice level when discussing students' sensitive issues.	• Utilise data collection to ensure that your positive feedback ratio outweighs your negative feedback (green card log). • Create a warm and welcoming learning environment where relationships are prioritised (using the Guide to Classroom PBL – (https://learningplace.eq.edu.au/cx/resoes/file/72d63227-d42f-4511-b08e-96950f481d77/1/index.html) • 'Be soft on the student, and hard on the behaviour' by providing a firm, clear voice when re-directing. Connect with students before correcting behaviour. • Respect all cultures and contributions. • Model good manners. • Leave detailed plans for relief teachers. • Be attentive to social and emotional needs of all students. • Use 'mindful speaking' when responding to difficult behaviour.	• Make small talk and positive interactions with a variety of students on duty. • Issue positive PBL cards and explicit praise to students upholding the expectations. • Demonstrate a positive outlook when walking around the school. • Discuss school matters in appropriate forums only. • Be on time for duties. • Engage in positive and productive conversations with parents.	• Introduce yourself to new or visiting staff members and make them feel welcomed. • Provide positive feedback only to colleagues. • Be aware of your audience when discussing 'sensitive' subjects. • Wash your own dishes and take turns with tidying the staff room areas. • Ensure that you leave appliances in a clean state. • Return utensils and crockery to the staffroom.

Queensland Government

	All Areas	Classroom	Non-classroom	Staffroom
Be Safe	• Report unsafe or faulty equipment. • Use equipment safely. • Know evacuation and lockdown procedures. • Wear appropriate shoes. • Complete risk assessments where required. • Be aware of student needs and their individual safety/behaviour plans. • Adhere to workplace health and safety regulations and school policies and procedures. • Be aware of students' health and medical needs. • Model self-regulation (talk the Zones of Regulation) • Utilise best-practise de-escalation strategies when responding to difficult behaviour.	• Be aware of risks with equipment (including electrical). • Keep any chemicals in a secure area. • Lock your classroom when you leave it. • Utilise evacuation or lockdown procedures when behaviour of others is threatening. • Be aware of any individual safety needs of students (e.g. custody orders, health and behaviour needs).	• Provide 'active' supervision that involves moving, scanning, and interacting (https://learningplace.eq.edu.au/cx/resources/file/72d63227-d42f-4511-b08e-96950f481d77/1/html/active-supervision.html) • Arrive to your duties on time. • Re-direct unsafe play • Be sun-safe. • Wear a hi-viz vest for duties. • Carry any hot drinks in a safe insulated mug with a lid, when walking around the school. • Drive slowly through the school grounds. • Know the emergency plan for 'at risk' students when responding to health and behaviour needs.	• Take care when handling hot foods ad liquids.
Be a Learner	• Be organised. • Ensure you attend your quota of Professional Development. • Attend meetings as required. • Be punctual • Share resources and ideas • Seek self-improvement and engage in reflective practice. • Set personal goals (Professional Development Plan) • Seek assistance when required • Welcome constructive feedback • Model patience, perseverance and goal setting.	• Seek out new learning experiences for yourself and your students. • Be proactive to implement strategies to increase learning opportunities and optimise the learning environment. • Review the learning to facilitate improvements. • Turn mobile phones off in classrooms.	• Learn the rules of games. • Know the expectations of each area, duty and enforce them. • Be aware of particular needs of students in your area.	• Share ideas. •

Queensland Government

Student Expectations

	Playground	Classroom and yourself	Eating area	Toilets	Buildings, Transition / walkways	Travelling to and from school	Working with support staff and other situations	Others and property
Always be Respectful	• Use appropriate language • Take turns when playing • Speak positively • Make sure your actions and words don't hurt others • Be helpful to others • Allow others to join in	• Making positive choices • NED … Never Give Up + Encourage others + Do your best • Taking pride in your behaviour, your appearance, your school work • Treating others as you want to be treated	• Take responsibility for your own lunch/ rubbish • Speak quietly and appropriately to each other • Listen to instructions • Respect cleaners and groundsmen	• Respect others privacy • Respect property – no graffiti • Always flush • Leave toilets clean for others	• Move quietly to respect other learners • Show respect to lollipop ladies/ visitors/ teachers • Be punctual • Walk around adults talking • Moving quietly around the school	• Follow adults directions including crossing supervisors • Respect neighbours property and others travelling along • Show respect to lollipop ladies/ visitors/ teachers	• Being in the right place, sitting correctly at desks/tables • Cooperating, sharing ideas, working quietly • Working the same as they would do in class	• Using manners and minding your own business • Actions don't hurt others or their property • Taking turns • Look and listen to adults and follow instructions • Leaving all areas clean and tidy
Always Be Safe	• Hands and feet to yourself at all times • Correct use of equipment • play safely • Climbing trees is unsafe • Always wear a hat and shoes • Only play in play areas • Play by the rules • Avoid dangers like plovers, broken equipment. • Play stops at the bell • Ask permission before collecting equipment outside of school grounds	• Walk sensibly and keep hands and feet to yourself at all times • Sit correctly on chairs, pushing them in when not in use • Listening to instructions, and people in the right place doing the right thing • Correct use of equipment such as scissors or electronic devices • Follow adults instructions	• Stay seated while eating • Always walk • Wash your hands before eating • Eat only your own food • Take your lunch box home everyday	• Wash hands with soap • Use toilets appropriately • Walk in toilet/drink areas • Toilets are not play areas	• Walkways are for moving between areas , keep clear • Hands and feet to yourself • Walk only on paths • Walk quietly in two lines or in pairs • All play stops at first bell • Always walk even if you're in a hurry • Follow correct evacuation/ lock down procedures	• Travel with someone and directly to and from school • Leave shoes and helmets on • Look both ways when crossing the road and obey road rules • Stay away from strangers and report if you feel threatened. • Wait inside school grounds and use the crossings provided.	• People following class rules • Moving safely as directed by the adult • Moving sensibly through the school • Places are left tidy and organised • Cooperating, being sensible and safe	

