



Alger State School

Student Code of Conduct 2020-2023

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2019-2023*

Purpose

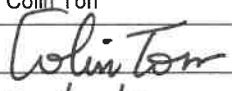
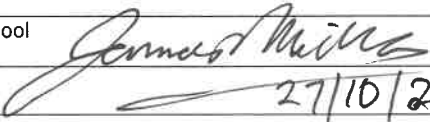
Algester Primary School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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Principal Signature:	
Date:	27/10/2020
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P/C President and-or School Council Chair Signature:	
Date:	27/10/2020

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Learning and Behaviour Statement

At Algester, we believe that:

- all children can learn about behaviour
- behaviour can be taught

All areas of Algester State School are learning and teaching environments. We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Algester State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our school 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 [Student Discipline Procedure](#).

Algester Primary School	
	
VALUES	SCHOOL RULES
Respect for SELF	Be a learner. Take part in activities. Wear uniform with pride.
Respect for OTHERS	Be safe. Speak politely. Use good manners. Get along with others
Respect for PLACE	Keep our school clean and tidy. Be organised for learning.



Our school culture is built on our values of:



through the You Can Do It “Keys to Success” for all members of our school community.

KEY	Students - Staff - Families
Confidence	Engaging positively with Learning Dealing with change Accepting myself Taking risks
Organisation	Setting goals for Learning Planning my time Knowing the school
Persistence	Giving effort when Learning Working tough Saying “I can do it”
Getting Along	Being understanding and tolerant Communicating respectfully Playing by the rules Thinking first Social responsibility – treating others with Respect
Resilience	Keeping things in perspective Staying strong Respecting yourself

Whole School Approach to Discipline

Positive Behaviour for Learning (PBL)

Algester State School uses Positive Behaviour for Learning as the multi-tiered system of support for discipline in the school. Positive Behaviour for Learning is a whole-school framework which promotes positive behaviour across a school and helps schools to develop a safe and supportive learning environment. In a whole-school approach, all members of the school community work together to establish simple, clear and explicit expectations for behaviour. Student behaviour improves when students know what is expected of them and when good behaviour is recognised.

When schools adopt the PBL framework all students are explicitly taught the expected behaviours and clear and consistent boundaries are established. Schools take a proactive, preventative approach, ensuring that all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so that identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

There are a number of components to PBL including setting high expectations for behaviour, actively teaching behaviour and acknowledging and rewarding good behaviour. (See Appendix 1)

School Values & Rules: The school has a set of values and rules around respect which are published widely in classrooms and walls throughout the school. The rule of the week is set within the context of a school value and a school rule each week.

Keys to Success: The school teaches the 5 components of the You Can Do It Program as a way of developing positive habits of the mind. It supplements this with activities around Positive Growth Mindset.

Rule of the Week: The school uses data to inform its development of a Rule of the Week. There is a lesson for students each week, they are reminded of the rule at the School Assembly and parents are informed of the rule each week in our communication App, School Stream.

Success Key Cards: Success Key Cards are awarded to students to acknowledge their good behaviour. A verbal acknowledgement of the particular behaviour being rewarded is made at the time of the presentation of the reward. Success Key Cards may be awarded by all adults in the school. One Success Key Card is distributed per incident. However, there is no limit to the number of students that may be acknowledged at once for that incident, or the number of incidents that can be acknowledged.

On special days double points are awarded. These are advertised in advance. Students place their Success Key Cards in a receptacle in the classroom designed by the classroom teacher known as a Rewards Chart. These are collected and collated at the end of the week before being reused. Success Key Cards awarded by specialist teachers, visiting teachers, teacher aides or administration staff are also placed in the classroom rewards chart. Student award tallies are used to calculate Certificates of Achievement and special awards automatically.

Award Certificates: The school has a number of award certificates to value and acknowledge the good behaviour of students: Eg. Academic Awards, Sporting Awards, etc.

Class Award: A student award nominated by the classroom teacher once a week at the school assembly.

Principal's Afternoon Tea Award: A student award for being a good role model nominated by the classroom teacher once a month.

Participation Certificates: Awards for students for participation in extra-curriculum activities and achievements.

PBL Certificates: Awards for students that are automatically received at predetermined levels based on the number of Success Key Cards they have gained. Eg. 300 Points for the Silver Award

PBL Awards: Points gained by students for their Success Key Cards can be traded for tangible items from the Rewards Shop. Eg. A novelty sharpener for 60 Points.

PBL Vouchers: Points can also be redeemed by students at the Rewards Shop for vouchers. Eg. 300 Points to sit at Assembly on a deck chair.

Teacher and Teacher Aide's Role in Classroom and Playground:

- Recognise and acknowledge good behaviour
- Verbally acknowledge behaviour with You Can Do It criteria (eg. You have been persistent with your work. You are getting along so well by following the rules of the game. Etc.) OR to reinforce the school rules. (eg. You have shown respect for others. Thanks for following the rules of the game.)
- Present the student with a Success Key Card.
- Teach and reinforce the Rule of the Week.
- Classroom Teachers establish a Good Behaviour Board/Chart where students can place the Success Key Cards they have received. (Design up to the classroom teacher.)

Administrative Support:

- Student Council Representatives (School Leaders, approx. 20 children, will be allocated two classrooms each) will come to the class each Friday and count Success Key Cards and then collect them for re-use.
- Teacher Aides will collate the points and distribute them to the classroom teachers.
- Teacher Aides will facilitate the Redemption Process in the Rewards Shop.
- Each Year Level will have a designated lunchtime to access the Rewards Shop.
- Office will purchase the incentives in the Rewards Shop.

Ways for parents to support Positive Behaviour for Learning at Algester State School:

- Discuss the school rules with your child/ren at home regularly.
- Find out about the Rule of the Week and talk about how that might work across different settings.
- Talk about goals for rewards, certificates and vouchers. Encourage saving.
- Positively reinforce achievements towards your child/ren's goals.
- Celebrate success for any achievements.

- Encourage your child to problem solve when there are difficulties in order to achieve their goals.
- Read the regular School Stream posts to parents about the Rule of the Week.
- Talk to your child's teacher about strategies to support your child to focus on in order to achieve their goals.
- Remember that we all make mistakes and help your child to overcome problems in a positive way.



School Wide Procedures to support Behaviour:

- Students wait outside their classrooms for their learning in two seated lines.
- Students assemble outside their classroom in two standing lines when preparing to move to another learning area quietly.
- Students move in two quiet lines when moving throughout the school.
- Students are dismissed from their eating areas for play time by the adult on duty.
- Students move around the school by walking on hard surfaces.
- Students wear a hat when they play in the open.
- Students sit and eat their lunches in their designated area.
- Students stay in their designated area for play time.
- Students always get permission before they enter a learning space.
- Students are supervised by adults in learning spaces during lunch periods.
- Algester State School is a Uniform School. This means that it is a requirement that the school uniform be worn to school by students. (See Appendix 3)

Reinforcing expected school behaviour

At Algester State School we use the Essential Skills for Classroom Management to reinforce expected school behaviour. When children are learning about behaviour, it is useful to have a structured approach to teaching and re-teaching behaviour.



Essential Skills for Classroom Management:

- Establishing expectations
- Giving instructions
- Waiting and scanning
- Cueing with parallel acknowledgment
- Body language encouraging
- Descriptive encouraging
- Selective attending
- Redirecting to the learning
- Giving a choice
- Following through (See Appendix 2)

Anti-Bullying Strategy:

The school uses the High 5 Hand Strategy to support students to deal with bullying behaviour:

- Ignore
- Talk Friendly
- Walk Away
- Talk Firmly
- Report to an Adult

(See Appendix 4)

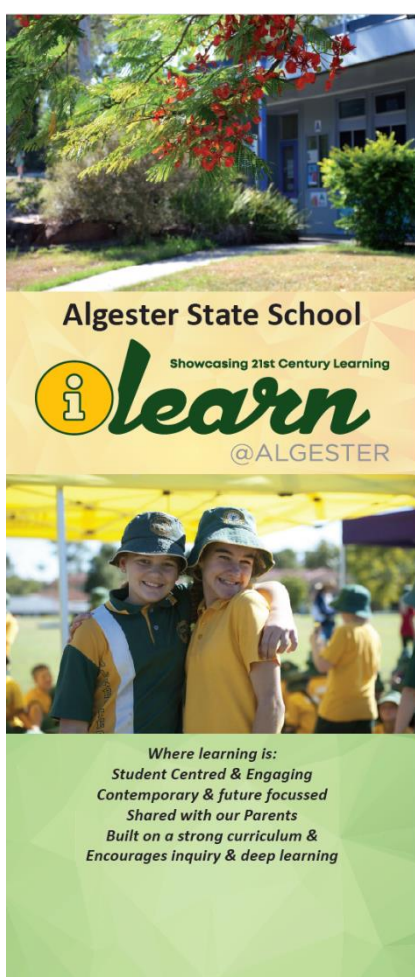


Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of

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



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

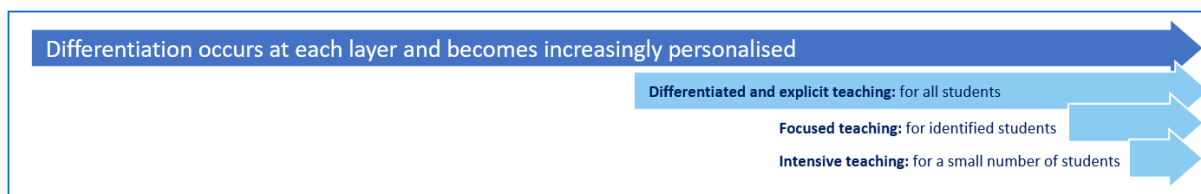
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the deputy principal to discuss the matter.

Differentiated and Explicit Teaching

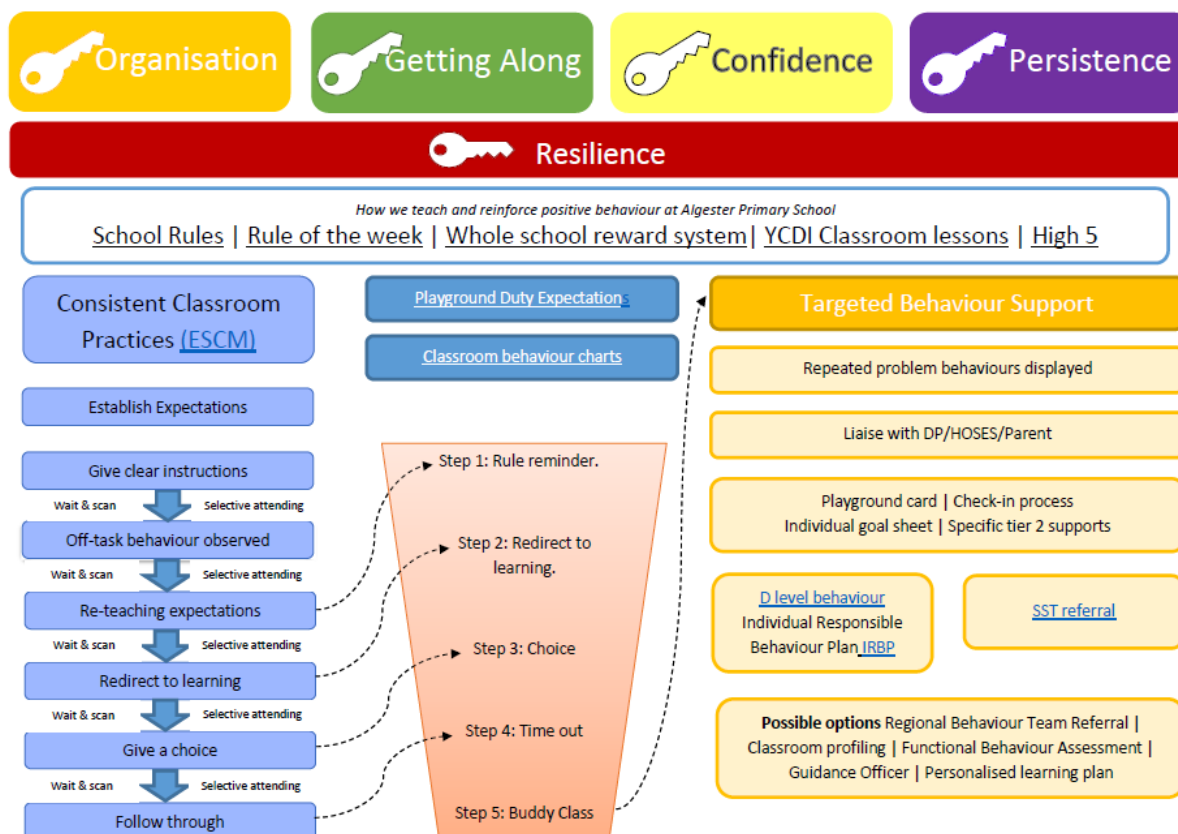
Algester State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves explicitly teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

