



## Grand Avenue State School

# Student Code of Conduct 2024 - 2027

### ***Equity and Excellence: realising the potential of every student***

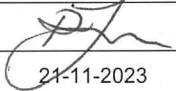

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

*Queensland Department of Education*

## Contact Information

Postal address:	PO Box 4126 Forest Lake Queensland 4068
Phone:	07 3372 0555
Email:	<a href="mailto:principal@grandavenuess.eq.edu.au">principal@grandavenuess.eq.edu.au</a>
School website address:	<a href="http://www.grandavenuess.eq.edu.au">www.grandavenuess.eq.edu.au</a>
Contact Person:	Racheal Jones (Principal)

## Endorsement

Principal Name:	Racheal Jones
Principal Signature:	
Date:	21-11-2023
P/C President and-or School Council Chair Name:	Jessica Watson
P/C President and-or School Council Chair Signature:	
Date:	31-1-2024

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## Purpose

Grand Avenue State School is dedicated to creating a caring, respectful and safe community. We are committed to providing educational equity to inspire and empower students to be their best by demonstrating honesty and taking responsibility. We are fostering independent successful learners who strive to grow, achieve and succeed.

Grand Avenue State School Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to student behaviour and wellbeing.

Our school vision is to engage young minds to influence and shape a better world and to facilitate high standards of behaviour from all in the school community. All areas of Grand Avenue State School are learning and teaching environments which creates a safe space where all students and staff are known valued and cared for.





## Whole School Approach to Discipline

Grand Avenue State School will be using the Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school, commencing in 2024. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

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

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



## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being a Successful learner, who Takes responsibility, Acts safely, and Respects everyone (STAR).

### Students

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

#### Successful Learners

- Follow all instructions the first time
- Listen actively
- Be prepared
- Participate in activities and attempt all tasks

#### Take Responsibility

- Put equipment away after using it
- Seek help when needed
- Be in the right place at the right time
- Be honest and admit to your 'choices'

#### Act Safely

- Keep hands, feet and objects to yourself
- Walk on hard surfaces
- Ask permission to transition (to enter and leave)
- Use equipment safely

#### Respect Everyone

- Use G rated language at school
- Use manners and kind words at all times
- Listen when being spoken to (staff, others)
- Different teacher, same respect

### Parents and staff

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

#### Successful Learners

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You make an appointment to speak with the class teacher or principal to	We will respond as soon as practicable to your request for an appointment and negotiate a

discuss any matters relating to your child.	mutually agreeable date and time with you.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

### Take Responsibility

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You are respectful in your conversations with school staff and about the school in general.	We will communicate respectfully to all members of the school community.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You observe school start and finish times and ensure your child is supervised outside these hours.	Students are supervised from 8.30am and will be released from class at 2.45pm (prep students are to be collected from classrooms).
Participation in school-based decision-making processes.	We will provide opportunities for consultation with the school community regularly.

