



Coorparoo State School

Student Code of Conduct

2021-2024

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 2020-2024

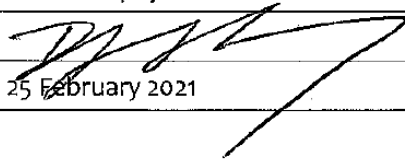
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Endorsement

Principal Name: Dean Murphy

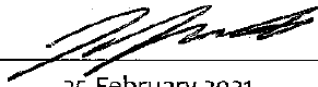
Principal Signature:



Date: 25 February 2021

School Council Chair Name: Suzy Yeates

School Council Chair Signature:



Date: 25 February 2021

Purpose

Motto: On the wings of wisdom

Vision: We are united in a common goal to maximise the potential of all children at Coorparoo State School and encourage them to be **kind, curious** and **resilient**.

KINDNESS: We recognise that the needs and interests of others are as important as our own and that treating everyone fairly and with dignity and respect is an expectation of all.

CURIOSITY: All learning is driven by curiosity and while curiosity is innate, it is an attribute that can be cultivated within every classroom. How to draw in new knowledge, how to use the known in unfamiliar situations, and how to challenge ambiguities and take risks is modelled for all students.

RESILIENCE: Our students connect effort and achievement and acknowledge that setbacks and mistakes are new opportunities for learning. Children feel in charge of their own responses to feelings, and have confidence in their ability to solve problems that arise, with support if necessary.

- **To do this we need to** know every learner, know the intent and vary the pathway
- **We can do this through** creating a positive, respectful, questioning and engaged learning culture
- **Which is embedded in** a focus upon engaging, explicit and aligned teaching and learning
- **Ensuring consistency by** our theories of action and the essential components of classroom practice - Curriculum Frameworks, Pedagogic Knowledge, Assessment for Learning and Student Voice
- **Through a system of leadership** driven from the inside out, where the focus is on student learning, enhancing teacher skills, sharing best practice, building capacity for continuous improvement, integrating professional learning communities and generating sustainable networks

Values: At CSS we “**SOAR**” (verb based on Latin ‘ex’; to fly, and ‘aura’; to fly or rise high).

As CSS staff we are committed to:

- Sustaining a culture of high expectations, high motivation and continued growth for all.
- Building authentic relationships with all students without prejudice.
- Creating positive learning environments and opportunities that are optimistic and rigorous.
- Focussing relentlessly on improving our own teaching quality by reducing variability in teaching quality.
- Excelling at everything we do.

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.



Learning and Behaviour Statement

Student Wellbeing and Support Network

2020 – 2024 Coorparoo State School Student Wellbeing Strategy

"Wellbeing is a complex synthesis of factors that influence happiness or satisfaction within our lives. It is a product of many, often interrelated factors which can include broader issues of social justice, equity and human rights." *Australian Institute of Health and Welfare 2017, Australia's Welfare Series no.13. Aus 214, Canberra: AIHW*






Underpinning this, at a foundational level, are definitions included in the United Nations Convention on the Rights of the Child, namely the 'Aims of Education' (Article 29) that determines our obligation towards: The development of the child's personality, talent and mental and physical abilities to their fullest potential ... the development of respect for the child's parents, his or her own cultural identity, language and values ... the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendships among all peoples, ethnic, national and religious groups and persons of indigenous origin.

Our Goal: To create a positive school culture that embeds student wellbeing into all aspects of school life.

What guides us: [Australian Student Wellbeing Framework](#) (Student Wellbeing Hub), [Student Learning and Wellbeing Framework](#) (Queensland Department of Education), [Acting Compatibly with Human Rights](#) (Queensland Human Rights Commission)

What we aim to achieve: To develop and implement a framework that provides every student with the strongest foundation possible for them to reach their aspirations in learning and in life. The vision is to create school wide learning communities that promote student wellbeing, safety and positive relationships so that students can reach their full potential.