Teachers at Algester State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



The school has developed a flowchart of actions to support students to learn about behaviour:



1. Teaching of the School Values & Rules
2. Teaching of the Keys to Success
3. Reinforcement provided through Positive Behaviour for Learning program.
4. Application of the Essential Skills for Classroom Management (ESCM)
5. Visual Cue – Classroom Behaviour Chart
6. Targeted Behaviour Support

Targeted behaviour support at Algester State School may include:

- Additional processing time for students to understand and act upon directions by staff around behaviour;
- Teaching and re-teaching behaviour in multiple different ways including role playing, social stories and adult support;
- Time out spaces in classrooms and buddy classrooms for students to contemplate their behaviour and plan for improved behaviour;
- Sensory breaks for students who need time away from the classroom, usually in consultation with the Hub;
- Hands on materials to support students' mindfulness including stress balls, games, soft furnishings and creative time out spaces like individual tents;
- Individual Responsible Behaviour Plans that might include focused rewards at regular periods; (See Appendix 5)
- Playground Cards to monitor and reward students' social skills in the playground;
- Have-A-Go lunchtime behaviour club to support students to learn social skills for the playground;
- Discussion with the Deputy Principal; or
- Referral to the Student Services Team.

Focused Teaching

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

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Students at Algester State School get multiple opportunities to practise behaviour through the consistent application of:

- Positive Behaviour for Learning Program (See Appendix 1)
- You Can Do It Program (also known as Keys to Success Program, See Appendix 8)
- High 5 (See Appendix 4)
- Essential Skills for Classroom Management (See Appendix 2)
- Rule of the Week (Published for parents each week)

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

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

Algester State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. The Student Services Team provides support to students who require more targeted or intensive support. The Team consists of the Deputy Principals, School Guidance Officer, Head of Special Education Services, Support Teacher: Literacy & Numeracy, Speech Language Pathologist, EAL/D teacher, and teacher representatives. Other staff who support students include the School Chaplain and Advisory Visiting Teachers.

Intensive Teaching

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

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

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

The relevant Administrator, class teacher, relevant stakeholders and the student's parents, develop and implement an *Individual Responsible Behaviour Plan*. This plan documents goals, triggers, support strategies, reactive strategies, timing, personnel, review and assessment. Support through this plan may include referral to other agencies and Guidance Officer for Functional Behaviour Assessment and behavioural support. The relevant Administration member will be used as the point of contact for student support. Structured lunchtime activities or supervision may also be organised. There may be some modification of student's timetable to allow appropriate access to the curriculum. Parent involvement will continue through all management stages.

In addition to referral to the Student Services Team, external support is also available through the following government and community agencies such as the local Police Liaison Officer, Child Youth Mental Health Service, Department of Communities (Child Safety), and Queensland Health Services.



Legislative Delegations

Legislation

- [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. However, while the decision for a disciplinary absence is that of the principal, a deputy principal may enact the process as long as they consult with the principal. A deputy principal acting as the principal during his absence may assume the decision making role.

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

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

Disciplinary Consequences

At Algester State School there are consequences for how a student behaves:

Behaviour Level	Indicators	Actions
A. Excellent Students at this level display commitment to their education. They are actively involved in their school and accept their rights and responsibilities. They always follow the school's values and rules.	A student at this level: <ul style="list-style-type: none"> • always follows the values & rules • always completes class work • always abides by school dress code • always values respect for self, others and place • always displays courteous and respectful behaviour • Makes positive contributions to their learning. 	<ul style="list-style-type: none"> • Student may be eligible to hold positions of trust - school and class leader and representative positions • Student is eligible to participate in school sport, excursions, camps, extra-curricular activities • Report card effort ratings reflects this level of behaviour • School based behaviour recognition
B. Good Students at this level mostly accept their responsibilities and almost always follow the school's values and rules.	A student at this level: <ul style="list-style-type: none"> • mostly follows the values & rules • mostly completes class work • mostly abides by school dress code • mostly values respect for self, others and place • mostly displays courteous and respectful behaviour 	<ul style="list-style-type: none"> • Student may be eligible to hold positions of trust - school and class leader and representative positions • Student is eligible to participate in school sport, excursions, camps, extra-curricular activities • Report card effort ratings reflects this level of behaviour • Student may require warnings for in class redirection of disruptive behaviour
C. Satisfactory Students at this level generally accept their responsibilities and usually follow the school's values and rules.	A student at this level: <ul style="list-style-type: none"> • generally follows values & rules • generally completes class work • displays acceptable classroom effort • generally abides by school dress code • generally values respect for self, others and place • generally displays courteous and respectful behaviour 	<ul style="list-style-type: none"> • Student is eligible to participate in school sport, excursions, camps, extra-curricular activities • Report card effort ratings reflects this level of behaviour • Reflection time may be used for Targeted Support in class or Buddy class • May have an Individual Responsible Behaviour Plan in consultation with parents.
D. Developing Students at this level are <u>not</u> consistently following the school's values and rules and are engaging in behaviour that is inappropriate on a regular basis.	A student at this level displays regularly unacceptable behaviour, which would be recorded on OneSchool behaviour incident reports. Examples include: <ul style="list-style-type: none"> • persistent disruption in class • inappropriate language • disrespectful behaviour • serious physical aggression • disobedience • persistent refusal to follow instructions • continued, deliberate non-compliance with school dress code 	<ul style="list-style-type: none"> • An Individual Responsible Behaviour Plan will be put in place by the teacher in consultation with Admin and parents. • Parents will be notified of level by classroom teacher • Reflection time used for Targeted Support in Buddy class • Possible restrictions on playground access • May be restricted from off campus activities • Time out of class (Buddy, Admin, Alternative activities)
E. Support Required Students at this level are rarely following the school's values and rules and demonstrating behaviour that is continually inappropriate or serious in nature. The student is at risk of disengaging with the education system.	A student at this level has failed to respond to targeted approaches and may need more intensive support.	<ul style="list-style-type: none"> • An Individual Responsible Behaviour plan will be put in place in consultation with Admin and parents. • Parents will be notified • Student may be excluded from off campus activities • Alternative education programs may be considered for the student • Other agencies may be involved

Alger State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching, reteaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Flowchart demonstrating such responses can be found at the rear of this document. (See Appendix 10)

Consequences are to be applied to:

- provide the opportunity for all students to learn;
- provide opportunities for reteaching;
- ensure the safety of staff and students; and to
- support students who exhibit challenging behaviours to accept responsibility for themselves and their actions.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the expectations of school community members will be considered at all times. Consequences are applied within the context of a proactive support system that focuses on prevention and instruction.

For consequences to be most effective, students must be able to see a connection between the expected behaviours, their displayed behaviour and the resulting consequence. This type of consequence is termed a logical consequence. Logical consequences, for both positive and negative behaviours, should be applied consistently, calmly, firmly and without prejudice towards individual children. The level of a student's behaviour should be assessed against a continuum from minor to major consequences.

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 may be handled in situ by the responsible adult and/or assistance from the Administration team.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not impact the learning or safety of others in any other serious way; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is 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 for work completion.
- a re-direction procedure: The staff member takes the student aside and:
 1. asks the student about the behaviour they are displaying (e.g. What are you doing?)
 2. asks the student to name expected school behaviour; (e.g. What rule are you breaking?)
 3. states and explains expected school behaviour if necessary (e.g. walk on the concrete); and

4. gives positive verbal acknowledgement for expected school behaviour.

Management of minor behaviours (Proximity / Praise / Reward)

Where a student is exhibiting low level misbehaviour, the teacher will make use of the following strategies based on the Essential Skills for Classroom Management.

- Selective attending -Not obviously reacting to certain behaviour where possible.
- Redirecting to the learning - Restate clear directions to student.
- Descriptive encouragement – When the student returns to appropriate behaviour.
- Parallel acknowledgment - Praise another student who is behaving appropriately.
- Body language encouraging - Prompt or redirect the student to return to the appropriate behaviour using gesture or eye contact.

Restatement, Rule Reminders

The teacher responds with a combination of the following strategies based on the Essential Skills for Classroom Management to address the student's inappropriate behaviour:

- restatement of the rule,
- giving a specific direction,
- giving the student a choice e.g. to work appropriately or move to a different area.

Time Out

The student will be sent to a specific part of the classroom to reflect on their behaviour. The student should complete a 'Responsible thinking reflection sheet' (See Appendix 9) and indicate to the teacher that they are ready return to the classroom when the student is willing and able to comply. The teacher will discuss the reflection sheet with the student in a planned, solution focused, non-punitive manner. Students will spend time out from the class for up to 15 minutes. In the playground, students may have time away by walking with the teacher or sitting in a designated spot. A verbal reflection should be completed prior to the student returning to play.

Buddy Class

For continued misbehaviours following time-out within class on the same day, students should have time away in a buddy class. Students are sent to another pre-determined classroom for up to 15 minutes. Teachers will call ahead to inform the Buddy Classroom. Students complete a reflection sheet. When they return to class, this is discussed with the referring teacher before re-entering the classroom. The referring teacher records behaviours requiring referral to Buddy Class on OneSchool. Continual or serious disturbances should be discussed with the relevant Administration member and parents/carers notified.

Major behaviours are those that:

- significantly impact the learning or safety of others;
- put others / self at risk of harm; and
- may require the involvement of school Administration.

Major behaviours result in a referral to Administration because of their seriousness. This referral is recorded as a behaviour incident on OneSchool.

Major – immediate incidents in which there is an immediate safety risk. Staff member contacts the office for assistance from the administration team. When time is available, the staff member completes a OneSchool behaviour incident.

Major – deferred incidents in which there is no immediate risk. Staff member calmly states the major problem behaviour to the student and remind them of the expected school behaviour. Staff members investigate the details of the incident and then complete a OneSchool behaviour referral.

Major problem behaviours may result in the following consequences:

- loss of break times;
- removal to alternative room;
- alternate lunchtime activities;
- loss of participation in extra-curricular activities, excursions and camps;
- restorative justice;
- restitution to fix the problem;
- time in office;
- warning regarding future consequence for repeated offence;
- Parent contact;
- referral to Student Services Team;
- referral to Regional Behaviour Services Team;
- suspension from school;
- removal of leadership or representative positions; and/or
- Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs may be recommended for exclusion from school following an immediate period of suspension.

Individual Responsible Behaviour Plan

If a student's behaviour continues to impact on the learning and safety of others, an Individual Responsible Behaviour Plan is developed by the teacher, student, parent and Administration member. The plan will describe current behaviour concerns, potential triggers and identify goals for the student. The plan identifies ecological supports, proactive strategies and reactive strategies to support the student to learn expected behaviours at school.

Monitoring and follow-up of the formal Individual Behaviour Plan will involve a series of case reviews with parents/caregivers, the classroom teacher, the student, specialist personnel and external support agencies, as necessary.



Major and Minor Behaviours: Algester State School

The following table outlines examples of major and minor behaviours.