Queensland Government

	Playground	Classroom and yourself	Eating area	Toilets	Buildings, Transition / walkways	Travelling to and from school	Working with support staff and other situations	Others and property
Always Be a Learner	• Learn new games • Learn the rules • Know the school rules for your games	• Students listening, thinking, paying attention, concentrating and actively participating • Students ignoring any distractions • One voice at a time • Students answering questions, discussing, taking turns to speak	• Eat healthy food • Eat fresh food first	• Remember to go to the toilet at the correct time • Return promptly to class	• Walk sensibly • Learn to keep to the left on all walkways and stair areas • Follow teacher's instructions • Make good choices		• Hands up, waiting patiently for assistance and asking for help • Students helping others if finished their own work • Students listening, enjoying learning. • Students persisting , giving their best effort and work being completed • Working productively, independently or in groups. • Following instructions and on task	• Return borrowed equipment and library books on time

Queensland Government

Parent Expectations

Parents and community members are encouraged to play an active role in the education of their children. Andergrove State School values the partnership of parents in helping to enrich learning opportunities for students and assist them in meeting the expectations of our school.	
Be Respectful	• Provide encouragement to your child (regardless of their ability) and accept their uniqueness. • Set expectations for your child that are realistic and age-appropriate. • Model respectful values and manners - smiling and greeting people appropriately. • Promote positive talk about others (including online), with the idea of 'treat others as you wish to be treated'. • Encourage children to be empathetic to those children whose skills are not as good. Be open minded when your children complain about other children. • Be aware when you are engaging in adult conversations that your children may be listening. • Encourage children to engage with other children in outdoor games or sport that involve physical activity and interactions. • Use your child's behaviour as a time to teach them personal skills, not to criticise. • Treat school staff with respect and work collaboratively to overcome any concerns and enable your child's success. • Play games at home that practices respectful language, taking turns, sharing and losing graciously. • Ensure that your child's presentation encourages good hygiene. • Select movies, TV shows and games that are age appropriate (G & PG).
Be Safe	• Practise road, pedestrian crossing, bicycle and bus safety routines. • Encourage calm conflict resolution, discourage 'payback'. • Practise road, pedestrian crossing, bicycle and bus safety routines. • Provide your child with a hat and closed-in shoes every day. • Regularly check your child's hair for headlice and treat if necessary. • Ensure that your child has supervision for online participation which maintains safety (including online threats and bullying) for your child and others. • Provide appropriate discipline that teaches your child the expectations of the school community (structured, consistent, predictable and fair).
Be a Learner	• Ensure that your child attends school unless they are sick, injured or have another genuine reason for non-attendance. • Inform the school when your child is absent – 4998 9333. • Work collaboratively with school staff with any issue that may impact on your children's attendance. • Provide your children will all the necessary equipment for school. • Provide appropriate limits for television, social media and online games. • Set aside a specific time for homework and check that it has been completed. • Attach any school communication to a prominent spot so that you know when items are due (e.g. assignments due, permission slips) • Turn media off during meal times to ask your child how their day was, encourage positive talking, and encourage them to ask questions to develop curiosity. • Make yourself known to your child's teacher and participate in the opportunities to discuss your child's education. • Encourage your child to read every night. • Spend quality time together with your child, which fosters communication and teaches life skills.
Parents who demonstrate that they value education and work in partnership with school staff, are helping their child to succeed.	

Queensland Government

Appendix 2 – Responsible Behaviour Cards

Andergrove State School
Responsible Behaviour Cards

Positive Recognition Cards

GREEN OR BLUE

Students may be issued with green or blue cards in recognition of their positive behaviour. Cards are signed by parents, returned to school and go into the weekly parade draws. The card is then returned to the student. Our weekly '**Green Card Draws'** provide an opportunity for students who have earned green cards to win a tuckshop voucher.