The 2020-2024 Coorparoo State School Student Wellbeing Strategy seeks to absorb this into a framework of design, development, implementation, review and consolidation:

When we collectively seek to develop these aspects of wellbeing:				
IDENTITY AND AGENCY	PUBLIC SPIRIT	EMOTIONAL REGULATION	COGNITIVE REGULATION	SOCIAL SKILLS
Culture & connection Empowerment & self-independence Inclusion & belonging	Engagement with peers & community Student voice Service & responsibility	High expectations & authentic relationships Recognition & respect of differences Strength recognition	Academic resilience & self-efficacy Creativity & innovation Agility & curiosity Growth orientation	Self-management & responsible decision making Empathy & communication Optimism
				
When we collectively embrace the needs of all children to be and to feel:				
HEALTHY	SAFE	ENGAGED	SUPPORTED	CHALLENGED
<ul style="list-style-type: none"> A curriculum that reinforces the health & wellbeing of all students by addressing these four dimensions of health: PHYSICAL MENTAL EMOTIONAL SOCIAL A school wide approach to addressing lifetime fitness/exercise knowledge. Attitudes, behaviours and skills Promotion & reinforcement of healthy eating patterns Collaboration with parents & caregivers and community in promoting sustainable hygiene practices Emphasis on developing & maintaining positive relationships 	<ul style="list-style-type: none"> A school wide framework that defines & upholds principles of SOAR through this model of delivery: EXPLAIN MODEL REHEARSE REVIEW Opportunities to access safe & supportive environments across the school Access to a supportive network of peers, staff, family and community in the context of ensuring 'stable & predictable' environments Simple processes to report harmful, unsafe, unethical and bullying behaviours Participation in safe, organised events across the school day 	<ul style="list-style-type: none"> A clearly defined framework around challenging, engaging & intentional instruction for all staff Defined school processes and opportunities that reinforce academic rigour, civic responsibility & social engagement A rigorous curriculum that promotes real world understanding, global relevance & application of learned content Access to a range of inquiry based, experiential learning tasks 	<ul style="list-style-type: none"> Personalised learning & expectations for all students in meeting academic & social goals Access to whole child learning supports be them academic, social or emotional needs Deliberate and mandated authenticity of relationships A differentiated approach to teaching & learning, extra-curricular endeavours & opportunities Clearly defined & consistent behaviour response protocols & processes 	<ul style="list-style-type: none"> A current, challenging & comprehensive curriculum across all content areas accessible by all Deep analysis of quantitative & qualitative evidence to support & define future academic & social learning opportunities Identification and offering of cross curriculum priorities for all learners A curriculum & pedagogical framework that provides opportunities for all students to develop critical thinking & reasoning skills, problem solving competencies and digital proficiencies
Then we can expect to see, embedded into action, a learning process that empowers all learners to engage in their learning - through the language of growth & development and a belief that all students are capable of learning successfully (Coorparoo State School Powerful Learning Framework 2020)				

2020 – 2024 Coorparoo State School Student Wellbeing Strategy

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Our focus areas	2020 FRAMEWORK DESIGN	2021 FRAMEWORK DEVELOPMENT	2022 WHOLE SCHOOL IMPLEMENTATION	2023 INTERNAL and EXTERNAL REVIEW	2024 CONSOLIDATION
System Priorities	Valid and reliable measures of student wellbeing to inform future effort and planning	Resource allocation and support informed by wellbeing evidence and data	Explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing.	A common understanding of the impact of wellbeing on learning and a shared purpose for improving wellbeing	Stronger and more consistent alignment of agency effort to improve student wellbeing
Actions	<p>Promote the culture of a wellbeing leadership team within education settings, which could include Professional Support Staff and other wellbeing support staff</p> <p>Develop and conduct engagement and wellbeing surveys to capture wellbeing data</p> <p>Share wellbeing data and involve students in decision making</p> <p>Continue to build mental health literacy and resilience among children and students in learning environments, through Building Coorparoo Character and SOAR</p> <p>Strengthen alignment between the various respectful relationships education resources (e.g. Respectful Relationships Education Package), and strategic priorities and key initiatives (e.g. Bullying, No Way)</p> <p>Promote mental health first aid training opportunities and trauma informed practice training</p> <p>Improve student access to Professional Support Staff to support wellbeing</p>	<p>Promote professional learning in working in partnership with national and state resources</p> <p>Highlight and share good practice models from local-international institutions</p> <p>Continue to build capacity and expand delivery of school-based flexible learning, and develop consistent state-wide practices in offsite flexible learning delivery</p> <p>Build curriculum knowledge and teacher practice on mental wellbeing supported by the design and delivery of resources and professional learning, in alignment with Health and Physical Education Curriculum and resources</p> <p>Promote resources such as National Student Wellbeing Hub and Be You</p> <p>Provide mental health first aid training for staff</p> <p>Develop strong teams and systems for intervention and support (tiered approach): PREVENTION - All learners EARLY INTERVENTION - Learners experiencing additional problems COORDINATED INTERVENTION - Highly vulnerable learners INTENSIVE INTERVENTION - Learners at high risk</p>	<p>Work in partnership with staff and stakeholders to deliver professional learning on wellbeing and social and emotional learning, such as positive education professional learning</p> <p>Demonstrate alignment of mental health and wellbeing professional learning with the Australian Professional Standards for Teachers</p> <p>Share good practice examples of student wellbeing with peers and networks</p> <p>Ensure the necessary supports are in place at a system-level (e.g. policies; professional learning; student support) to support whole school approaches</p> <p>Partner with others to deliver professional learning on respectful relationships resources aligned to the Australian Curriculum and General Capabilities</p> <p>Develop and communicate information and advice on the benefits of supporting young people to be healthy, confident, and resilient</p> <p>Provide staff and students with the tools to identify and support the mental wellbeing of themselves and peers, and to promote help seeking behaviour</p>	<p>Develop a long-term evidence-based approach to embed and resource inclusive student support systems and practices in schools at a system-level</p> <p>Conduct an annual student wellbeing survey to identify if improved student wellbeing in the voice of the learner can be linked to improved learning outcomes</p> <p>Measure the implementation and delivery of evidence-based wellbeing approaches in all learning contexts</p> <p>Build the capacity to identify resources that contribute to whole school approaches and targeted responses to address mental wellbeing for all learners</p>	<p>Build curriculum knowledge and teacher practice</p> <p>Consolidate and promote existing child and student wellbeing resources</p> <p>Achieve a school-wide consistent approach to the delivery of all wellbeing programs and strategies</p> <p>Support professional learning opportunities in social and emotional learning, and positive education to enable whole school approaches to mental wellbeing</p> <p>Secure whole staff commitment to using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas</p>