	Area	Minor *	Major #
Respecting Self	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside Jewellery, hair, uniform not compliant with school dress code. 	<ul style="list-style-type: none"> Chronic violations of dress code
	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time Playing out of bounds/wrong play area 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Dishonesty	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) Cheating or copying others' work 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others, false allegations
Respecting others	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non-compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Persistent blatant refusal to follow directions by an adult Yelling at adult Running away from an adult
	Play	<ul style="list-style-type: none"> Not playing fairly Not playing school approved games Playing in toilets 	
	Language (including while online)	<ul style="list-style-type: none"> Unkind, hurtful language (written/verbal) Swearing Calling out Argumentative towards adults Disrespectful tone or gestures Name calling of other students 	<ul style="list-style-type: none"> Swearing at adults Offensive language, serious name-calling Threatening and intimidating
	Using objects	<ul style="list-style-type: none"> Incorrect use of equipment Disrupting with objects Bringing items not allowed at school (mobile phones, electronic games etc) 	<ul style="list-style-type: none"> Dangerous throwing of objects Tipping furniture Spitting at people Rude gestures to adults Possession of weapons and other unsafe items for school
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) that does not result in injury. Play fighting, tripping, etc. Intentional actions of a sexual nature that are inappropriate at school: hand holding, kissing 	<ul style="list-style-type: none"> Serious physical aggression with the intent to cause or causing injury Fighting, kicking, punching, pushing down, barging, or biting resulting in injury. Instigating or promoting a fight. Touching of another person in a sexual way, showing genitals or invitations of a sexual nature to others.

	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school. Cheating 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Respecting place	Property	<ul style="list-style-type: none"> Petty theft (taking rubbers, lunches) Lack of care for the environment Misuse of equipment or belongings of others. 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Rubbish	<ul style="list-style-type: none"> Littering 	
	ICT	<ul style="list-style-type: none"> Accessing unauthorised website, misuse of IT equipment 	

*Breaches of a Minor nature are handled in situ by the responsible adult in charge.

#Breaches of a Major nature may be handled in situ by the responsible adult and/or assistance from the Administration Team.

Suspension/Exclusion

Suspension and Exclusion will be used where the behaviour is serious and/or persistent. Serious or persistent inappropriate behaviour is that which threatens the good order of the school and/or safety of people within the school. Suspension and exclusion will only be used where other processes have been put in place previously or the incident is of a serious nature. Consideration will be given to the specific circumstances in each case. Where suspensions occur, an appropriate re-entry plan will be used.

Definition of consequences*

Time out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before after school detention is imposed).</p>
Temporary Removal of Property	<p>A principal or staff member of Algester Primary School has the power to temporarily remove property from a student, as per the procedure <u>Temporary Removal of Student Property by School Staff</u>.</p>

School Disciplinary Absences (SDA)	
Suspension: 1-10 school days	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> disobedience by the student misbehaviour by the student

	<ul style="list-style-type: none"> conduct by the student that adversely affects, or likely to affect, other students (may be grounds for suspension even if the conduct does not happen on school premises or during school hours.) conduct by the student that adversely affects, or is likely to adversely affect, the good order and management of the school (may be grounds for suspension even if the conduct does not happen on school premises or during school hours). If the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff.
Long Term Suspension: 11 – 20 school days	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> disobedience by the student misbehaviour by the student conduct by the student that adversely affects, or likely to affect, other students (may be grounds for suspension even if the conduct does not happen on school premises or during school hours.) conduct by the student that adversely affects, or is likely to adversely affect, the good order and management of the school (may be grounds for suspension even if the conduct does not happen on school premises or during school hours). If the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff.
Charge-related suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none"> the student is charged with a serious offence the student is charged with an offence other than a serious offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending
Proposed exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> persistent disobedience misconduct or conduct by the student that adversely affects, or likely to affect, other students (may be grounds for suspension even if the conduct does not happen on school premises or during school hours.) conduct by the student that adversely affects, or is likely to adversely affect, the good order and management of the school (may be grounds for suspension even if the conduct does not happen on school premises or during school hours). If the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff. If the student has been convicted of an offence and the Principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to continue to be enrolled at the school.

Re-entry following suspension:

Students who are suspended from Algester State School will attend a re-entry meeting on the day of their scheduled return to school. (See Appendix 6) The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements:

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

Structure:

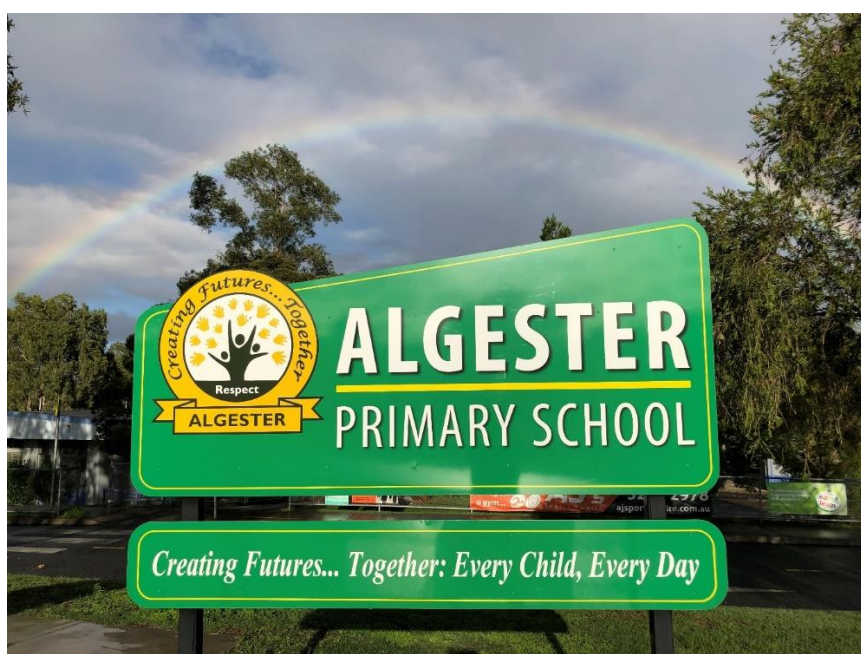
The structure of the re-entry meeting is as follows. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused on making the student and their family feel welcome back into the school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

Re-Entry Meeting Agenda:

- Welcome back to school.
- Check in on student wellbeing.
- Reflection on the reason for the suspension.
- Review the School Rules in the School Code of Conduct pertinent to the suspension.
- Plan for the change of behaviours required to improve the student's conduct. Document the strategies in the re-entry plan.
- Discussion around support and intervention to support the implementation of the re-entry plan.
- Discuss future possible consequences for not following the re-entry plan.
- The student, parent and Deputy Principal sign off on the re-entry plan.
- Provide a copy of the re-entry plan to the student and their parent.
- Thank student and parent/s for attending.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student.



School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Algester 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 Algester 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 Algester 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 Algester 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 Algester 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

Algester State School is an Apple Distinguished School and has a 1:1 iPad Program comprised of devices provided by parents and the school. These devices are authorised to be used at school by students during the following times:

- During learning time under the supervision of a teacher
- During lunch period for authorised clubs Eg. Coding or Robotics Clubs that are supervised by a teacher

Devices may not be used by students:

- Before and after school on the school grounds; or
- During lunch periods
- At the Pick Up Zone after school
- At the Before and After School Centre on the school site
- Without the supervision of a teacher or teacher aide.

BYOD iPad

The following conditions are required for Bring Your Own Devices:

- Student's parents are required to sign off on a BYOD iPad Terms of Use and Participation Agreement prior to their use at school.
- The iPad will be set up as outlined in *Algester's Spark Page, Setting up the iPad*: <https://adobe.ly/36LnVEq>
- Students will be signed in as a child with their own **Apple ID**.
- **A SIM card will not be installed in the device.**
- **Screen Time** on the student's iPad will be activated and **App Limits WILL BE** applied to all non school Entertainment, Gaming and Social Networking Apps. (see *Algester's Spark Page*)
- **Content and Privacy Restrictions** will be set up using **Screen Time** as outlined in *Algester's Spark Page*.
- The iPad will have as its minimum operating system: iPad OS 13.x and regularly update all Apps.
- Age appropriate Apps **ONLY** will be installed on a student's iPad (Eg: My 9 year old child will have Apps suitable for 9 year olds)
- The student will **not** install social media, games or entertainment content on their iPad if the age limit for these Apps is 12+. These are, but not limited to Apps such as Facebook, Messenger, Snapchat, Instagram, TikTok, Roblox, Fortnite or other Apps.
- The owner of the iPad will take responsibility for any damage or malfunction to the iPad and have the iPad repaired as quickly as possible.

- Students and parents are responsible for the security, insurance and maintenance of the iPad.
- **If students install Age Appropriate Apps that are *not* on the school core or year level lists onto my child's iPad they will be:**
 - Installed in a Home Folder.
 - **App Limits** in **Screen Time** will be applied to allow 1 min to Entertainment, Gaming and Social Networking Apps.
 - Extra time for these Apps will not be granted during 8am to 3pm.
- Social Messaging Apps like Facetime, iMessage or the like, are not be used by students within school hours. Parents wishing to contact their children during school hours should contact the school office.

School iPad

- Student's parents are required to sign off on a School iPad Terms of Use and Participation Agreement prior to their use at school.
- All reasonable care of the device will be taken by the student.
- The iPad will be kept away from food or drink at all times.
- The device will remain in its case.
- The device will be kept in the classroom unless otherwise directed by the teacher.
- The school device will not be taken home.
- Students may only use iPad assigned to them by the school.

Use of iPad at Algester State School

The iPad is used for educational purposes. It complements the School Curriculum. The following general rules regarding their use apply at the school:

- Photographs, videos or voice memos are only to be taken when authorised by school staff.
- Photographs, videos or voice memos taken at school should not be uploaded to any internet site, social media App or distributed in any way, unless authorised by school staff.
- Students will be cybersafe when using the internet considering the 5 Ps:
 - Protect
 - Privacy
 - Profile
 - Password
 - Permission
- Students that use the school internet network in an inappropriate manner may be subject to disciplinary action by the school.
- Students may not download, distribute or publish offensive messages or pictures
- Students should not use obscene, inflammatory, racist, discriminatory or derogatory language
- Students should not use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Students should not insult, harass or attack others or use obscene or abusive language
- Students should not deliberately waste printing and internet resources
- Students should not damage iPad, printers or network equipment
- Students should not commit plagiarism or violate copyright laws

- Students should not ignore teacher directions for the use of social media, online email and internet chat
- Students should not send chain letters or spam email (junk mail)
- Students should not knowingly download viruses or any other programs capable of breaching the department's network security
- Students should not use in-iPad cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Students should not invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Students should not use an iPad (including those with Bluetooth functionality) to cheat during exams or assessments.

Breach of iPad Terms of Use and Participation Agreement

- Parents may be notified by a staff member of the breach.
- Parents may be contacted to ensure the device is set up correctly.
- The device may be temporarily removed and alternative learning activities undertaken. The removal may be a session, day, week or longer.
- Students may be subject to disciplinary action according to the Algester Student Code of Conduct.

Mobile Phones:

Students may not use mobile phones at Algester State School. They may be brought to school and safely stored in the school office during the school day if required but they may not be carried by students or used by them within the school grounds for any part of the school day.

Smart Watches:

Students may wear smart watches at school but their communication and recording functions should not be used during school hours. Parents wishing to contact their children during school hours should contact the school office.

Preventing and responding to bullying

In creating and maintaining a safe and supportive school environment, strategies to address bullying include:

- preventing bullying through promoting a positive whole-school culture based on values agreed to by the whole school community
- intervening early in suspected or identified bullying issues and communicating clearly with all involved
- responding consistently to bullying incidents with approaches which have been shown to be effective.
- Not all hurtful behaviours are bullying, but schools address inappropriate behaviour whether or not it meets the definition of bullying.

Definition of bullying

Bullying is when a child, or a group of children, **deliberately** and **repeatedly** upset or hurt another child. The person/people doing the bullying will have some form of **power** over the target.

Bullying is not one-off incidents of name calling or physical abuse, it is only bullying when it is repeated, deliberate and there is an imbalance of power involved.

Forms of bullying

1. **Physical bullying:** This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying:** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert bullying:** Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying:** For example, threatening, manipulating or stalking someone.
5. **Cyber bullying:** Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

What behaviours are not bullying?

While the following behaviours are often upsetting to those involved, they do not constitute bullying:

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

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

Responding to bullying

What students can do

- Use the High 5 strategies: ignore, talk friendly, walk away, talk firmly, and report.
- Avoid areas which allow the bullying students to avoid detection by teachers
- Stay with other students
- Talk to an adult at school or home who can help stop the bullying
- Keep asking for support until the bullying stops.