### Act Safely

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

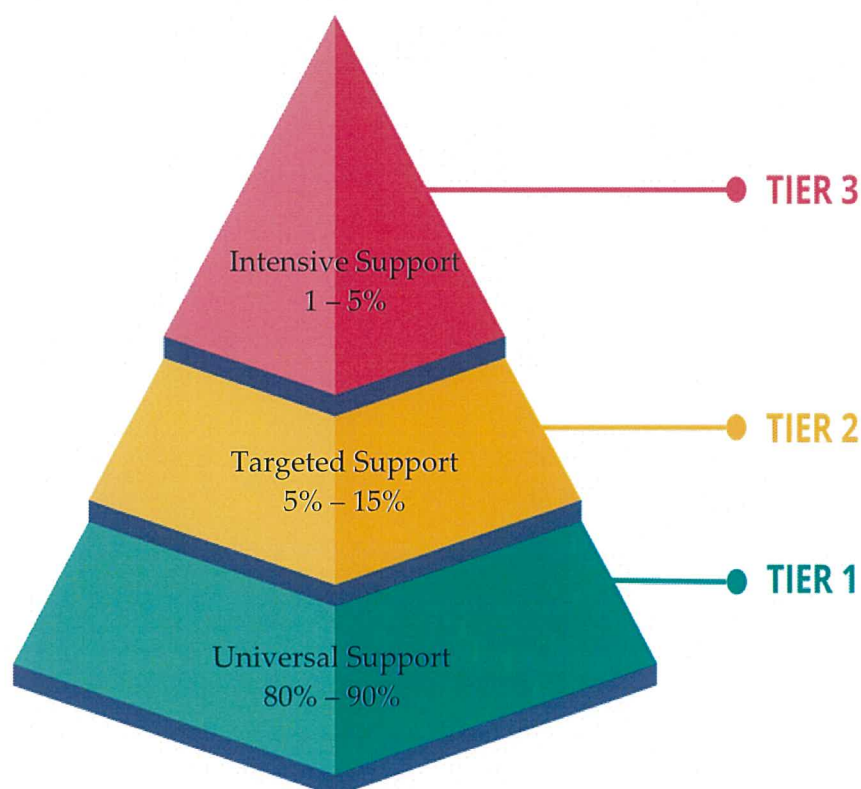


## Respect Everyone

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You will support our inclusive classrooms which ensures every student can access and fully participate in learning alongside their peers.	We provide reasonable adjustments and teaching strategies tailored to meet individual needs.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## Multi-Tiered Systems of Support

Grand Avenue State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. Our School utilises a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.



Support Level	Grand Avenue State School offers:
Tier 1	<ul style="list-style-type: none"> <li>• Clear expectations</li> <li>• Weekly explicit teaching of focus behaviours</li> <li>• Whole school positive behaviour acknowledgements (STAR stamps &amp; tickets)</li> <li>• Class awards presented at assemblies</li> <li>• Data based decision making</li> <li>• Responding relationally and instructionally</li> <li>• Wellbeing time (8.45am – 9.00am)</li> <li>• Social emotional learning program (Second Step)</li> <li>• Attendance Bingo</li> <li>• Lunchtime clubs (Chess, Culture, The Arts, Japanese)</li> <li>• Calm space</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>• Intensive social skills teaching</li> <li>• Focused teaching</li> <li>• Chaplain</li> <li>• Social stories</li> <li>• Inclusion support</li> <li>• Kids' space (sensory regulation)</li> </ul>



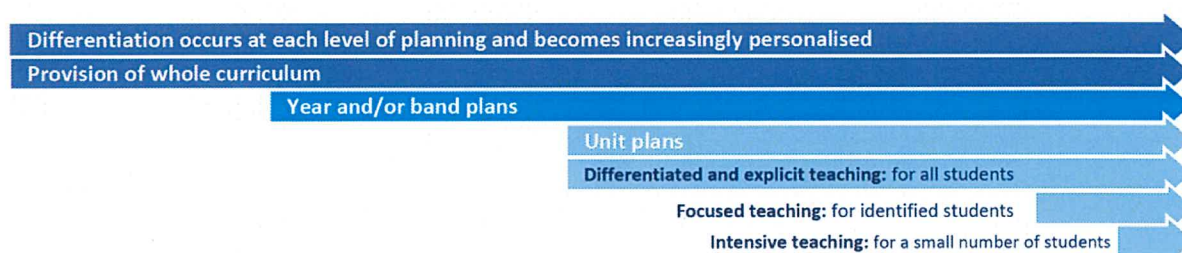
	<ul style="list-style-type: none"> <li>• Classroom management support</li> <li>• Lego Club</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Individual behaviour support plans</li> <li>• Functional behaviour assessment</li> <li>• School based wrap around supports</li> <li>• Guidance officer</li> <li>• Individual curriculum plans</li> <li>• Risk evaluation plans</li> <li>• External support (OT, SLP, Child Safety etc.)</li> <li>• Administration support</li> </ul>