Green cards get given out in class and go into the box in the classroom. These then get sent to the office weekly and recorded on excel and printed each week. Students work towards a tier system of reward:

- 25 green cards receive certificate -Bronze and reward activity
- 50 green cards receive certificate and badge – Silver and reward activity
- 75 green cards receive certificate and wrist band - Gold and reward activity
- 100 green cards receive certificate and badge – Platinum and wet day
- 100+ students in Term 4 receive a walk to Macca's for a treat
- Any student can receive their incremental 25 green cards at any time of the year. When they receive their certificate, they will be eligible for the end of term reward. So, if a student receives their first 25 cards mid-way through term 2, they will receive their certificate on parade and be invited to the reward activity. **Only the students in Term 4 who receive 100+ cards will receive the Macca's reward.**

Students may be issued a **Blue 'Improvement Card'** when their behaviour changes from unacceptable to acceptable. An "Improvement Card" acknowledges the student's efforts towards more positive behaviours and encourages them to continue in this manner.

Rewards Day – At the end of each term, students who have avoided any three consequence cards (orange or red) are automatically invited to participate in their class rewards day activities in recognition of their consistent good behaviour. Consequence cards for homework are not included.

Consequence Behaviour Cards

YELLOW, ORANGE OR RED

Should a student's behaviour be unacceptable according to this Code of Conduct, a yellow warning card, or an orange or red consequence card is issued so that parents are aware of incidents that occur at school. Cards are signed by parents/guardians and returned so that school staff know parents are aware of the incident.

Rarely does a consequence result from the issuing of a **Yellow Warning Card.** A series of yellow warning cards indicates a possible pattern of less serious but never the less unacceptable behaviour. In such cases it is possible that any future behaviour cards issued that term would be upgraded to a consequence card.

Orange Consequence Cards usually indicate a 'lunch time' detention, while **red consequence cards** usually results in several lunch time detentions, with the quantity decided upon by administration staff. This depends upon the severity of the behaviour and pattern of ongoing behaviour. An 'after school' detention or 'in school' isolation may be a strategy to utilise in cases such as this. Other consequences may be imposed depending on the severity of the student's transgression (e.g. withdrawal from co-curricular, extra-curricular or recreational activities or suspension).

Students who receive **more than two orange or a red consequence card** in any one school term **may not be invited to participate in one of the following activities for that term.** If a student receives **a third orange or red consequence card** they will not be allowed to attend any of the below activities.

- co-curricula activities such as Friday representative **inter-school sport.**
- a **P&C Disco**
- extra-curricular activities such as school **excursions and/or camps especially** if their behaviour is such that they may be regarded as a safety risk to themselves or others.
- end of term **rewards day activities**. For these children rewards day is just another school day where they participate in learning programs planned by their teachers (i.e. there is no additional consequence or punishment for these children on that day)

Queensland Government

Following a 'Behaviour Management Meeting' that may involve Tier 2 staff, the LET, administration and the classroom teacher, children who have been **issued only one orange Consequence Card** may be invited to attend Rewards Day activities:

- depending on the reason for the consequence card (e.g. children who were issued cards for serious misdemeanors such as physical aggression, blatant dishonesty or theft, may automatically exclude themselves from rewards activities);
- if there has been an improvement in attitude or behaviour after the issuing of a consequence card;
- if the student's overall behaviour for the term has generally been positive.

Attendance

All classrooms will have an **Attendance tracker** displayed to monitor student attendance. A student will receive a raffle ticket every day and goes into the classroom attendance box and be marked on the Attendance tracker. This ticket will be drawn on Friday, the winner to receive a Zooper Dooper from the office. All tickets will be taken to the office with the winner to enter the weekly draw for parade on Monday.

All student who have 100% attendance for the week will receive an extra (15 mins) play each week on a Friday. Teachers are required to track this. Administration and support staff to supervise the extra play. Students who have 100% attendance for the week also receive a green card.

Appendix 3 – PBL Wellbeing Program

Overview

At Andergrove State School

- Teachers will provide direct instruction in expected behaviours, to all students.
- Lessons will be reinforced through communication at parade.
- Newsletter information will keep parents informed, and reinforce their understanding of the behaviour expectations at our school.
- Lessons are aligned with Berry Street Education Model, the concept of 'Growth Mindset', and The Zones of Regulation to reinforce our school PBL rules.

Term Term 1	School Rule	Specific behaviour procedures	Zones of Regulation/Berry Street Education Model
Week 1-2	Universal Behaviours	Daily intensive teaching – 3 lessons every day for 2 weeks.	1. Introduction Activity – Making classroom Posters. 2. Linking Zones of Regulation to the SWPBL behaviour cards 3. 'Our Behaviour Impacts the Feelings of Those Around Us' 4. The Zones in Me 5. Ready to learn plan (4-6) body– p.25 6. Ready to learn scale (P-3) body – p.75 – 78 Teacher: Body – p. 28 – 29 Setting up the classroom – link to classroom PBL Body – 67 – 74 Co-regulation Daily routine expectations.
Week 3-4	Always be a Learner	Review and reinforce class rules	1. Understanding Different Perspectives
Week 5-6	Always be a Learner	12. Getting an adult's attention 3. Parade / assembly 21. In the library	1. ***Caution! Triggers Ahead***
Weeks 7-8	Always be Respectful	'Bullying. No Way!', and 'Respectful Relationships'.	1. Exploring Tools for Calming Body – p.49 Body –p.37
Weeks 9-10		Revisit Classroom Rules	2. Exploring Tools for Thinking Strategies