What bystanders can do

- Speak up to the person doing the bullying
- Tell the person doing the bullying that you will talk to a teacher
- Say something supportive to the person being bullied, or ask them to walk away with you.
- Leave negative online conversations.

What staff members can do

Listen to reports of bullying and investigate carefully. In consultation with admin, decide upon an appropriate response. Communicate clearly with students and parents involved. Responses used by

staff at Algester State School will use the most appropriate method for the students involved.

- **Disciplinary measures** – consequences applied are intended to hold students who bully to account for their behaviour, and ensure they accept the harm they have caused and to learn from it.
- **Restorative practices** – working with students whereby the student who is causing harm is held to account for his/her behaviour.
- **Strength building approaches** – teach students how to get along and build resilience, implement responsible behaviour plans or playground plans.

What parents can do

1. Listen calmly to what your child wants to say and make sure you get the full story.
2. Reassure your child that they are not to blame and ask open and empathetic questions to find out more details.
3. Ask your child what they want to do and what they want you to do.
4. Discuss with your child some sensible strategies (such as High 5) to handle the bullying – starting a fight is not sensible.
5. Contact the school and stay in touch with them.
6. Check in regularly with your child.

The school will not give you any of the personal details of other students involved. They will not give you any details of consequences given to other students involved because of privacy requirements.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Reports of students other than in their child's class should be reported to the Deputy Principal.

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Tips for responding to online harassment or bullying

1. Avoid responding to the bullying;
2. Block and report anyone who is bullying online; and
3. Protect yourself online – use privacy settings and keep records.

Algester State School includes Cybersafety as part of its Health Curriculum and it is taught each term from Prep to Year 6.



Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

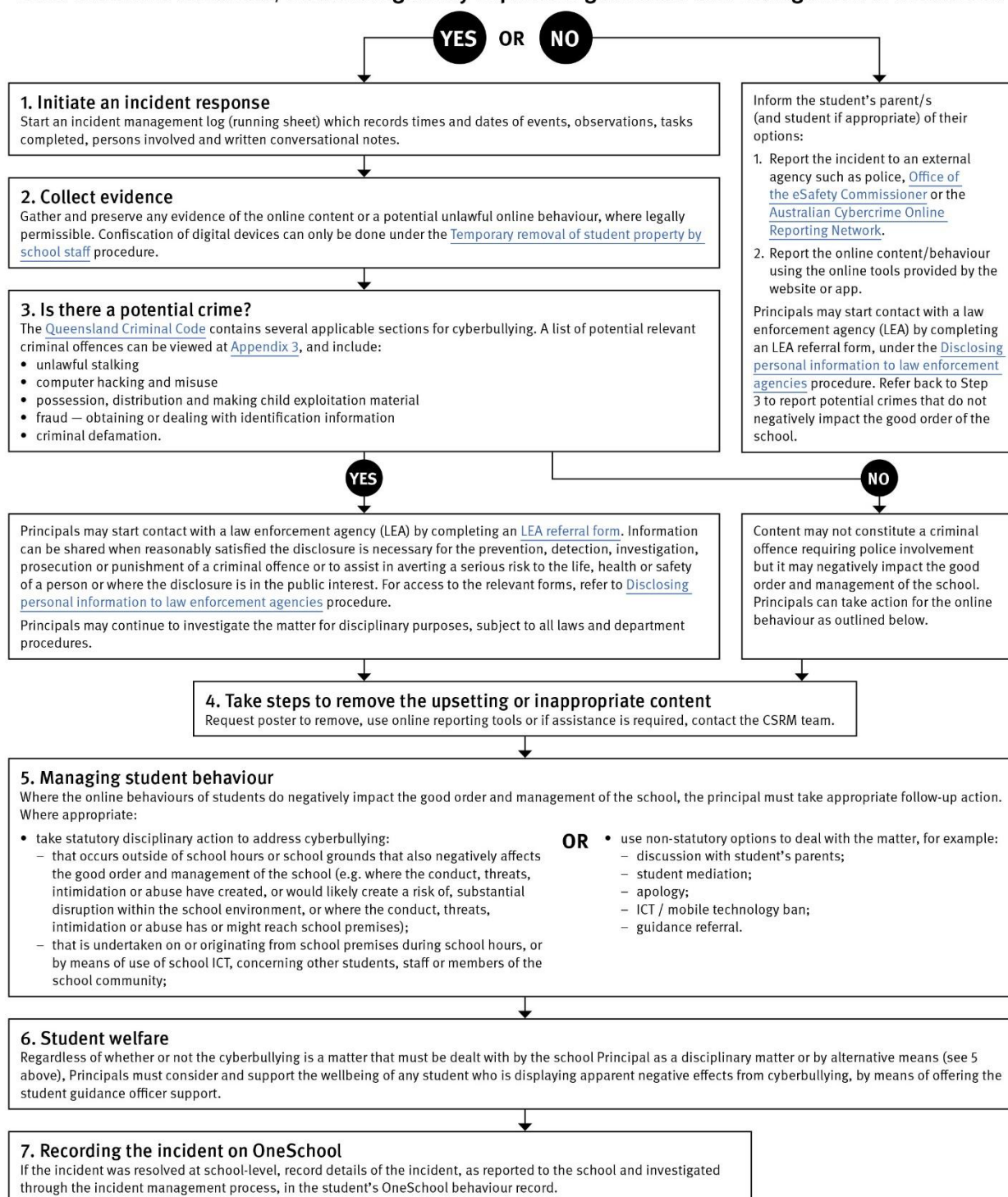
Explicit images

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

Help

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

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



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).

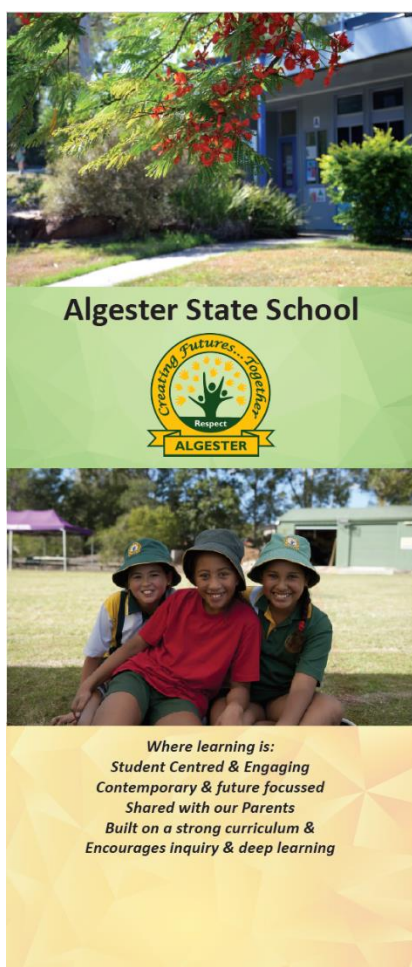
What about other people's privacy?

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.



Cybersafety and Reputation Management (CRM)

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

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

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

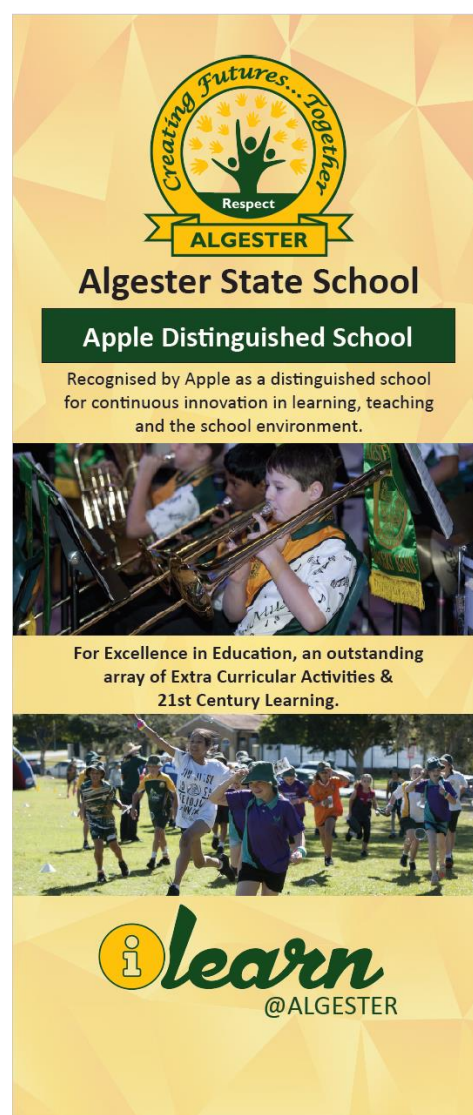
It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.



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

Nonviolent Crisis Intervention

Alger State School follows the principles of Nonviolent Crisis Intervention in labelling the four kinds of student behaviour and recommended interventions:

Behaviour Level	Intervention
Anxiety: a noticeable change of behaviour, tapping, moving around, distracted easily, making noises	Supportive: Empathic listening, understanding, modification of learning activities. Encouragement. Non-judgemental language.
Defensive: Non-compliance, verbal misconduct, blaming others, beginning to lose rationality	Directive: Re-establishing expectations, restatement of rules, setting limits, discussing consequences, giving a choice, allow wait time, re-directing to learning
Acting Out: Physical acting out, kicking, punching, knocking over furniture, throwing objects etc. Loss of rational control.	<i>Minor behaviours</i> dealt with in situ if manageable with appropriate consequences . <i>Major behaviours</i> may require administrative support. Ring the office or send a student (red card) . Only the Admin Team (or other NVCI trained officers are permitted to restrain students and then only as a last resort.) Keep the student safe if possible by moving any objects in harm's way. Evacuate the class if necessary. Always supervise the student while waiting for Admin Team. Keep reassuring the student and directing them what they need to do to be safe.
Tension Reduction: A time of energy reduction where the student regains control. Often a quiet time and the student may be remorseful.	Therapeutic Support: Re-establishing communication, rebuilding the relationship, learning opportunity. Delay consequences until later to avoid escalation.

When dealing with challenging physical behaviours by students it is important to keep everyone safe. The aim is always to defuse or de-escalate situations. Some useful points worth noting are:

- Avoid getting too close to students who may act out in a physical way.
- Be aware of your own proximity and non verbal behaviours as a trigger for anxiety for the student.
- Always try to de-escalate behaviours by talking the student down. Deflecting also sometimes work.
- Don't get into a power struggle with a student. Keep to message about the rules of the classroom or the steps of their individual responsible behaviour plan and what choices they have.
- Don't put yourself in the path of a student acting out just to keep them in the classroom. Blocking a student from leaving or grabbing/holding a student can increase their anxiety levels.
- Try and keep emotionally detached from the situation. Heightened anxiety from staff can lead to increases in student anxiety levels.

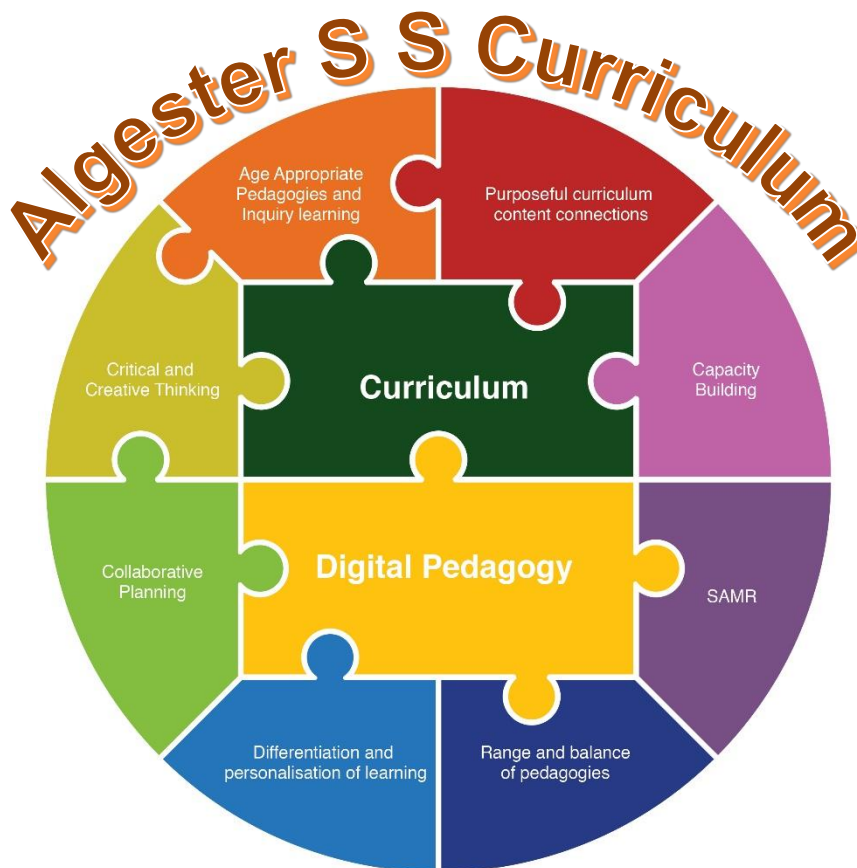
Related Procedures and Guidelines

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

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

Resources

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



A well designed curriculum maximises student engagement and minimises student misbehaviour.