## Differentiated and Explicit Teaching

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


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

## Whole School Behaviour Expectations Matrix

	All Settings (Including Excursion, Incursions and assemblies)	Classroom (Including specialist lessons)	Transitions (Before and after school, between classes, to/from class)	Eating Areas (Including Tuckshop)	Play Areas (Playground, Oval, Hall, Undercover Areas)	Toilets	Library	IT (Social Media and Devices)	Wellbeing
Successful Learners	<ul style="list-style-type: none"> <li>Follow all instructions the first time</li> <li>Listen actively</li> <li>Do your best work</li> <li>Participate in activities and attempt all tasks</li> <li>Show resilience</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared</li> <li>Seek and accept feedback</li> <li>Persevere until tasks are complete</li> <li>Stay focused on the task</li> </ul>	<ul style="list-style-type: none"> <li>Sit in the undercover area before school</li> <li>Move quietly around the school</li> <li>Move quietly between activities</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly to be dismissed by staff member on duty</li> <li>Eat healthy food first</li> </ul>	<ul style="list-style-type: none"> <li>Take turns and cooperate</li> <li>Listen to others and try something new</li> <li>Follow playground rules</li> <li>Be a problem solver</li> </ul>	<ul style="list-style-type: none"> <li>Go at appropriate times (e.g., break times)</li> </ul>	<ul style="list-style-type: none"> <li>Borrowing age-appropriate resources</li> <li>Ask an adult for help to find resources</li> <li>Reading quietly in the correct area</li> </ul>	<ul style="list-style-type: none"> <li>Safely explore and be ok with making mistakes in unfamiliar programs</li> <li>Only being on the device when instructed</li> <li>Engage in appropriate content</li> <li>Completing set tasks (literacy/Mathletics)</li> </ul>	<ul style="list-style-type: none"> <li>Use your toolbox to get back into the green zone for learning</li> <li>Using strategies from own toolbox to self-regulate</li> <li>Try to problem solve before seeking an adult</li> </ul>
Take Responsibility	<ul style="list-style-type: none"> <li>Seek help when needed</li> <li>If you see something (bad), say something after you use it</li> <li>Be at the right place at the right time (e.g., MPA before school, correct eating/play area, learning areas, etc)</li> <li>Be honest and admit to your 'choices'</li> </ul>	<ul style="list-style-type: none"> <li>Completing assigned work in an appropriate amount of time</li> <li>Be organised and ready for the lesson</li> </ul>	<ul style="list-style-type: none"> <li>Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>Coming to collect tuckshop when it's ordered</li> <li>Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Be sun safe and wear your hat outdoors</li> <li>Be a team player</li> </ul>	<ul style="list-style-type: none"> <li>Report damaging behaviour</li> <li>Use bathrooms respectfully for their purpose</li> <li>Use the toilet, wash hands, come back to class quietly</li> </ul>	<ul style="list-style-type: none"> <li>Return books to correct place on time</li> <li>Use a library bag</li> <li>Log off the computers</li> <li>Scan books out in your name</li> </ul>	<ul style="list-style-type: none"> <li>Bring device to school each day charged</li> <li>Only use appropriate school apps</li> <li>Tell an adult immediately if you see something unsafe, upsetting or inappropriate</li> <li>Remembering login details</li> </ul>	<ul style="list-style-type: none"> <li>Know your triggers</li> <li>Helping others</li> <li>Know when something is your responsibility and when it's an adult's</li> <li>Tell a teacher if you have forgotten something (e.g., food, water bottle, library bag etc.)</li> <li>Communicate your 'zone'</li> </ul>
Act Safely	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Think before you act - Is this safe? Will it hurt anyone?</li> <li>Walk on hard surfaces</li> <li>Stay in your learning area and with your class</li> <li>Ask permission to transition (to enter and leave)</li> </ul>	<ul style="list-style-type: none"> <li>Using equipment safely</li> <li>Take care of your chair (tuck it in, stack)</li> <li>Move safely around classroom (e.g., walking)</li> </ul>	<ul style="list-style-type: none"> <li>Walk in lines to the left side</li> <li>Report unsafe behaviours</li> <li>Carry devices with two hands and walk</li> </ul>	<ul style="list-style-type: none"> <li>Sit down in your designated area while eating</li> <li>Be careful where you step when you're walking past others</li> <li>Line up at the tuckshop and wait patiently</li> </ul>	<ul style="list-style-type: none"> <li>Stay in your designated play areas</li> <li>Report issues to staff on duty</li> <li>Move quickly out of the play areas at the end of play</li> <li>Play games suitable to the area (e.g., soccer on the oval)</li> <li>Follow Hall and Oval rules (refer to poster)</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets, soap, paper towels, etc appropriately</li> <li>Go with a responsible classmate</li> <li>Wash your hands with soap</li> </ul>	<ul style="list-style-type: none"> <li>Walk calmly and quietly</li> </ul>	<ul style="list-style-type: none"> <li>Keep passwords private</li> <li>Store devices safely in the cupboard</li> <li>Be aware of your online safety</li> <li>Devices in bags before and after school</li> </ul>	<ul style="list-style-type: none"> <li>Walk away from something if you are feeling angry and take 3 deep breaths</li> <li>Ask for help if you are in the 'red zone'</li> </ul>
Respect Everyone	<ul style="list-style-type: none"> <li>Use manners and kind words at all times</li> <li>Take turns to speak</li> <li>Listen when being spoken to (staff, others)</li> <li>Different teacher, same respect - Show same respect to relief staff</li> <li>Use G rated language at school</li> </ul>	<ul style="list-style-type: none"> <li>Work well in groups</li> <li>Use an appropriate volume for your activity</li> <li>Respect yours and others property</li> </ul>	<ul style="list-style-type: none"> <li>Give way to others on paths</li> <li>Let others go in front of you</li> <li>Move quietly around the school so classes are not disturbed</li> </ul>	<ul style="list-style-type: none"> <li>Allow others to eat their own food, and only eat your food</li> <li>Respect others food choices</li> </ul>	<ul style="list-style-type: none"> <li>Share play areas</li> <li>Take turns on equipment</li> <li>Involve others in play</li> <li>Play by the rules of the game</li> </ul>	<ul style="list-style-type: none"> <li>One person in the toilet area</li> <li>Respect each other's privacy (use cubicle and close door)</li> </ul>	<ul style="list-style-type: none"> <li>Being quiet and respectful</li> <li>Enter and exit quietly</li> </ul>	<ul style="list-style-type: none"> <li>Photograph only what has been explicitly instructed by the teacher</li> <li>Respect others privacy, safety and wellbeing online (Cyber-bullying reminder)</li> <li>Ask for consent when recording</li> <li>Help your peers</li> </ul>	<ul style="list-style-type: none"> <li>Be kind and caring towards someone if they are upset</li> <li>Respect personal space</li> </ul>