Queensland Government

Term Term 2	School Rule	Specific behaviour procedures	Zones of Regulation/Berry Street Education Model
Week 1-2	Always be a Learner	Review and reinforce classroom rules 15. Before school 29. Bikes, scooters and skateboards	STAMIA Teacher: What is the difference – p.12 Growth Mindset – Activity 2 p.11 Create own class saying about mindset – make a poster for the room.
Week 3-4	Always be Safe	7. Entering a room in a group 8. Entering a classroom by myself 9. Leaving a room in a group 10. Leaving a room by myself 5. Moving about the school as a group 6. Moving about the school by myself	Character Defining values Video links on page 14 P – 1 Base on character/picture books 2 – 6 Video clip – p.14 Lesson 1 – p.16 senior worksheet – person around school
Week 5-6	Always be Safe	1. High 5 – No Payback! 2. On the way to and from school 11. Crossing the road 13. Waiting for the bus 14. Waiting to be picked up by car 16. After school, in school grounds	Body p. 15 lesson 1 https://www.youtube.com/watch?v=hnpQrMqDoqE https://www.youtube.com/watch?v=3bKuoH8CkFc p-4 Card sort activity – put in booklet for students to colour in yellow for stress and green for not stressed. Based on p. 16 5 – 6 have part of the table filled in and they have to complete the rest based on them –link back to zone strategies.
Week 7-8	Always be Respectful	22. Working with computers & iPads 30. Money at school	Stamina p. 18 – 20 pose a task to the class – origami tasks and get to fill in before activity page 19 and after activity p.20
Week 9-10	Always be Respectful	23. Working with teacher aides 24. Working with other teachers	Character – own values 5 – 6 p. 23 online checklist / survey viacharacter.org or lesson from in the book P – 1 class list of values that want to be seen in the room – role play what these will look that 2 – 4 activity 2 – mirror activity p.18 sheet – p.20 with video clip – show different from p.14

Term 3			
Week 1-2	Universal Behaviours	17. Playground equipment 18. Playing a game as part of a group 19. Wearing hats 4. Using the tuckshop 20. Eating time	Body Revisit ready to learn plan – does it look the same – is it different now? Lesson 1 – p.37 Getting present, centred and ready to learn.
Week 3-4	Universal Behaviours	27. Using toilets 26. Walking on paths and stairs	Stamina Identifying Emotions Lesson 1 – p.29 2 – 6 Explaining emotions to aliens / prep Inside out YouTube clip for junior. https://www.youtube.com/watch?v=dOkyKyVFnSs
Week 5-6	Always be Respectful	'Bullying. No Way!' and 'Respectful Relationships'	Character Introduce VIA Classifications of strengths (24 of them) Activity 1 – 2 - 6 – 2 – 4 model with them first. P – 1 character strengths and defining at leave one from each virtues. Activity 2 – Character Strengths Role Play p. 25
Week 7-8	Always be Respectful	23. Working with teacher aides 24. Working with other teachers 22. Working with computers	Body Lesson 3 – p.41 (app smiling minds) Notice x3 Y charts to compare eyes close and eyes opened
Week 9-10	Always be a Learner	25. Answering the phone 15. Before school 29. Bikes, scooters and skateboards 28. Mobile phones	Stamina Bucket filling Activity 1 – How full are their buckets? Class bucket with students filling the bucket and dipping to try and fill the class bucket.

Queensland Government

Term 4			
Week 1-2	Always be Safe	7. Entering a room in a group 8. Entering a classroom by myself 9. Leaving a room in a group 10. Leaving a room by myself 5. Moving about the school as a group 6. Moving about the school by myself	Character 2 – 6 p.29 Strengths of others planning with 5 – 6 creating poster/presentation. Possibly as a whole class activity for lower primary.
Week 3-4	Always be Safe	1. High 5 – No Payback! 2. On the way to and from school 11. Crossing the road 13. Waiting for the bus 14. Waiting to be picked up by car 16. After school in the school grounds	Body Teachers pick a different activity to try every day. Students are going to be focusing on where did their mind wonder. How is it different to yesterday mindfulness activity? What did you notice? How do you feel now after your mini brain break? p. 56 – 66 with a sheet with 5 boxes rating these. P.64 and p.65 with reflection questions
Week 5-6	Always be a Learner	15. Before school 29. Bikes, scooters and skateboards 25. Answering the phone 28. Mobile phones	Stamina Resilience – defining resilience – p. 57 Resilience in action – 2 – 6 Role play – P – 1 with the hi 5 resilience
Week 7-8	Always be a Learner	12. Getting an adult's attention 3. Parade/assembly 21. In the library	Character 5 – 6 Writing myself in the future. Using signature strengths. 2 – 4 The hope map – p.53 – worksheet p.56 P – 1 Class hope map – p.53
Week 9-10	Revise as necessary		Body Lesson 3: Percussion Games p.80 - 81 5 different activities to do 5 – 6 – youtube – Hoani and James