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

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

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

3. External review: contact a review authority

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

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

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





Positive Behaviour for Learning 2020.1

Alger State School

Positive Behaviour for Learning (PBL) is a whole-school framework which promotes positive behaviour across a school and helps schools to develop a safe and supportive learning environment. In a whole-school approach, all members of the school community work together to establish simple, clear and explicit expectations for behaviour. Student behaviour improves when students know what is expected of them and when good behaviour is recognised.

When schools adopt the PBL framework all students are explicitly taught the expected behaviours and clear and consistent boundaries are established. Schools take a proactive, preventative approach, ensuring that all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so that identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

There are a number of components to PBL including setting high expectations for behaviour, actively teaching behaviour and acknowledging and rewarding good behaviour. The school has a Rule of the Week which is based on data gained from disciplinary incidents in the school. A Success Key Card in conjunction with a verbal acknowledgement is rewarded to students who exhibit good behaviour. These cards are collected, collated and traded for various rewards from the School Rewards Shop. Certificates are also awarded to students who achieve the established benchmarks for excellent behaviour.

Positive Behaviour for Learning

- High Expectations
- Teaching Behaviour
- Acknowledging Success



Every day is an opportunity to learn



Alger State School

1 Success Key Card = 1 point







Success Key Cards are awarded to students to acknowledge their good behaviour. One Success Key Card is distributed per incident. However, there is no limit to the number of students that may be acknowledged at once for that incident, or on the number of incidents that can be acknowledged. On special days double points are awarded. These are advertised in advance.

Students place their Success Key Cards in a receptacle in the classroom designed by the classroom teacher known as a Rewards Chart. These are collected and collated at the end of the week before being reused. Success Key Cards awarded by specialist teachers, visiting teachers, teacher aides or administration staff are also placed in the classroom Rewards Chart.

Student award tallies are used to calculate Certificates of Achievement and special awards automatically.

Automatic Rewards:

Nickel Certificate	50 Points
Copper Certificate	100 Points
Bronze Certificate	200 Points
Silver Certificate	300 Points
Postcard posted home in the mail	400 Points
Gold Certificate	500 Points
Car Bumper Sticker send home in the mail	600 Points
Platinum Certificate	700 Points
Behaviour Pin (worn on uniform, green)	800 Points (Awarded on School Assembly)
Postcard 2 posted home in the mail	1000 Points
Distinguished Behaviour Certificate	1200 Points
Presentation of a School Water Bottle	1400 Points
Eminent Behaviour Certificate	1600 Points
Behaviour Pin (worn on uniform, bronze)	1800 Points (Awarded on School Assembly)
<i>(All Rewards are posted on OneSchool's Positive Behaviour System)</i>	

<h3>What is PBL?</h3> <p>PBL is short for Positive Behaviour for Learning.</p> <p>PBL is a plan for schools to</p> <ul style="list-style-type: none">  • be a positive place to learn  • teach students how to behave at school  • tell students when they do the right thing  • help students when they make mistakes  • work together with parents. 	 <p>Success Key Card</p>
--	---

Student tallies are also redeemable for tangible and intangible awards. The intangible awards are known as the Redeemable Rewards. Students can trade their points for these rewards from the Rewards Shop and they will receive a Voucher detailing the reward. The teacher aide in the Rewards Shop makes the arrangements to enact the Reward.

Redeemable Rewards:

100 Points	Sit next to your teacher at school assembly.
	Go to another class and tell two jokes.
	You and a friend get to sit on a buddy bench during breaks for a whole week.
	You get to do your class messages for a whole week.
	Sit next to a friend in class for a session.
200 Points	Read a short story to a Prep or Year 1 Class.
	Wear a special school vest for one day (Student of the Day) – 1 per classroom.
	A VIP pass to the tuckshop (first in the line) for a whole week.
	First out of class to lunch for a week.

	Choose a friend, lunchtime pass to use a Xbox
300 Points	Sit on a special deck chair to watch school assembly.
	Special Movie Presentation ticket to take place in the AMAC in the last week of term.
	Sit on the teacher's chair for a session.
	Choose a short game for the class to play in consultation with your teacher/PE teacher.
	Read a short story to a Deputy Principal
400 Points	Sit in class next to a friend for a whole day.
	Photo Pass: Take a funny photo of yourself and someone and post it on the School Stream Site (With Admin and Parent Approval).
	Share a joke on the school's School Stream Site. (with Admin approval)
	Book the same sector on the oval for a whole week with your friends.
	Walk with a teacher/Deputy Principal on playground duty (negotiated with teacher/DP).
	Free Time Voucher (30 minutes), but still supervised by your teacher.
500 Points	Morning Tea with a teacher of your choice, \$4 tuckshop voucher provided.
	Help out in a classroom of your choice (must be a lower year level) for one afternoon session.
	Guest announcer for the school Intercom system for Morning Tea (including the telling of two jokes).
	\$5 Tuckshop Voucher.
	Algester State School Shopping Bag.

	Sit on a wriggle chair for the whole day.
	A coffee voucher to give to a teacher of your choice from the Tuckshop.
	Play a piece of music you have created in Garage Band or a short Clip to a school assembly, approved first by your teacher.
600 Points	Your name is published in the School Stream App as a Student of the Week.
	Your name goes up on the LED School Sign for one whole week as Student of the Week.
	No Homework for a week.
	Help a Deputy Principal with School Assembly.
	Crazy Hat Voucher: You get to wear a crazy hat of your choice all day. (approved by teacher).
	Read a short story to the Principal.
	Build Lego with a Deputy Principal during a lunch break.
	Walk with Principal on a playground round during lunch time.
	Spend a lunch break drawing with a Deputy Principal.
700 Points	Morning Tea with a Deputy Principal of your choice.
	Sit in class next to a friend for two days
	Free Time Voucher (2 x 30 mins across a week), but still supervised by your teacher.
	Help out the Music Teacher with another class for 30 minutes.
	Help out the PE Teacher with another class for 30 minutes.

	Help out the Librarian with another class for 30 minutes.
800 Points	Deputy Principal for a morning. (Work shadow a Deputy Principal of your choice for a morning session.)
	Spend a break drawing with the Principal.
	Build Lego with the Principal during a lunch break.
900 Points	Morning Tea with the Principal.
	Sit on the teacher's chair for a whole day.
1000 Points	Principal for a morning. (Work shadow the Principal for a morning session.)

Teacher and Teacher Aide's Role in Classroom and Playground:

- Recognise and acknowledge good behaviour.
- Verbally acknowledge behaviour with You Can Do It criteria (eg. You have been persistent with your work. You are getting along so well by following the rules of the game. Etc.) OR to reinforce the school rules. (eg. You have shown respect for others. Thanks for following the rules of the game.)
- Present the student with a Success Key Card.
- Classroom Teachers establish a Good Behaviour Board/Chart where students can place the Success Key Cards they have received. (Design up to the classroom teacher.)

Administrative Support:

- Student Council Representatives (School Leaders, approx. 20 children, will be allocated two classrooms each) will come to the class each Friday and count Success Key Cards and then collect them for re-use.
- Teacher Aides will collate the points and distribute them to the classroom teachers.
- Teacher Aides will facilitate the Redemption Process in the Rewards Shop.
- Each Year Level will have a designated lunchtime to access the Rewards Shop.
- Office will purchase the incentives in the Rewards Shop.
- Additional free gifts to the school for use in the Rewards Shop will also be welcome.

Notes:

- Points from each year will be retained into the following year for the students. They will not have to restart their count.
- Additional certificates will be available for the children who have surpassed the current certificates. (see above)

Rewards Shop:

Students may purchase tangible rewards with their points from the Rewards Shop. A tally of students' points is published and emailed to teachers each fortnight for children to peruse. The Rewards Shop is in the centre room of D Block and accessible from the rear of the block through a sliding door. Year levels are allocated one lunch session a week for students to access the shop with Thursday being a catch up day for any year level.

Rewards ranging in value are available from the shop and students are encouraged to save for more expensive items. The Rewards Shop is very popular with our students.




Rewards Shop Example Catalogue: Items are regularly updated.




Jan Order for Rewards Shop from Blueberry Express

Bendy Man Keyring	150 points	
Sticky Frog	85 points	
Metal Slinky	300 Points	
Large plastic slinky	135 Points	

Glow in the dark Neon Slime	225 Points	
Magic Cube	175 Points	
Dominoes	225 Points	 <p>Box: 21.5x5x2.5 cm</p>
Mix n Match Pirate Set	500 Points	 <p>Size: 11.3x4.5x14cm</p>




Wooden Box Marble Puzzle	380 Points	 <p>11.8 x 11.8 cm</p>
Traffic Sign Set	850 Points	 <p>Traffic sign: 10 cm (H)</p>
Flash Dice (4)	150 Points	
Glow Sticks (10)	150 Points	

Jan Order for Rewards Shop Misc

Uno Set of Cards	600 Points	
Variety of Sticker Books	250 Points	
Bubble Wands	50 Points	

Jan Order from Sunrise imports

Bicycle Keyrings	40 points	
Owl Pencil Sharpeners	50 Points	
Rabbit Erasers	30 Points	

Pirate Set Jigsaw Puzzle	300 Points	
Plane Puzzle Kit	200 Points	
Dragon Puzzle Kit	700 Points	

Foam Helicopter Puzzle	200 Points	
Koala Erasers	30 Points	
Bite cable protectors	20 Points	

Smile Face pencil sharpeners	50 Points	
Twist Crayons	220 Points	

Parent Survey, November, 2019

Parents were surveyed at the end of 2019, our first year of Positive Behaviour for Learning, about their opinion of the program.

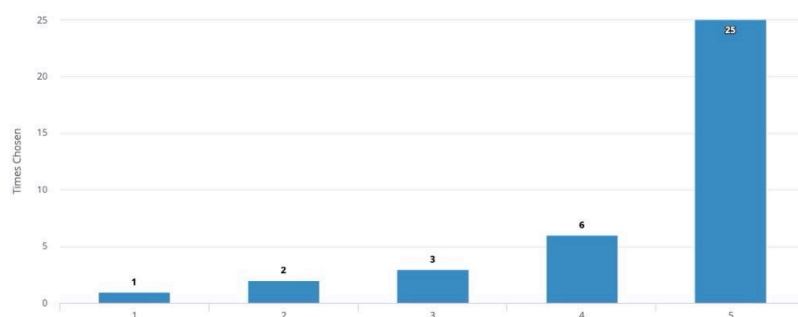
Parents overwhelmingly supported the Positive Behaviour for Learning Program at Algester State School.

The following pages show the graphic responses to the questions of the survey by the parents that participated. Levels 3 and above were considered to be positive with Level 5 the highest level of satisfaction.