## **Focused Teaching**

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

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

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

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

Grand Avenue 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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of regulation
- School chaplain
- Inclusion support

For more information about these programs, please speak with a Deputy Principal.

## **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.

## Differentiated

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

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

## Consideration of Individual Circumstances

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

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



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

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

## Disciplinary Consequences

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

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

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

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



# GASS Positive Behaviour Management Flowchart

## Positive Behaviour

**Acknowledgements**

- Verbal praise
- Star tickets and stamps
- PBL Reward Shop
- Parent Contact
- Classroom Awards (record as positive behaviour on One School)

**Behaviour Specific Feedback**  
Immediate acknowledgement of behaviour which includes—  
*Describe* the behaviour  
*Mention* who  
*Add* verb  
*Link* to school wide expectations/  
focus of the week

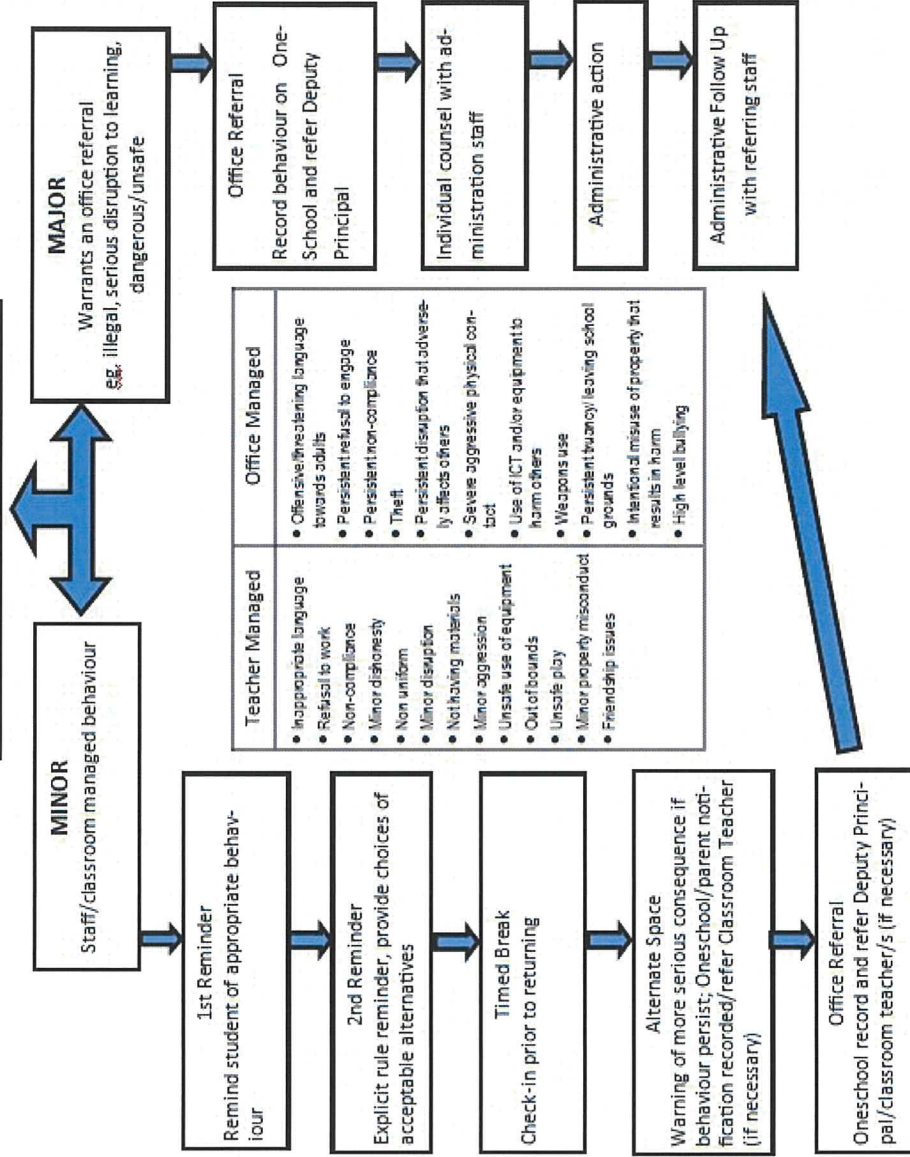
**Recording Positive Behaviours on OneSchool**