Whole School Approach to Discipline

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

PBL Expectations

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

PBL is an evidence-based framework used to:

- 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.

All areas of Coorparoo State School are learning and teaching environments. We consider this plan 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 Coorparoo 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 community has identified the following school expectations to teach and promote high standards of responsible behaviour:

SOAR: Be Safe, Be Organised, Be An Active Learner and Be Responsible

A set of behavioural expectations in specific settings has been attached to each of our four school positive behaviour expectations. The Schoolwide Expectations Matrix that follows outlines our agreed behavioural and academic expectations across a variety of school settings.

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 Coorparoo State School.



Area	Be Safe	Be Organised	Be an Active Learner	Be Responsible
All Settings	<p>Keep hands, feet and objects to yourself.</p> <p>Follow directions.</p> <p>Solve problems with words.</p> <p>Stay/Play in safe designated areas with staff supervision.</p> <p>Walk on concrete and around corners.</p> <p>Wear a hat whenever you are outdoors.</p>	<p>Arrive on time.</p> <p>Be prepared for school and for class.</p> <p>Keep valuable items at home.</p> <p>Name all personal belongings.</p> <p>Use equipment and materials correctly in the appropriate areas and return after use.</p> <p>Follow the uniform policy.</p>	<p>Ask questions and request help when needed.</p> <p>Make learning a priority.</p> <p>Challenge yourself.</p> <p>Understand the purpose of all learning.</p> <p>Give and receive helpful feedback.</p>	<p>Follow all instructions.</p> <p>Be honest.</p> <p>Be responsible for your words and actions.</p> <p>Show courtesy and use polite, positive language (including non-verbal).</p> <p>Respect and allow personal space of others.</p> <p>Put litter in bins.</p>
Classrooms and learning environments	<p>Only use your own username and password to access the internet and school systems.</p> <p>Do not upload or download materials from home without teacher permission.</p> <p>Never give any personal details online or otherwise.</p>	<p>Keep your password safe.</p> <p>Be organised and have your equipment and materials ready.</p>	<p>Participate fully in individual or group activities.</p> <p>Ensure the work you present as yours has been created by you.</p> <p>Understand and follow book work and presentation expectations.</p>	<p>Encourage and support all others.</p> <p>Use computers and the internet appropriately with supervision.</p>
Play Areas	<p>Soft touch only in games.</p> <p>Take turns on playground equipment.</p> <p>No teacher no play.</p>	<p>Large balls on ovals and on courts only.</p> <p>Access Carey Field by using the stairs.</p>	<p>Establish and agree on rules before play.</p>	<p>Show good sportsmanship.</p> <p>Return borrowed equipment immediately.</p> <p>Respect garden areas.</p>
Movement / transitions	<p>Walk when moving around school, keeping to the left.</p> <p>Sit/move quietly in lines.</p>	<p>Pack up all belongings before moving on.</p> <p>Stop play on first bell, visit toilet, wash hands, have a drink and line up.</p>	<p>Arrive ready to learn.</p>	<p>Leave an area clean and tidy for the next learner.</p>