Parent Survey, November, 2019 (conducted via Flexibuzz App)
1 – lowest satisfaction, 5 – highest satisfaction level (3 & above positive)

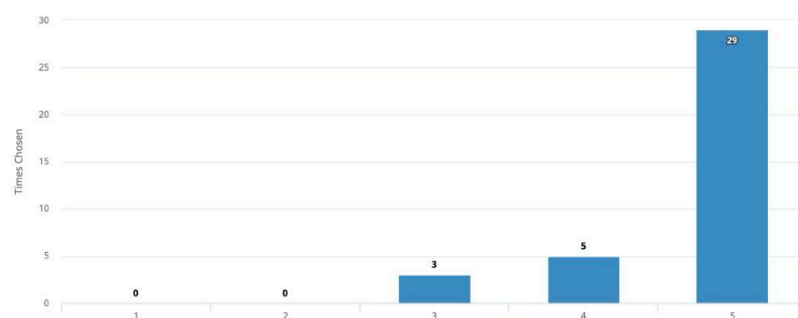
Are you satisfied with the Success Key Cards for recognising positive behaviour?

Number of responses: 37



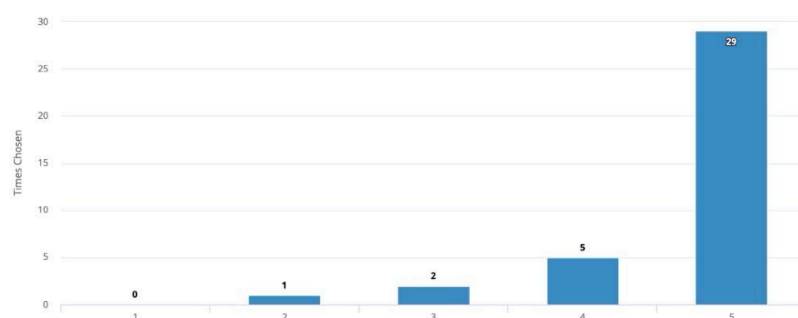
Do you like children having individual tallies for their positive behaviour points?

Number of responses: 37



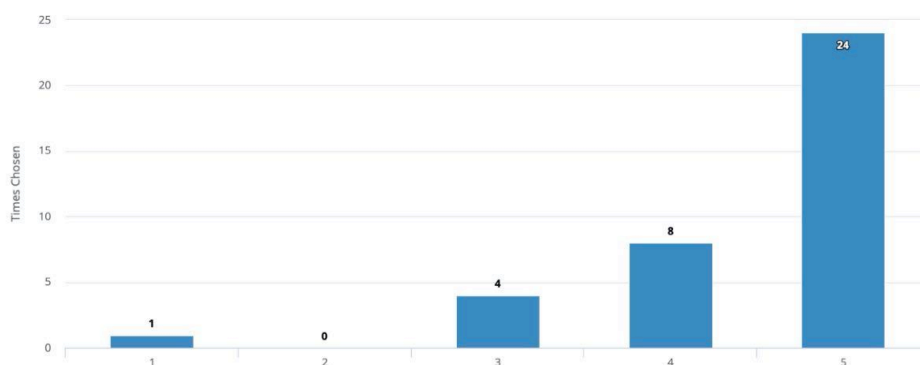
What are your feelings about the Automatic Rewards like the certificates, postcards sent home, bumper stickers and behaviour pins?

Number of responses: 37



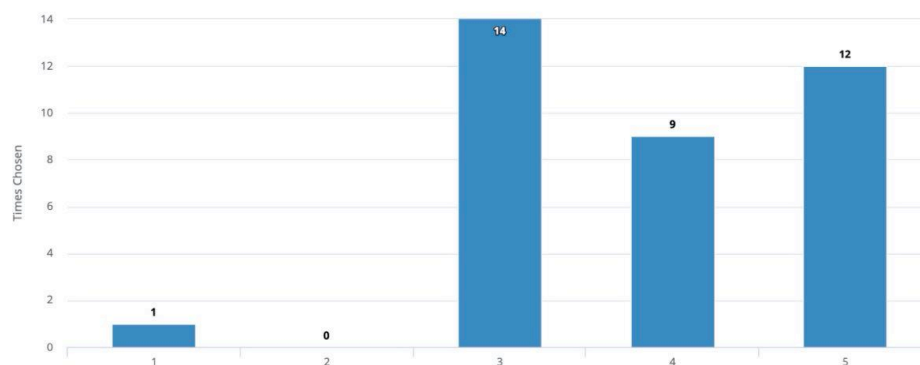
How is our Rewards Shop working and do you think your children find it worthwhile?

Number of responses: 37



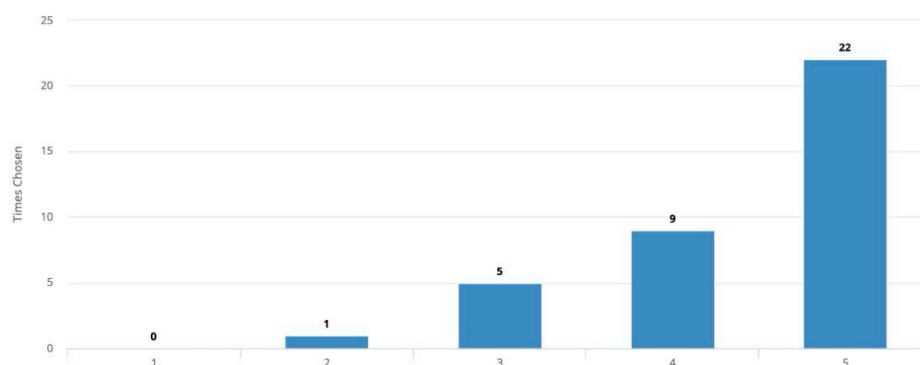
What do you think of the prizes in our Rewards Shop ?

Number of responses: 36



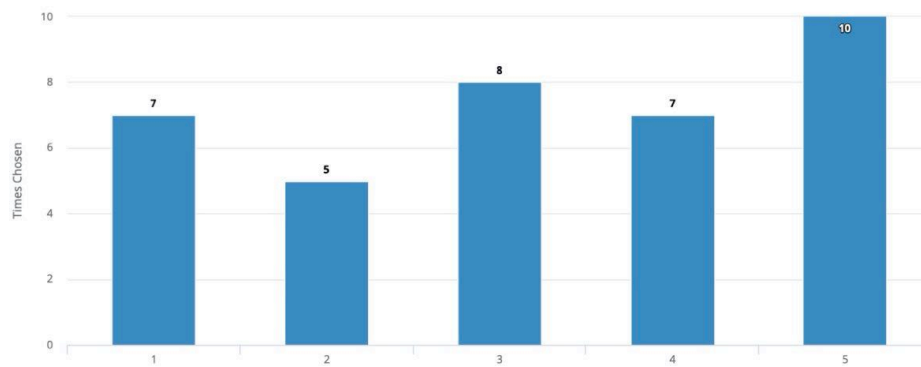
Are you satisfied with our redeemable awards ? These are the awards like sitting next to a friend in class for a day, sitting on a deck chair at the school assembly, telling jokes to another class, morning tea with a teacher of your choice or a Deputy Principal, etc.

Number of responses: 37



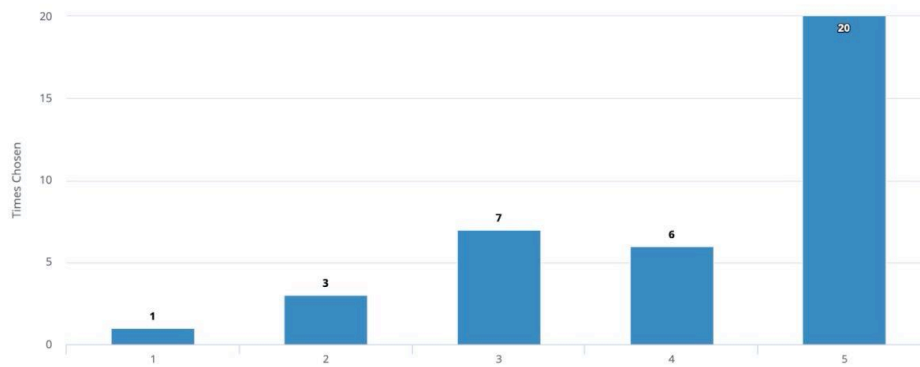
Do the children talk to you about the school rules or the Rule of the Week?

Number of responses: 37



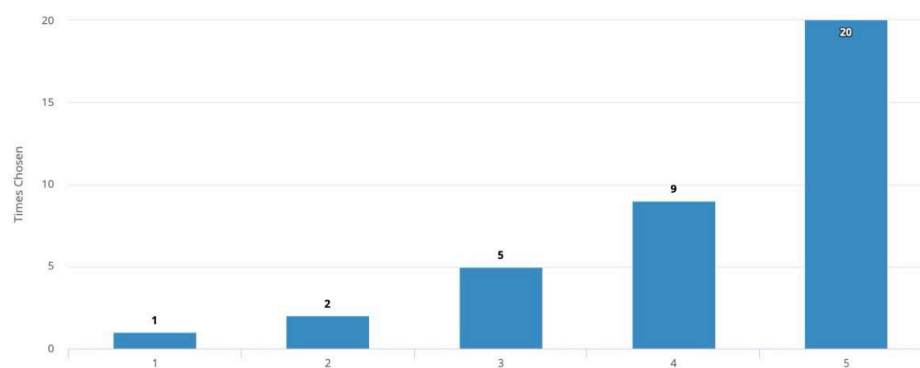
Do you feel that our Positive Behaviour for Learning Program contributes to better behaviour of our students?

Number of responses: 37



Do you believe that the Positive Behaviour for Learning Program is effective?

Number of responses: 37



Examples of Certificates of Achievement that children earn in the program:



Student Survey:

The students were also surveyed at the end of 2019 to gauge their opinion of the Rewards Shop and to ascertain what rewards they would like to see in the shop in the following year. The students also overwhelmingly supported the Rewards Shop. Responses at Level 3 and above were positive. Level 5 responses were the highest satisfaction level.



Ways for parents to support Positive Behaviour for Learning at Algester State School:

- Discuss the school rules with your child/ren at home regularly.
- Find out about the Rule of the Week and talk about how that might work.
- Talk about goals for rewards, certificates and vouchers. Encourage saving.
- Positively reinforce achievements towards your child/ren's goals.
- Celebrate success for any achievements.
- Encourage your child to problem solve when there are difficulties in order to achieve their goals.
- Talk to your child's teacher about strategies to support your child to focus on in order to achieve their goals.
- Remember that we all make mistakes and help your child to overcome problems in a positive way.



Appendix 2 Essential Skills for Classroom Management

1. Establishing Expectations:

To clearly articulate and demonstrate the boundaries of pro-social behaviour.

2. Instruction Giving:

To give a clear direction about what to do.

3. Waiting and Scanning:

To wait for 5-10 seconds after you give an instruction.

4. Cueing with Parallel Acknowledgement:

To acknowledge students' on-task behaviour with the intention of prompting another to follow suit.

5. Body Language Encouraging:

To intentionally use your body language to encourage students to remain on-task.

Praise, Prompt for what to do next, Push off

6. Descriptive Encouraging:

To encourage students to become more aware of their competence by commenting on their behaviour.

7. Selective Attending:

To intentionally give minimal attention to off-task behaviour.

Eg. "I'll speak with Mark when I am ready." Post Lesson Discussion

8. Verbal and Non-Verbal Redirecting to Learning:

To redirect student behaviour using positive non-confrontational methods.

Am I in control of myself?

9. Giving A Choice:

To respectfully speak to a student who is disrupting others to remind them of the available choices and their natural consequences.

close proximity – go for the ear

use firm measured tone

walk away – scan back – allow about 15 seconds – follow up

10. Following Through:

Resolute, planned action in the face of on-going disruptive behaviour that is seriously disturbing the learning environment.

Follow the processes set in the school's Responsible Behaviour Plan

Use re-entry questions when student is moved in the classroom or out of the classroom.

Teachers should establish an evenness (balance) in their use of verbal and non-verbal language to acknowledge appropriate behaviour and correct inappropriate behaviour.

Post Lesson or Re-Entry Discussion Questions:

- 1. What did you do? or, What happened?**
- 2. Which rule did you break?**
- 3. What do you need to do to fix things?**
- 4. What might you do differently next time?**
- 5. What do you think I should do if you do that again?**



Appendix 3 Student Dress Code

Student Dress Code

Our school from Prep to Year 6 is a uniform school.