Queensland Government

Andergrove SS PBL Intervention – BUDDY CLASS

Rationale

- To provide students with a cool down time
- Can address the targeted behaviour without the audience of peers.
- To allow students time away from a stressful or potentially stressful situation (may remove the trigger)
- Provide time 'in' with another adult
- To assist with avoiding a power struggle between the teacher and the student
- Provides a 'circuit breaker' within the situation
- Can improve motivation and effort

Critical features

- Students identified at an earlier time, who may benefit from breaks throughout the day.
- Class teachers have pre-organised arrangements with a Buddy teacher to provide support.
- Classroom teachers to engage in self-reflection of classroom practices (Essential Skills) while the student is out of the room.
- Teacher and student receives quick relief from a stressful situation.
- Positive system of support (check in with positive adult)
- Connection to school wide expectations
- To reduce stressful environment in the classroom climate (eg. reduce likelihood of behaviour, emotional reactions being exposed to other students).
- To provide calm down strategy in the escalation profile for particular students.

Suitability

- If the student responds well to a break and another adult to provide reminders and positive reinforcement.
- When a student is refusing to follow directions or is distracting the order of the classroom.
- When a student's behaviours/emotions require de-escalation.
- When the classroom teacher identifies that their current intervention is not working to change the student's behaviour

Set up/organistion

- Each class should have a pre-organised buddy classroom.
- Class teacher and buddy teacher to share student strengths/interests to assist with motivation and positive interactions.
- Establish clear expectations of the role you wish your buddy teacher to provide, eg. to assist in calming the student(reinforce student's calm down strategies), reinforcing expectations, providing

quiet time to finish work, send back to class after a debrief, give a job (to 'reset' mind and then return to learning job). A sample buddy class slip is attached below.

Monitoring/Meeting procedures

- Class teachers to debrief as required to share the student response and what strategies worked/did not work.

Buddy Slip	
Student Name:	
I have been sent to Buddy Class as I need:	
☐	Calm down time
☐	Debrief/Reflection
☐	Reminder of rules
☐	Get a task completed
☐	Needs a new job to re-set attitude

Queensland Government

Andergrove SS Tier 2 SECONDARY PREVENTION - Case Management by Tier 2 Team

Rationale

- At risk students benefit from clearly defined expectations, frequent feedback, consistency and positive reinforcement that is contingent on meeting goals
- Problem behaviour and academic success are often linked
- Behaviour support begins with the development of effective adult-student relationships
- Staff will engage in a problem solving model of intervention, identifying function of the behaviour, identifying behaviour goals, replacement behaviours.

Critical features

- Students identified based on office discipline referrals, major and minor data
- Referral from administration, classroom teachers, behaviour support staff
- Shared effort required by classroom teachers and Tier 2 staff
- Teacher and student receives access to additional support
- Positive system of support (including check in/check out with positive adult, home/school connection, student agreement to participate)
- Connection to school wide expectations
- Continuous monitoring for decision-making
- Administrative support (time and resources allocated)
- No major change in school climate
- Evidence informs decision making

Suitability

- Students with a number of major referrals, particularly in different settings/locations and with a variety of behaviour functions. Behaviours include those that pose additional risk to the student and others.
- Inappropriate cases include serious or violent behaviour, extreme chronic behaviour, students who require more individualised support at a Tier 3 level.

Set up/organisation

- JET referral form signed
- Classroom teacher to make parent contact to seek permission and inform of procedures etc
- Tier 2 staff/classroom teacher to carry out data collection using PBL resources in Tier 2 pack.
- Establish school and home reinforcers
- Establish data collection system (ABC record sheets, ABC analysis sheets)
- Establish trial of new strategies to assist the student

- Draft Behaviour Support Plan and review after 2 weeks.
- Meet with parents to have Support Plan signed

Team roles

- Classroom teacher – responsible for completing formal referral (JET referral form) to Tier 2 team, maintaining contact with parents, daily management of the behaviour plan.
- Tier 2 staff member – to co-ordinate collection of data and process to establish Individual Behaviour Support Plan, assisting with new behaviour strategies (may include Check in/Check out – keeping record of this in Tier 2 pack).

Check in/Check out

- Tier 2 staff member and classroom teacher to negotiate use of Check in Check out strategy – establish morning/afternoon routine.
- Establish 3 clear goals under that align with the 3 school rules.
- Tier 2 staff member to interview student to assist in establishing goals and reinforcing rewards/privileges and set first week's goal.
- Check in/Check out goal sheet to be developed and printed ready to start.
- Class teacher to ensure that student is reminded to attend Check-in/Check-out and form is filled out each session.