Eating Areas	Sit while eating your own food. Use your own drink bottle.	Pack lunch boxes away before asking to move off. Raise your hand when you are ready to leave.	Make healthy food choices.	Ensure all of your litter is disposed of correctly. Store lunch boxes and bags neatly away from walkways and play areas.
Toilets	Use soap appropriately to wash hands. Use paper towels appropriately. One person per cubicle.	Return to class/area promptly. Use year/age appropriate toilets.	Try to use toilets before class or during break time.	Respect the privacy of others. Clean up after yourself.
Before and After School Areas Entering and Leaving School	Go directly to the senior undercover area and sit quietly until the 8:30 bell. 8:30 – 8:45 quiet games in undercover areas and Kijini Oval only. No ball games on any oval or grassed area including artificial, before or after school. Go straight home from school or to agreed location. Obey road rules and use supervised crossing areas.	Store bags and belongings in correct location. Be seated in class by 8:50am bell. Know your own after school arrangements.	Find out what learning has occurred if late, leaving early or absent.	Wait quietly with bags on backs in designated stop, drop and go areas when waiting to be collected. Obey crossing supervisors and staff on duty.
Off campus	Look after buddy/group. Stay with group/leader. Wear school uniform or appropriate clothing for the activity.	Ensure all payments, permission forms and medical details forms are returned promptly.	Participate in every learning opportunity. Show respect, courtesy and manners to all others including presenters, group leader and members of the public.	Represent our school with pride. Walk thoughtfully through crowds, in single file and to the left.

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

- Highly visible SOAR branding across all teaching and learning environments;
- Consistent teaching protocols using an EXPLAIN, MODEL, REHEARSE, REINFORCE framework for these expectations;
- Consistent and clear reinforcement of learning from behaviour lessons on School parades, via website and during active supervision by staff during classroom and non-classroom activities.

In addition to these schoolwide expectations for behaviours, Coorparoo State School is adopting schoolwide expectations for the social and emotional wellbeing of all students. These expectations are characterised by an ongoing commitment to creating kind, curious and resilient young people:

Kind	Curious	Resilient
Students recognise that the thoughts, feelings and needs of others are as important as their own.	Students select and apply techniques to generate ideas and questions about things that are new to them.	Students recognise and cultivate personal strengths and positive qualities.
Students respect diverse personal and cultural perspectives and can recognise the importance of equality, honesty and fairness.	Students build on the known and the new ideas to imagine and create new possibilities.	Students have the confidence and mindset to confront the unfamiliar and set goals despite uncertainty.
Students show an awareness of and understand that individual and group differences complement each other.	Students practice and apply an increasing range of learning and problem solving strategies.	Students have an optimistic belief that they can work things out and can see failure and mistakes as learning opportunities.
Students can establish and maintain healthy and rewarding connections with individuals and groups.	Students challenge existing ideas, assess and test options, reflect on assumptions and feedback and adjust their thinking when necessary.	Students persist with tasks when faced with challenges and adapt their approach when first attempts are unsuccessful.
Students can suggest strategies to achieve mutually satisfactory resolutions to conflict.		
I know I am being kind when	I know I am being curious when	I know I am being resilient when
I care about how others are feeling.	I ask 'big' and 'open' questions.	I try to improve myself as often as possible.
I tell the truth, I can work and play with anyone and I am fair.	I can imagine and create new ideas.	I give everything a go.
I know that we all have different strengths and weaknesses.	I practice new ways of thinking and solving problems.	I know that it is okay to make mistakes because I know I can learn from them.
I can make and keep friends.	I challenge ideas by asking 'if', 'then' and 'what if' questions and I look for feedback about my own ideas and thinking.	I continue trying things even when they are difficult or when I get it wrong.
I know different ways of dealing with arguments and disagreements.		

Supporting Student Behaviour

Coorparoo State School has the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school website, enabling parents to be actively and positively involved with school behaviour expectations.
- Comprehensive induction programs in the Coorparoo State School Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual learning plans developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour, to provide a personal framework of positive behaviour expectations and actions and to enable staff to provide consistent strategies or adjustments across all learning environments.
- Implementation of specific policies to address:
 - the use of personal property technology devices at school
 - procedures for preventing and responding to incidents of bullying (including cyberbullying and recording incidents for data collection)
 - procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school

Reinforcing expected school behaviour

At Coorparoo State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are expected to give consistent and appropriate acknowledgement and rewards.