The P & C of Algester State School resolves that it supports a student dress code because it believes that it promotes the objectives of the Education (General Provisions) Bill 2006. In particular the P & C of our school supports the intention of a student dress code in providing a safe and supportive teaching and learning environment by:

- Ready identification of students and non-students at school;
- eliminating distraction of competition in dress and fashion at school;
- fostering a sense of belonging; and
- developing a mutual respect among students through minimising visible evidence of economic or social differences.

This policy has been endorsed by our P & C Association and all students are expected to wear the correct school uniform. Sanctions such as detentions etc may be imposed for not wearing the correct school uniform. Children are expected to wear their uniform on all excursions as it assists to promote our school's image in the community while making it easier to locate them in a crowd.

Boys Uniform:

Unisex Polo Shirt: Green unisex polo shirt, green collar, vertical gold and white stripe, school name and motto.

Shorts – Bottle green unisex shorts, no longer than knee length.

Girls Uniform:

Girls may wear culottes, shorts or netball skirt with the unisex polo shirt (especially for sporting activities)

Tunic: Green and white check, zip front, princess line, full short sleeve, gold piping on front seam and sleeves with action back pleat, zippered pocket in side seam.

Culottes: Bottle green, fitted waist band, front pleating, side pockets inserted.

Sports Skirt: Bottle green netball skirt or unisex bottle green shorts.

Shorts: Bottle green unisex shorts.

Unisex Polo shirt: Green unisex polo shirt, green collar, vertical gold and white stripe, school name and motto.

The principal will give consideration for religious, cultural and medical needs.

Shoes:

Closed in laced or Velcro black shoes with socks (preferably green or white). Slip on canvas shoes, thongs and open sandals are dangerous and are not permitted.

Hats:

Our Sun Safe Rule is: “No Sun Safe Hat, No Play”. Consequently all children and staff members must wear an appropriate sun safe hat while engaged in activities in the open. Students MUST wear the school bucket hat.

Winter Uniform:

Microfibre jacket in school colours: cardigan or jumper in dark green with or without gold trim. Three quarter legging type items are not to be worn. Girls may also wear green stockings.

Jewellery:

The only jewellery to be worn at school are earrings (studs or sleepers and no more than one per ear), a watch and a signet ring. It is against Workplace Health and Safety Regulations to allow any other piercing apart from the ears. Similarly, no bracelets, anklets or necklaces are to be worn. The principal will give consideration for religious, cultural and medical needs. Nail polish or makeup is not permitted. Temporary tattoos are also forbidden.

Hair:

Extreme hairstyles are not permitted. All hair that is shoulder length or longer is required to be worn pulled back and secured away from the face and shoulders with a scrunchie, band or ribbon (preferably green or white). Mohawk styles, coloured hair or tracks in the hair are not permitted. Rat’s tails must be hidden.

Non-compliance with the Dress Code

If a student does not comply with the school dress code the Principal or Deputy Principal may take the following actions:

- Informal discussion with the student;
- Formal discussion with the student and alert parents;
- Prevention of the student from attending, or participating in any activity for which the student would be representing the school; and/or
- Prevention of the student from attending, or participating in a school excursion.

It is understood that particular circumstances may arise where a medical condition, genuine need, religious or cultural grounds may be shown. Please put this in writing to the Principal or Deputy Principal. It should be noted that the school would always be willing to help those in genuine need if this could be demonstrated. Any cultural or religious issues regarding Dress Code are to be discussed with the Principal or Deputy Principal.

Algester State School

High 5 Strategy Hand



What is the High 5 Strategy Hand?

- It is an effective selection of strategies to develop the problem-solving ability of our students in social situations.
- It is a whole school approach that supports anti-bullying and assists with conflict resolution.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived conflict or bullying incidents.
- The strategies will be used to assist students to develop social skills and build resilience.

Students should follow these 5 Steps for Conflict Resolution:

Ignore

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.... Eg. it doesn't worry me what they say.
- Count to five in your head slowly.
- Take deep breaths.

Talk Friendly

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel when you..... because.....

Walk Away

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safe area (teacher).
- Do not look back. Walk confidently, don't run.

Talk Firmly

- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- State the consequences of continued behaviour. Eg. You will report it.
- Don't use physical force.

Report

- Walk away and tell a staff member. Eg. Teacher on duty or class teacher.
- Go to a safe area of the school.
- Role of Bystanders - support and report.
- Attempt to problem-solve using the other High 5 strategies first.
- If the situation is a serious offence like physical behaviour – You should report it straight away.

Appendix 5 Individual Responsible Behaviour Plans (IRBPs)

Individual Responsible Behaviour Plan Template



INDIVIDUAL RESPONSIBLE BEHAVIOUR PLAN

DATE OF REPORT		REVIEW DATE OF REPORT	
SURNAME		FIRST NAME	

CURRENT CLASS	CURRENT TEACHER/S	Date of Birth

CURRENT CLASSROOM BEHAVIOUR LEVEL				
A	B	C	D	E

SCHOOL SUPPORT PROGRAMS AND PROGRAMS INSTIGATED – INCLUDE ANY CLASSROOM PROGRAMS	
ECOLOGICAL INTERVENTION e.g. Classroom design, dietary changes, etc.	PROACTIVE STRATEGIES Teach replacement behaviours, incentives

Major / Minor Consequences:	

OUTSIDE AGENCY SUPPORT (IF ANY) – INCLUDE DATES	
DESCRIPTION OF CONCERNING BEHAVIOUR – IN PRIORITY (INCLUDE CONTEXT eg: time of day, subject, other student interaction etc)	TRIGGERS

INTERVENTION PLAN

GOALS – Social, Emotional, Academic, Behavioural etc.

Signed by Parents, Teacher & Deputy Principal

Dated with review date indicated.

Re-Entry to School from Suspension

Student Name: _____

Date of Re-Entry Meeting: _____

Reason/s for suspension:

-
-
-

School Expectations & Code of Behaviour:

Respect for Self:

- Be a Learner
- Take part in activities
- Wear uniform with pride

Respect for Others:

- Be Safe

Behaviours to improve/target:

-
-

Support and Intervention:

- Individual Responsible Behaviour Plan
- Classroom Monitoring Chart
- Playground Monitoring Chart
- Have-a-go Playground Club
- Referral to School Chaplain
- Check in with the Deputy Principal
- Referral to Student Services Team
- Restitution

Possible future consequences for not following plan:

- Further school suspensions
- Possible school exclusion
- Not attending school excursions or incursions
- Loss of leadership positions

- Speak politely
- Use good manners
- Get along with others

Respect for Place:

- Keep our school clean and tidy
- Be organised for learning

-
-

- School Administration Support
- Classroom Support
- Extra curricular activities involvement
- School/Home Communication diary (Positive Brag Book)

- Loss of representation in school sport or music
- Non-attendance at significant school events





Attendance:

_____	_____	_____
Student Name	Parent Name	Administrator

Signed:

_____	_____	_____
Student Signature	Parent Signature	Administration

_____	_____	_____
Date	Date	Date

Appendix 7 Playground Duty Area Expectations

☒ **Eating Time: 11:00 – 11:10am** ☒ **First Break Duty: 11:10am – 11:40am** ☒ **Second Break Duty: 1:15pm – 1:45pm**

Year levels are to organise a roster to supervise students during eating time, ensuring students stay seated, place rubbish in bins and wait for teacher dismissal prior to playing.

Teacher on duty:

- Wear a sun safe hat and Hi Vis vest. (Sun safe umbrellas are available in the HIVE if you wish to borrow one)
- Take a first aid kit, emergency cards, Success Key Cards, Mobile Phone – call office directly: 3712 5120 / 3712 5130
- Arrive promptly and actively supervise all areas of your duty area.
- Monitor out of bounds areas.
- Unless otherwise stated, 1 staff member is allocated to each duty area.

Students:

- No hat, No play. If students do not have a hat, they must sit in their year level under covered area.
- Students must wear a hat in the library.
- Anything bought over the counter at the tuckshop must be eaten on a seat in the following under covered areas:

☒ Prep – Year 2: at year level eating areas ☒ Years 3 & 4: at the mural area ☒ Years 5 & 6 at the tuckshop under covered area.

All adventure playgrounds are out of bounds before and after school

Prep Play Area – TOP: *Includes playground equipment and sand area. (2 staff on duty)*

- Students use Prep toilets.
- Students must not leave the Prep area.

Prep Play Area – BOAT: *Includes playground equipment and sand area.*

- Students use Year 1 toilets.
- Students must not enter Year 1 area.

Year 1 Playground, Music undercover and Year 1 toilets:

Includes playground, sand pits, toilets, eating area behind E Block and music undercover area.

- 3 staff on duty – 2 at Playground area, 1 at Music Undercover area and area behind E Block.
- Food to be eaten in undercover area or at tables.
- No access to playground for students before duty staff arrives.
- Students may retrieve a ball from over the fence with **direct teacher supervision**.
- Out of bounds areas: grass behind G Block, hill leading to Prep area.

Year 2/3 Adventure Playground: *Includes the Adventure Playground equipment, Sandpit and open space*

- No access for students before duty staff arrives.
- Adventure Playground: **First Break:** Year 2 students, **Second Break:** Year 3 students.
- Students may retrieve a ball from over the fence or under the building with **direct teacher supervision**.
- One student at a time on the flying fox, moving in one direction only.

Year 2/3 Oval and Tennis Courts: *Includes the grassed area and Tennis Courts. (1 or 2 staff on duty)*

- No access for students before duty staff arrives.
- Goals and posts **must have protective covering.**
- Soft balls and soccer balls can be used. Hard footballs must not be kicked.
- Courts can be used for games eg skipping, netball, handball.
- Out of bounds areas: double storey block; sloped area near tennis courts.
- Ensure Year 4-6 students do not cut across the 2/3 Oval.

Year 2 Undercover, between F Block and Library:

Includes Year 2 Undercover area, between F Block and Library and in front of T Block and Y Block.

- Students may continue eating lunch in the undercover area in front of T Block after the eating bell.
- Out of bounds areas: between F Block and G Block.
- Quiet play in concreted areas eg handball, skipping.

Library:

- Students must wait outside in 2 quiet lines with their hat until the duty teacher arrives.
- Students may play quiet board games, draw, read or borrow books.

Mural Undercover and Surrounds:

Includes Mural Undercover, between Library/AMAC and D Block, between D and C Blocks, Toilet Block.

- Handball courts for Year 3 - 4 students only.
- Students without a hat sit on benches in front of Mural.
- Over the counter Tuckshop food eaten in this area by Years 3 and 4 students.

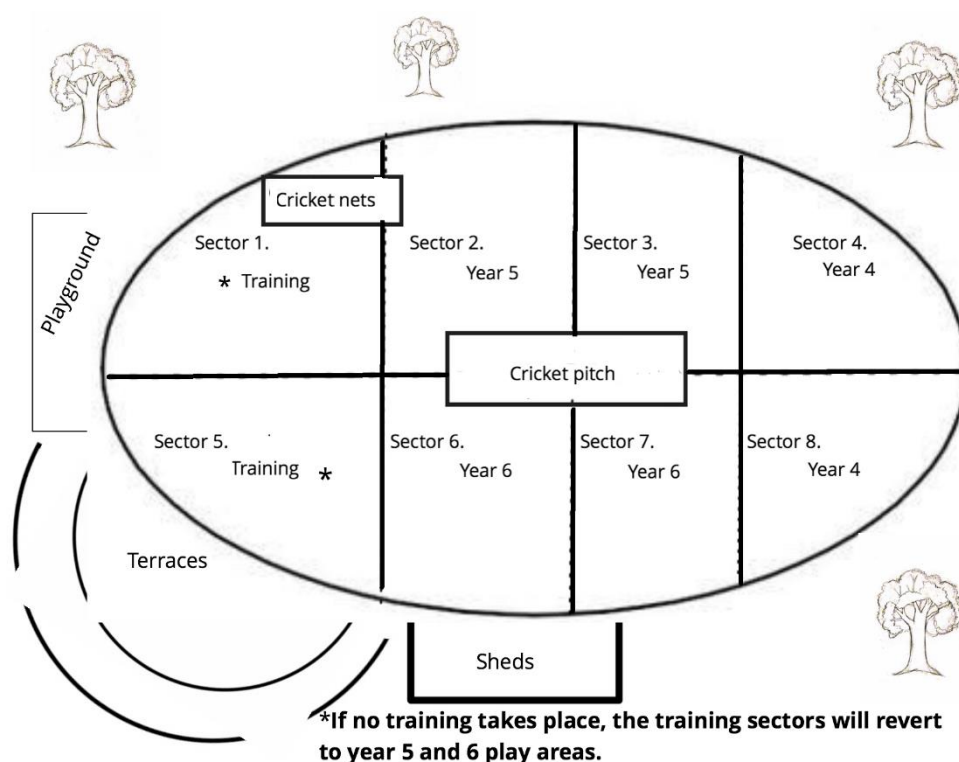
Tuckshop Undercover and Surrounds:

Includes undercover area, Tuckshop area, between B and C Blocks, handball courts at the end of B and C Blocks.