- PBL Reward Shop (stamps and stickers) — *by staff on duty*
- Class Awards—*by classroom teacher*



## Problem Behaviour

What type of behaviour was observed?



## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

### Re-entry following suspension

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

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

### Arrangements

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

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

### Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g., AUSLAN), provision of written and/or pictorial



information and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

## OneSchool Behaviour Wizard

### New Behaviour options, definitions and mapping

New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	✓	✓	✓	
Bomb Threat/Fake Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	✓	✓	✓	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	✓	✓	✓	
Defiance	Student refuses to follow directions given by school staff.	✓	✓	✓	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	✓	✓	✓	
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	✓	✓	✓	
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.				
Fighting	Student is involved in mutual participation in an incident involving physical violence.	✓	✓	✓	
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	✓	✓	✓	
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	✓	✓	✓	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	✓	✓	✓	

# OneSchool

## Behaviour Wizard

### New Behaviour options, definitions and mapping

New Behaviour options	Definition	1-10 Day Suspension	11-20 Day Suspension	Suspension pending Exclusion	Charge related Suspension
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	✓	✓	✓	
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	✓	✓	✓	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	✓	✓	✓	
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	✓	✓	✓	
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	✓	✓	✓	
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	✓	✓	✓	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	✓	✓	✓	
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	✓	✓	✓	
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	✓	✓	✓	
Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> <li>charged with a serious offence; or</li> <li>charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.</li> </ul>				✓



## School Policies

Grand Avenue 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

### 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 Grand Avenue 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 Grand Avenue 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 Grand Avenue State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
  - is prohibited according to the Grand Avenue 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 Grand Avenue 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 Grand Avenue State School Code of Conduct

- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

## **Use of mobile phones and other devices by students**

The Queensland Government is committed to reducing the distraction of mobile phones and other devices to provide optimal learning environments for all state school students.

From the first day of Term 1 2024, student mobile phones and certain wearable devices, such as smartwatches, will need to be 'away for the day', including during break time.