Monitoring/decision making – Tier 2 team

- 80% or better for 3-4 weeks on a daily basis (check-in, check-out)
- Consultation with classroom teacher
- Meet with student (show data, future behaviour judgement, celebrate)
- Discuss future support with teachers – ongoing review of plan

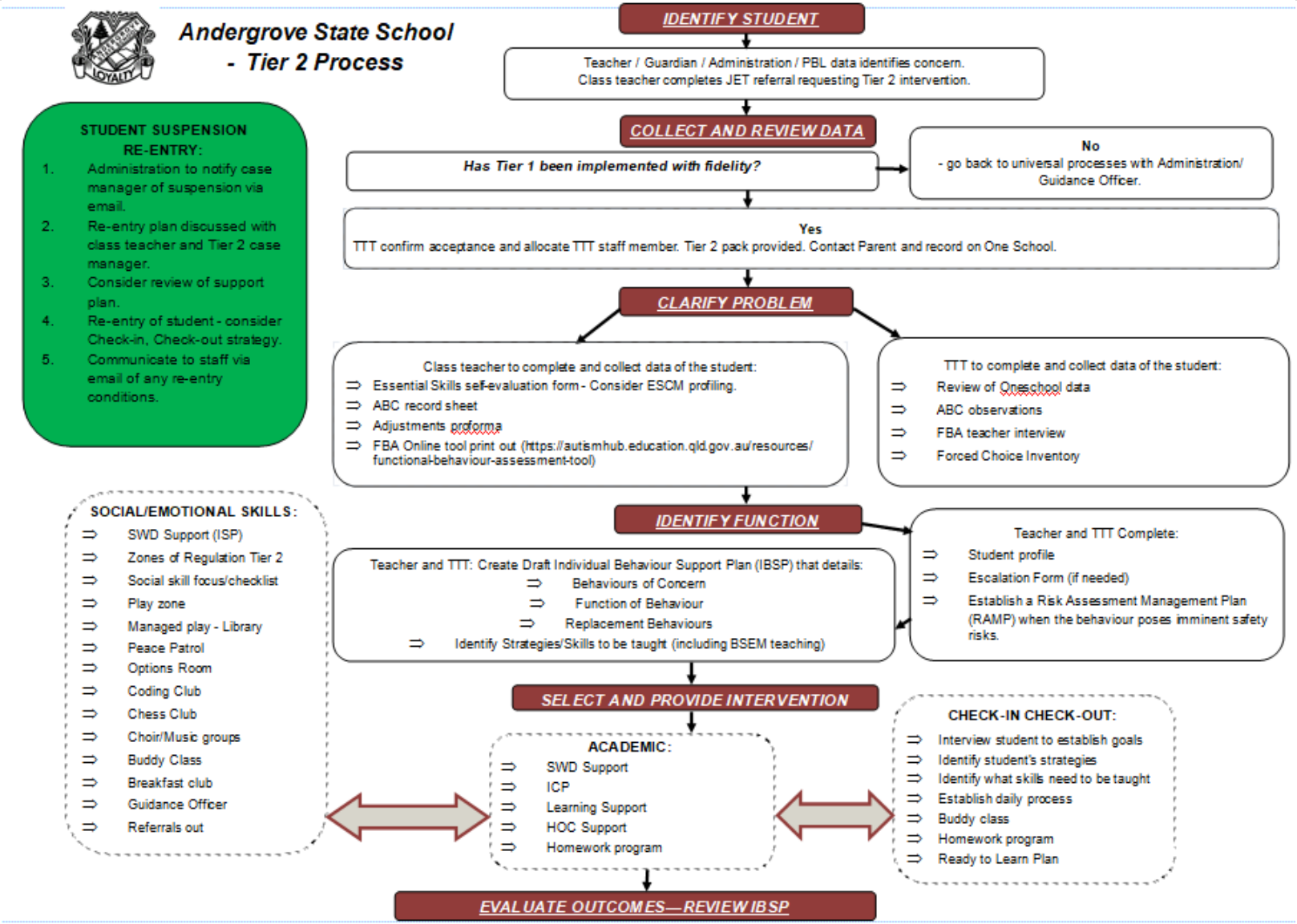
Meeting procedures

Fortnightly meetings – Team facilitator to share minutes with whole staff:

- Existing students (share data, discuss whether to continue, discontinue)
- New students (referrals, share data, teacher input, decision to start, line manager to be informed)
- Top 5 referral students – summarise preferred management strategies to share with playground/whole school staff.
- General Business related to Tier 2 processes

Queensland Government

Appendix 6 – Tier 2 Process Flowchart



Queensland Government

Appendix 7 – Response to Behaviour Flowchart

Andergrove State School
Response to Behaviour Flowchart

MINOR BEHAVIOUR

Minor behaviours that interfere with teaching and learning:

- Non compliance
- Minor interruptions to learning (talking, noises, work avoidance)
- Not playing fairly
- Off task
- Minor dishonesty
- out of seat
- Unprepared for learning
- Using put downs (minor)
- Moving unsafely e.g. running, swinging chairs etc.)
- Inappropriate tone or attitude

TEACHER/TEACHER AIDE MANAGED

STRATEGIES

1st and 2nd OFFENCE

(Refer to minor/major guidelines)

Staff will apply Essential Skills/behaviour management strategies appropriate to the situation including, but not limited to the following:

- Establish expectations & routines
- Proximity
- Parallel acknowledgement
- Body/language encourager
- Distraction/Take a break
- Re-direct to learning
- Give direct instructions
- Selective attending/ignoring
- Talk to an adult (support)
- Descriptive encouraging.
- Give a choice/warning
- Inner Coach
- Take a breath

BEHAVIOUR RESOLVED?