- Handball courts for year 5 and 6 students only.
- Out of bounds: Rainforest area.
- Staff permission required to retrieve balls from car park with **direct teacher supervision**.
- Quiet play between B and C Blocks.
- Over the counter Tuckshop food to be eaten in undercover area by Years 5 and 6 students.

Senior Oval & Cricket Nets: *Includes Year 4 – 6 Oval, Cricket Nets and Terrace Undercover Area. (2 staff on duty)*

- No access for students before duty staff arrives.
- Designated 8 playing sectors must be distributed by duty teacher prior to students playing.
- On days with no Sports Training, Sectors 1 & 5 will extend to Years 5 and 6.
- Tackling games not permitted.
- Students may use witches hats near the shed to mark goals and return at the end of lunch.
- Monitor Terrace Undercover area.
- Out of bounds: sand pit, slope to Ridgewood Rd, Rainforest.
- Students may retrieve a ball from over the fence with **direct teacher supervision**.



Years 4 – 6 Adventure Playground and Amphitheatre:

Includes the Adventure Playground, grass area between Buddy Bench and Adventure Playground, the Amphitheatre.

- All year levels can use the Adventure Playground on any day.
- Sensible play on equipment is essential.
- No ball games on grass area between Buddy Bench and Adventure Playground and in the Amphitheatre.
- Amphitheatre to be used for quiet play.

Outside Hall Areas:

Includes toilet area, OSHC courtyard, pathway between Hall and Amphitheatre, handball area between the Tennis Court and Hall.

- Ensure students are sensible and move to their play areas after they go to the toilet or have a drink.
- No kicking ball games or running games in these areas.
- Assist Hall duty teacher.
- Ensure Year 4-6 students do not cut across the 2/3 Oval.

Hall: *Includes inside of Hall*

- No kicking ball games permitted; students can play netball, basketball etc.
- Out of Bounds: The stage, stairs and behind the black curtains.
- Years 1, 2 and 3 – Mondays and Wednesdays.
- Years 4, 5 and 6 – Tuesdays, Thursdays and Fridays.
- If Hall is closed, staff to assist on senior or junior oval duty.

HUB:

- HUB duties are either supervising students in the HUB or in the playground areas for identified students.

First Aid (Photocopying and Resourcing):

- Collect from Staffroom: photocopying (complete) and Success Key Cards (cut and bag) to complete in First Aid room.
- Monitor, respond and record any first aid required for students.
- Scan resources through Oliver and place on the Collection Table or return to shelf.
- No food is to be consumed near the photocopier whilst on duty.

Toilets at end of lunch break (5 minutes):

- Ensure students are sensible and return to class promptly.

Prize Room: (2 staff on duty)

- Ensure students wait in a quiet and orderly manner.
- Maximum of 4 students in the Rewards Shop check-in desk and a maximum of 8 at the counter.
- Supervise the Year 6 student helpers.

Pick Up Duty:

- Ensure students are seated against the fence whilst waiting for their parents and do not cross the yellow line.
- Students to wait until vehicle has come to a complete stop and enter from the door closest to the yellow line.
- iPads must be stored in school bags.
- Remind students to place any rubbish in their lunchbox.



The 5 Keys For Children's Success and Well-Being

Confidence



Confident Behaviour

- Chooses to participate in new activities
- Does hard work without asking for help
- Continues to work on a difficult assignment without asking for help
- Shares a new idea with teacher, class, or family
- Presents a "difficult" talk to class
- Introduces him/herself to someone new
- Speaks loudly and clearly when asking or answering a question
- When answering a question, provides a non-conforming, creative answer
- Greets adults with good eye contact and uses their name
- Offers to take responsibility for organising a family event

Confidence

Things to Say to Encourage Confident Behaviour

- "That took confidence."
- "That wasn't easy to do, but you did it."
- "You are not afraid to take risks."
- "You had a confident voice when you spoke."
- "You really stood up for what you believed!"
- "You were not afraid to make a mistake. Good for you."
- "Predicting success helps you get there."
- "You have a positive approach to your work."
- "You did not get too upset with yourself for not achieving a good result."
- "You looked confident."



Teach the Following Types of Thinking

- **Accepting Myself:** Do not think badly of yourself when things go wrong.
- **Taking Risks:** When learning new things, do not be afraid to make mistakes.
- **Being Independent:** It is important to try new activities, even if other people think you are silly or stupid.
- **I Can Do It:** When trying difficult activities, it is helpful to think you are more likely to be successful than to fail.



Persistence



Persistent Behaviour

- Continuing to try, even when schoolwork is hard
- Not being distracted by others
- Checking schoolwork when finished to make sure it is correct
- Trying and completing work found to be "boring"
- Finishing work instead of playing
- Not giving up too quickly
- Doing what you say you are going to do
- Returning phone calls
- Putting things away
- Trying as hard as you can to understand or complete something

Persistence

Things to Say to Encourage Persistent Behaviour

- "You didn't give up!"
- "You kept trying. Great effort."
- "Making that extra effort will help you learn."
- "You sure don't give up easily."
- "Your effort is so important. It will help you succeed."
- "See, persistence pays off."
- "I see you understand that to be successful, you sometimes have to do things you don't feel like doing."
- "The more you practise, the better you become."



Teach the Following Types of Thinking

- **I Can Do It:** When trying difficult activities, it is helpful to think you are more likely to be successful than to fail.
- **Giving Effort:** The harder you try, the more successful you will be.
- **Working Tough:** To be successful in the future, you sometimes have to do things that are boring or not fun in the present.



Organisation



Organised Behaviour

- Brings home all materials needed for homework
- Brings homework and other important materials to class
- Gets started on class work right away
- Makes sure understands instructions before beginning work
- Keeps a neat desk and school bag and study area at home
- Has all school supplies ready
- Seems to plan enough time for completing homework on time and to review for quizzes/exams
- Finishes one activity and begins the next activity
- Knows schedule
- Listens when instructions are given
- Is aware of important "special events" at school

Organisation

Things to Say to Encourage Organised Behaviour

- "You are organised."
- "Doesn't it feel good to be organised?"
- "Being organised is helping you be successful."
- "You really planned well."
- "You really focussed to get your work in on time."
- "I bet it makes school easier when you have everything ready."
- "You are really keeping your backpack/book bag clean and neat."
- "I can see you are planning ahead so that you do not rush your work at the very last minute."
- "When you are prepared, you can do a good job."
- "You planned well. You finished on time."



Teach the Following Types of Thinking

- Setting Goals: Setting a goal can help you to be successful.
- Planning My Time: Think about how long it will take to do your schoolwork, and plan enough time to get it done.



Getting Along



Getting Along Behaviour

- Works well with others
- Takes turn
- Listens when someone is talking
- Respects important school/home rules
- Helps someone with their work
- When faced with a problem, talks rather than fights
- Shares material
- Includes someone in a group activity
- Is courteous and kind to peers, teachers, and parents
- Helps others in need
- Is sensitive to the feelings of others
- Tells the truth
- Does things to make the community a better place to live

Getting Along

Things to Say to Encourage Getting Along Behaviour

- "You are a good listener."
- "You work well in a group."
- "Sharing helps you be a good friend."
- "You are a helpful person."
- "Solving this problem without fighting shows you are really getting along."
- "You have a real talent for getting along."
- "You are taking time to find out more about a person without judging them."
- "You think before you act. What a great attribute."
- "Empathy is being able to stand in someone's shoes. You try to see things from another's point of view."
- "You care about your community."



Teach the Following Types of Thinking

- **Be Tolerant of Others:** Accept people who are different. Do not judge people who act wrongly as totally bad and deserving of punishment.
- **Think First:** When someone treats you badly, think about the different ways you can act, the consequences of what you plan to do, and how your actions affect another person's feelings.
- **Play by the Rules:** By following important school/home rules, you will live in a better and safer place where everyone can learn.
- **Be Socially Responsible:** Be sensitive to the needs and feelings of others, act honestly, and help make your community a safer and better place to live and learn.



Resilience



Resilience Behaviour

- Does not get too down when schoolwork results are not good
- Keeps trying in the face of setbacks
- Handles teasing or social difficulties without getting too upset
- Manages frustration when he/she does not understand something right away
- Manages frustration of having a lot of work to do
- Controls anger when treated unfairly
- Manages nerves when taking exams or performing in public
- Is able to say "no" and stand up to negative peer pressure
- Calms down quickly after getting very upset

Resilience

Things to Say to Encourage Resilience Behaviour

- "You didn't let yourself get too angry."
- "You've learned how not to get too nervous."
- "You didn't let that setback stop you from trying."
- "Even though you didn't do as well as you wanted, you are still positive."
- "You seem not to have blown that negative event out of proportion."
- "Keeping your cool helps."
- "You see, you can get through the tough stuff."
- "You chose not to upset yourself about what happened."



Teach Your Child the Following When Faced with Difficulty

- To think: "This is bad but it could be a lot worse."
- To think: "I don't like this, but I can stand this."
- To think: I won't think badly of myself. I'm still me – valuable and capable."
- To think: "I won't judge this person by his/her behaviour."
- To think: "Sometimes, for me to be successful, I have to do things that are not fun and exciting."
- To relax, find someone to talk to, and to find something fun to do.

Appendix 9 Reflection Sheet

Reflection Sheet – Withdrawal – Time Out/ Buddy Class / Office

Date:.....

Name:.....

Class:.....

What was I doing?



What should I have been doing?

How did my actions affect the class?

What choices will I make next time?

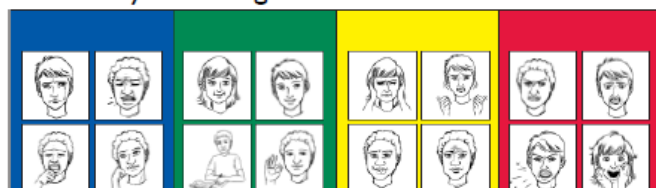
What will I do now?

Signed: _____ (Student)

Signed: _____ (Teacher)

NB. Place this sheet in Class Behaviour folder for future reference.

How are you feeling?



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control

What happened? Who was affected?

What is the rule? Circle

Be a learner.

Take part in activities.

Wear uniform with pride.

Be safe.

Speak politely.

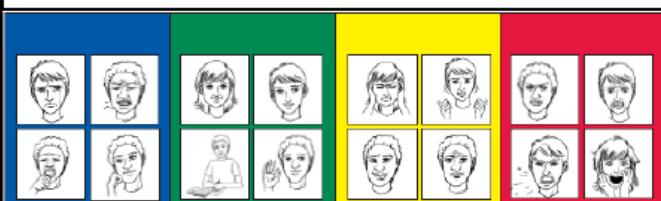
Use good manners.

Get along with others

Keep our school clean and tidy.

Be organised for learning.

What will you do differently next time?



BLUE ZONE

Sad
Sick
Tired
Bored
Moving Slowly

GREEN ZONE

Happy
Calm
Feeling Okay
Focused
Ready to Learn

YELLOW ZONE

Frustrated
Worried
Silly/Wiggly
Excited
Loss of Some Control

RED ZONE

Mad/Angry
Terrified
Yelling/Hitting
Elated
Out of Control

What zone are you in now?

Are you ready
to return?

😊 calm

😊 focused



Teacher signature _____

Student signature _____

Classroom Behaviour Flowcharts