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

### **Responsibilities**

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

It is **acceptable** for students at Grand Avenue State School to:

- use an iPad, tablet or laptop for:
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device



- all mobile phones are to be handed in to the school office upon arrival at school and collected at the end of the school day
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at Grand Avenue State School to:

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access





- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## **Preventing and responding to bullying**

The importance of supporting students' wellbeing and mental health is well established. Nurturing students' wellbeing in safe, supportive and inclusive school environments assists children and young people to be resilient, confident and lifelong learners. Resilient and confident students not only perform better academically but are more likely to develop and maintain healthy, positive relationships and make responsible lifestyle choices. Grand Avenue State School's approach to student wellbeing is outlined in the framework below:

## Grand Avenue State School Wellbeing Framework - Students

**At Grand Avenue State School, students' wellbeing is a shared responsibility within the workplace and is support across five dimensions.**

<b>Physical</b> 	<b>Psychological</b> 	<b>Social &amp; Community Engagement</b> 	<b>Occupational / Cognitive</b> 
<p>At Grand Avenue State School developing a safe, inclusive and supporting learning environment plays a key factor in promoting the Physical Wellbeing of all participants as a school community, adopting a healthier lifestyle is reflected through our physical education opportunities.</p>	<p>At Grand Avenue, we understand that social and emotional development works within the foundation of basic needs. We support positive mental health among staff students and the wider community to minimize psychological risk factors. We endeavour to create deliberate changes to our thoughts, feelings and behaviours to develop a growth mind set.</p>	<p>Grand Avenue encourages connections with the school and wider community to foster positive relationships and reflect the Grand Avenue values developed within our school. Staff, students and the wider community model positive relationships and actively engage in building a culture of well-being, resilience and a sense of belonging.</p>	<p>Grand Avenue promotes and supports occupational wellbeing in students through curriculum and learning engagement.</p>
<p>Weekly PE lessons Sporting schools' programs – Years 3-6 Interschool sports each semester – Years 5-6 Alternate sports offered during interschool sports – Years 5-6 Cross country and athletics carnivals – P-6 Learn to Swim programs – Years 1-3 Fair Play</p>	<p>Zones of Regulation 'Circle Time' – wellbeing check-ins Access to Guidance Officer – case management; Guidance Officer – wellbeing Chaplain – Rock and Water, Kids in Care programs – drumming, art therapy PBL – in development</p>	<p>Extra curricula activities: Music – choral, instrumental, cultural, dance Student Council – Pyjama Day, Crazy Hair Day, Wear your State of Origin Colours Community engagement – ANZAC Day Chess competitions Grandparent's Day Under 8's day Mid-year / End of Year Dance Showcase Mid-year / End of Year Music Showcase Bullying No Way! – National Day Action against Bullying and Violence Day for Daniel NAIDOC Week National R U OK Day Principal's Morning Tea – Gold Awards</p>	<p>Focused teaching Differentiated instruction Learning support STEM competition Academic Awards – each semester Access to PPP Parenting Courses Munch and Crunch Daily in classrooms:</p>
<p>Sun Safe Policy</p>	<p>Student Diversity Policy Attendance Policy Code of Conduct</p>	<p><a href="https://www.harmony.qld.gov.au/">https://www.harmony.qld.gov.au/</a> <a href="https://www.qld.gov.au/recreation/activities/youth-programs">https://www.qld.gov.au/recreation/activities/youth-programs</a> <a href="https://www.childrens.health.qld.gov.au/service-good-start-resources/">https://www.childrens.health.qld.gov.au/service-good-start-resources/</a> <a href="https://www.qld.gov.au/wp-content/uploads/2020/04/HWQld-Pick-of-the-Crop-Programs-for-schools-1.pdf">https://www.qld.gov.au/wp-content/uploads/2020/04/HWQld-Pick-of-the-Crop-Programs-for-schools-1.pdf</a> <a href="https://www.qld.gov.au/abc-expo/">https://www.qld.gov.au/abc-expo/</a> <a href="https://studentwellbeinghub.edu.au/">https://studentwellbeinghub.edu.au/</a> <a href="https://learningplace.eq.edu.au/cx/resources/file/68c9cb95-5c55-68c5-b030-f38b2177629f1n_safe_bully.html">https://learningplace.eq.edu.au/cx/resources/file/68c9cb95-5c55-68c5-b030-f38b2177629f1n_safe_bully.html</a> <a href="https://bullyingnoway.qld.gov.au/">https://bullyingnoway.qld.gov.au/</a> <a href="https://kidslinehelp.com.au/parents/">https://kidslinehelp.com.au/parents/</a></p>	<p><a href="https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/smart-choices/crunch-sip">https://education.qld.gov.au/students/student-health-safety-wellbeing/student-health/smart-choices/crunch-sip</a> <a href="https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships">https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships</a></p>
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Grand Avenue State School teaches the Queensland Government's Respect program through the Health Curriculum to all students from Prep to Year 6. Respect gives students opportunities for social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal
- improved academic performance.