- Praise appropriate behaviour
- Issue YELLOW CARD

MAJOR BEHAVIOUR

Intermediate behaviour that may include *repeated acts* of minor behaviour and/or anti-social behaviour towards people or property, which do not seriously endanger the health, safety or wellbeing of others.

- Non compliance
- Deliberate defiance
- Damaging property (e.g. snap pencil, deface book)
- Targeted bullying
- Leaving the classroom
- Repeated interruptions to learning.
- Taking property with asking
- Unsafe use of equipment
- Consistency late back to class

TEACHER/TEACHER AIDE MANAGED

STRATEGIES

Staff will apply behaviour management strategies appropriate for the situation, including but not limited to the previous strategies as well as the following:

ONESCHOOL ENTRY REQUIRED

- Verbal warning
- Take a break/walk
- Natural/logical consequences
- Give a choice
- Time out/in
- Contact parents
- Use behaviour phone
- Provide visual/written plan
- Deep breaths
- Go to individual strategies
- Restore relationship (quiet talk, apology
- Loss of privilege (own time)
- Buddy class to work or get on track
- Referral to LET or support staff
- Think 'size of the problem'.
- Inner Coach

BEHAVIOUR RESOLVED?

- Issue ORANGE CARD
- Refer to RED CARD strategies

MAJOR BEHAVIOUR

Major acts of misconduct which may include repeated acts of medium behaviours, high level disruption to learning and/or serious risk to health, safety, wellbeing or property:

- Verbal aggression
- Bullying/harassment
- Wilful non-compliance
- Sexual/racial harassment
- Physical harassment
- Major disruptions
- Major dishonesty
- Posession of illegal items
- Inappropriate use of IT
- Physical aggression/fighting
- Absent without permission (e.g. walking out, truancy)
- Explicit language at others
- Posession of weapons
- Deliberate theft or damage to property

OFFICE MANAGED

STRATEGIES

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

- Previous strategies
- Time in Office
- Calm down with LET
- Loss of privelages
- Individual BSP/ strategies
- Detention
- In school isolation
- Tier 2 intervention (CICO)
- Calm down with Tier 2 teacher
- Resortative chat
- Parent contact
- Supported play/eating
- Time away from class
- Suspension

BEHAVIOUR RESOLVED?

- Issue RED CARD
- CONTACT PARENT SUSPENSION

Queensland Government

Appendix 8 – Response to Escalation Flowchart

Andergrove State School Response to Escalation

(adapted from Berry Street Education Model, MAPA)

Behaviour influences Behaviour

How can the adult help to de-escalate the situation?
Unconditional positive regard – Always!

Attachment Relationship
(Limbic/Emotional Brain)

Thinking
(Cortex)

Co-Regulation:
Maintain the capacity to respond, not react:

- Posture, tone of voice and positive attitude.
- Stand beside the student, at eye level.
- Reassuring, slow voice.
- Help them identify their needs.

PRRSA
(Patterned, Repetitive, rhythmic somatosensory activity)
yoga, meditation, deep breathing, singing, dancing, drumming, music at 80 beats/min.

Co-Regulation

Co-Regulation

Co-Regulation

PRRSA

PRRSA

1. Calm

2. Trigger

3. Agitation

4. Acceleration

5. Peak

6. De-escalation

7. Recovery

ROUTINES AND PREDICTABILITY

Morning Routine

Positive Primers – positive movement and rhythm.

Play, humour and fun.

Mindfulness

What Went Well

PBL expectations and wellbeing program.

Growth Mindset

NOTICE DE-REGULATION SIGNS:

Process Praise – specific, describes the student's effort.

Ready to Learn scale – self-regulation scale - system for your classroom (e.g. Zones of Regulation)

Limit setting – give short and simple directions.

ADULT REGULATION

One Liners – acknowledge the problem with empathy and help to solve the situation.

Offer Choices – that you are happy with (Bounded Choices)

Offer Zones of Regulation Tools – May be from their individual plan.

Allow a time-out or time-in – Buddy Class, Tier 2 support teacher, brief walk, do a 'movement' job, get a drink.

Utilise Student interests

FOCUS ON SAFETY

Maintain adult regulation:

- De-escalate your tone and slow the speed of your voice.
- Get your centre, stand to the side and slow your movement & breathing to model for the student.
- Minimise words to only what is necessary
- Try to position yourself beside them.

Ensure safety of others:

- Identify the risk (likelihood).
- Evacuate class or move peers away if needed.
- Contact office for assistance (Call 320)
- Monitor from a distance
- Provide physical support if the child or someone else is in imminent or immediate danger – the least restrictive for the least amount of time.

NOTICE REGULATION SIGNS
(less noise, expected behaviours):

Utilise Student Interests

Centring – Simple games and activities that centres their regulation, being aware of their regulation e.g. yoga poses, stretching.

Belly Breathing, Figure 8 breathing.

Active Constructive responding – provide genuine interest through encouragement and support.

RE-ESTABLISH COMMUNICATION

De-Brief – e.g. Zones discussion, Micro-moment Reflection Tool (handout), Escalation Map (handout)

Strengths Discussion – how can the student use their character strengths to overcome the problem?

FLOW Checklist – reflective tool (handout) for teachers, post-crisis de-briefing tool.

Consequences – link back to PBL expectations.

Queensland Government

Appendix 9 – Minor/Major Behaviour Guide

Andergrove State School
Minor/Major Behaviour Guide

	Area	Minor – Yellow Card	Major: Includes repeated minor infringements – Orange Card	Major: Includes repeated minor infringements – Red Card
Being Safe	Movement around school	• Running on concrete or around buildings • Running in stairwells • Not walking bike in school grounds • Climbing trees	• Riding skateboards or scooters in school grounds in a dangerous manner. • Leaving classroom or learning activities without permission.	• Leaving school without permission.
	Play	• Incorrect use of equipment • Not playing school approved games • Playing in toilets	• Throwing objects dangerously. • Wilfully engaging in unsafe practices.	• Possession of weapons (e.g. Knives)
	Physical contact	• Minor physical contact (e.g. pushing and shoving)	• Physical violence/aggression (e.g. hitting, kicking).	• Fighting
	Correct Uniform	• Not wearing a hat in playground • Not wearing shoes outside • Willful failure to comply with the school's agreed dress code. (make up/fingernail polish)	• Repeated wilful failure to comply with the school's agreed dress code. (make up/fingernail polish)	
	Other			• Possession of cigarettes • Substance abuse (e.g. smoking). • Possession or selling of prescription or illegal drugs
Being A Learner	Class tasks	• Not attempting or not completing set learning tasks that are at an appropriate ability level for the student. • Not attempting or not completing class or homework that is at an appropriate ability level for the student.	• Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention • Consistently not completing homework.	• Persistent refusal to complete tasks, especially when given an opportunity to complete work during break time or while on detention/after school detention.
	Being in the right place	• Not being punctual (e.g. lateness after breaks) • Not in the right place at the right time.	• Leaving class against direction (out of sight) • Deliberately late to class, despite warnings.	• Leaving school without permission. • Truancy
	Follow instructions	• Low intensity failure to respond to adult request • Non compliance • Unco-operative behaviour	• Challenging authority (e.g. saying 'no' when given instruction or direction)	• Wilful and/or persistent disobedience.
	Accept outcomes for behaviour	• Minor dishonesty (no major consequence) • Wilfully not having required materials at school	• Major dishonesty (deliberate lies)	• Major dishonesty (deliberate lies) constantly over a period of times.
	Mobile Phone & other Personal Technology Devices	• In possession of mobile phones (electronic devices) • Mobile phone switched on in any part of the school at any time without authorisation (no permission from an authorised staff member)	• Use of mobile phone, iPad (electronic devices) in any part of the school for voicemail, email, or text messaging.	• Use of mobile phone for filming purposes without authorisation • Inappropriate use of computer software (Face Book, U-Tube, Instagram) to abuse, denigrate or insult staff, students or our school

Queensland Government

	Area	Minor – Yellow Card	Major: Includes repeated minor infringements – Orange Card	Major: Includes repeated minor infringements – Red Card
Being Respectful	Language	• Inappropriate language (written/verbal) • Disruption of classes, e.g. Calling out • Poor attitude	• Inappropriate language (e.g. swearing, name calling, offensive language, Aggressive language, verbal harassment • Bullying, 'put downs'. • Verbal abuse / directed profanity • Insolence to staff and other adults, e.g. disrespectful tone of voice	• Racial comments) and/or threats. • Sexual or racial harassment
	Property	• Petty theft • Lack of care for the environment • Defacing property (scribbling on book)	• Defacing property, minor vandalism (2nd offence or more)	• Deliberate theft (stealing) • Wilful damage to school property and/or damage to others property. • Deliberate vandalism
	Others	• Littering • Not playing fairly • Minor disruption to class • Minor defiance – time delay before complying with requests/directions	• Intimidating behaviour/ harassment • Blatant disrespect • Intimate physical contact (e.g., hugging, kissing) • Minor bullying / harassment	• Deliberate 'trashing' of school location • Major or repeated bullying • Major defiance • Offences against morality – sexual behaviour • Major disruption to class
	Cyber bullying		• Inappropriate texting; email, instant messaging or unacceptable interaction with others in the school community at school or out of school.	• Repeated inappropriate texting, sexting, or threatening email via instant messaging or social networking sites whether at school or such unacceptable interaction with others in the school community out of school hours.

Queensland Government