## **Human Rights**

Human rights play an important role in the everyday lives of children, are based on the principles of freedom, respect, equality and dignity and recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe. Human rights are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives. Grand Avenue State School will educate students on their rights but also on their responsibility to ensure they respect the rights of others and behave in a way that is respectful and tolerant without prejudice and bias.

## **Bullying**

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there are 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 Grand Avenue State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. The following flowchart explains the actions Grand Avenue State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Grand Avenue State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

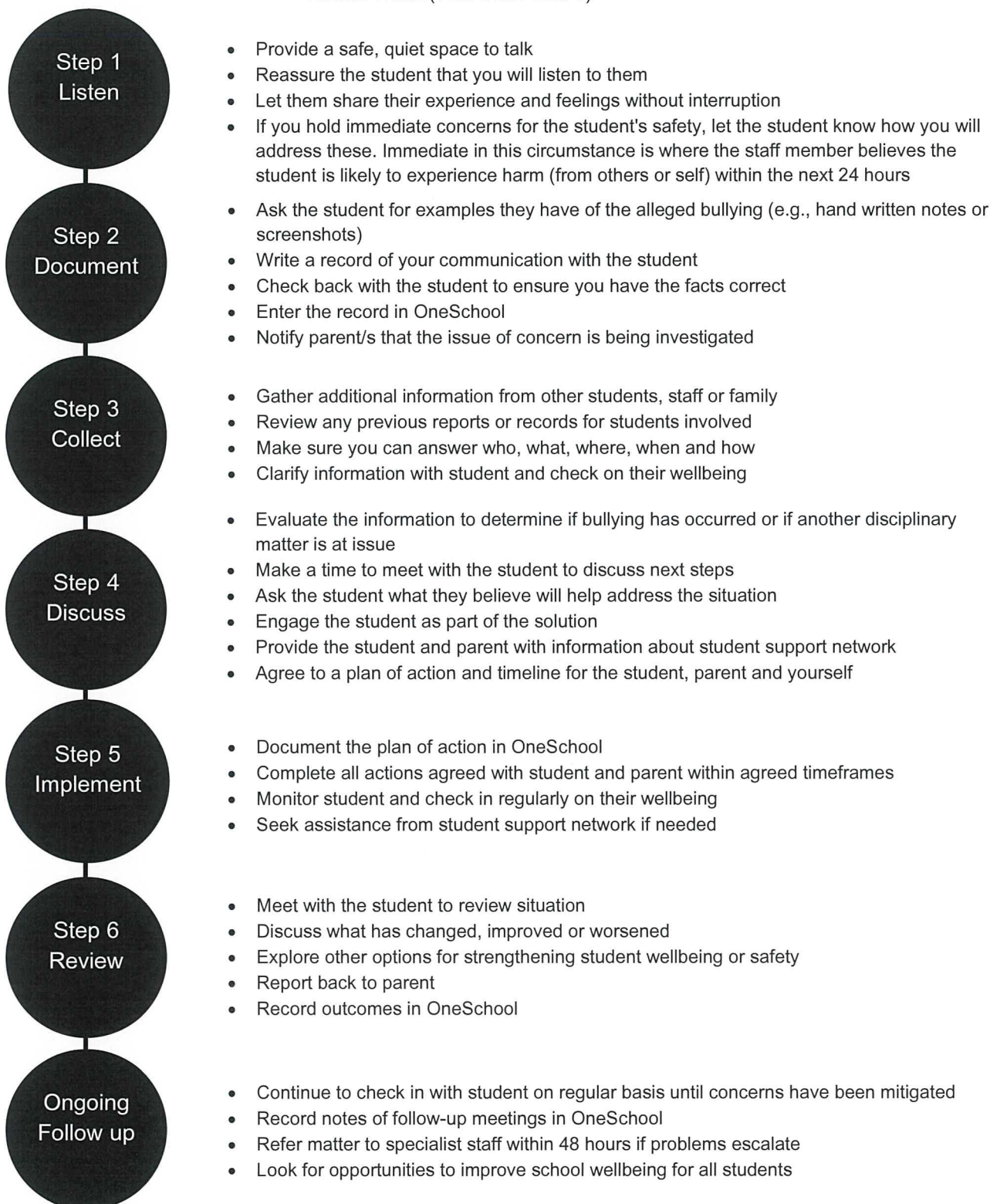
### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principals – Louise Vickers (Prep and Year 1)

Jeremy Went (Year 2, Year 3 and Year 4)

Tamara Walsh (Year 5 and Year 6)





## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There are also dedicated senior leadership staff, the sector deputy principals, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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



# Grand Avenue State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

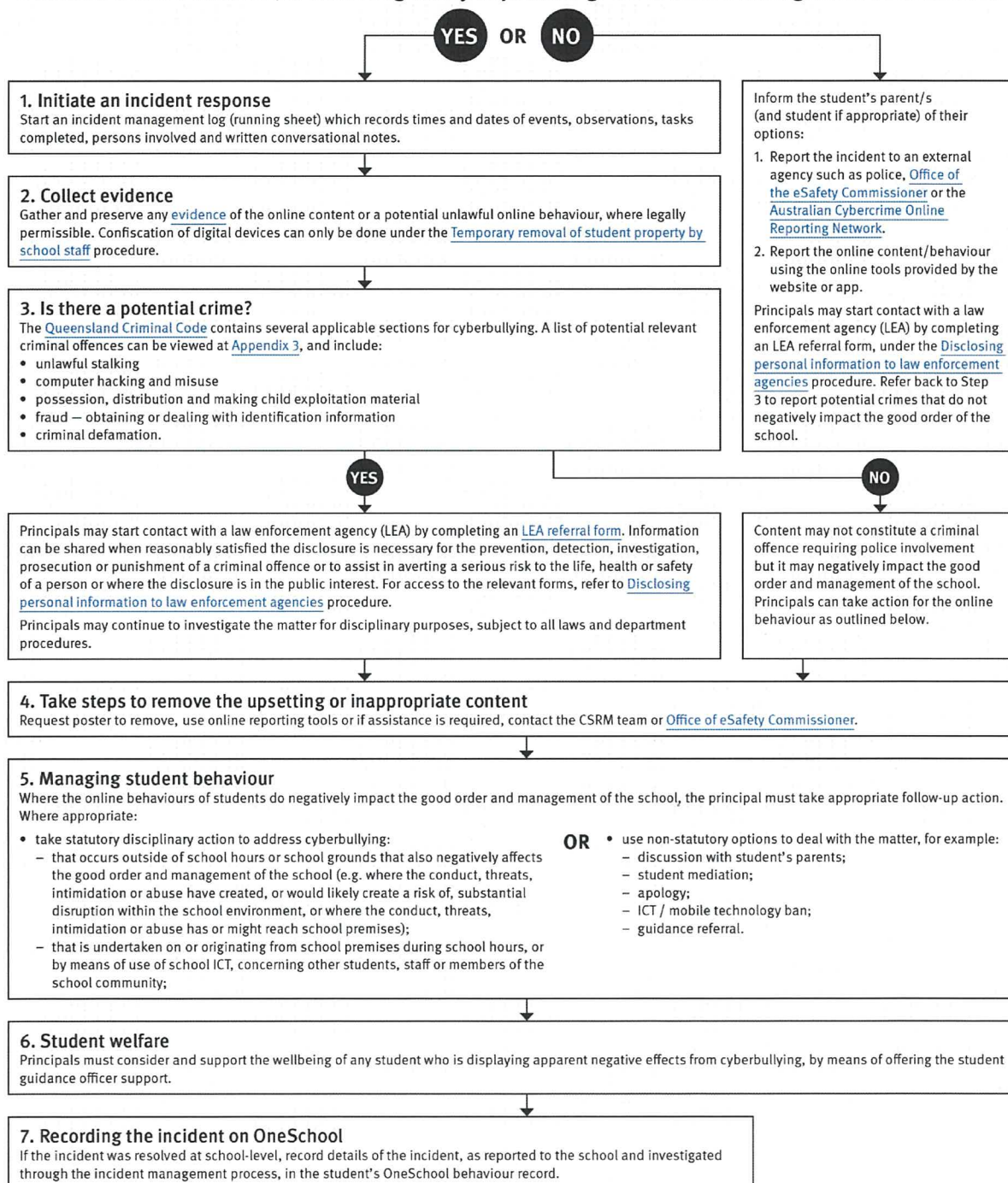
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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

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

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



## Restrictive Practices

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

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

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

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

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

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

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

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

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



## Critical Incidents

It is important that all 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