SOAR Gotchas

All students can receive SOAR Gotcha stickers from any member of staff who observes them demonstrating SOAR and Coorparoo Character behaviours. Students collect stickers on their own SOAR postcard. Once a student has collected five stickers from each SOAR element, they receive a certificate of merit (bronze, silver and gold). Students receiving certificates are recorded onto oneschool under positive behaviour.

Responding to unacceptable behaviour

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them how they might be able to act more safely, in a more organised manner, in a way that demonstrates active learning or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviours, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Classroom behaviour support

- Negotiated class rules generated through class discussion meetings,
- Classroom incentive programs devised by teachers to meet the needs of their classes,
- Classroom discussions about self-discipline, choices and the 'Responsible Thinking Process',
- The steps and consequences of the 'Responsible Thinking Process' explained and displayed in all classrooms.

If I cannot show that I am being safe, organised, an active learner and responsible, I will:	
1. Receive a warning from my teacher.	After each step I will be expected to: ✓ Return to my desk/area or group and complete what I have been asked to do. ✓ Do my best to show my teacher that I am trying to SOAR. ✓ Ask for help from my teacher if I need. ✓ Impress others with my behaviour choices.
2. Need to make the decision by myself – "Am I going to work at this?"	
3. Move to a time out area that has been set up inside the classroom.	
4. Spend some time reflecting on my choices with [redacted] in my buddy class. While there I may be asked to complete a Responsible Thinking Plan.	
5. Need to show I am ready to work on being safe, organised, an active learner and responsible. If I cannot show my teacher this, I will be expected to talk to Mr Murphy, Mr Craswell, Mr Windsor or Mr Kennedy about my behaviour choices.	

Whole Child Learning Supports

The school has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In some cases the support team may also include individuals from other agencies to work with the student and their family, and with a representative from the school's administration and specialist behaviour services staff. The following processes, strategies and programs facilitate acceptable standards of behaviour at our school and provide educational support and intervention.

- A support team which includes the Principal, Deputy Principal(s), Support Teacher Literacy and Numeracy, Guidance Officer and relevant class teacher/s can be accessed via a referral process for individual and group needs, with meetings held weekly.
- Data, including behaviour incident reports, observational and anecdotal records is collected and explored.
- Parent/caregiver or case manager involvement and support is sought, as are other agencies as determined via the school's student support referral protocols.
- Engagement of and with other support providers (where accessible) can be requested, and these may include Metropolitan Region Support Services, EAL/D teacher, AVT and Behaviour Services Team members.

Additional Support

- Support is given to students at risk of disengaging with the curriculum,
- Social discussions can be conducted in groups and individually to examine the reasons for disengagement,
- Organisational skills are taught and practised,
- Parent communication and support is obtained,
- Curriculum intervention can be implemented where necessary,
- Mentor / buddy class relationships can be sought to encourage individual discussions when students identify a need.

Coorparoo State School is committed to educating all students in contexts that remain familiar to them on a regular basis, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The support process used at Coorparoo State School to respond to unacceptable behaviour is the 'Responsible Thinking Process'. This process is a discipline program that creates mutual respect. Its virtues are explained by Edward E Ford:

"For children to succeed they must believe that you care about them, that you have the confidence in their ability to solve problems, and they must experience mutual respect. The stronger the relationship, the easier it is to resolve differences. If done in a calm, respectful, environment, this responsible thinking process can help build that relationship. It also teaches self-discipline through responsible thinking."

There are two Individual Management Plans, one for the classroom and another for the playground. These contain a number of steps, however, at the teacher's/administration's discretion some of these steps may be bypassed depending on the severity of the incident. Students who are considered 'at risk' as they may have experienced an array of management strategies including suspensions, will require a support team approach which may consist of the following:

- collation of data which gives an overview of the problematic behaviours and consequences implemented so far,
- referral for discussion at a Student Support meeting,
- referral to Guidance Officer for assessment and preliminary behaviour support and/or referral to Advisory Visiting Teacher for Behaviour Support for consultation and support,
- full team collaboration to undertake a functional behavioural assessment and develop an Individual Behaviour Support Plan.

The collaborative approach of a full team (including student, teacher, support staff and parent/caregiver)

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan, and
- works with the School Leadership Team to achieve continuity and consistency.

Managing inappropriate or unacceptable behaviour

Coorparoo State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor behaviour incidents and major problem behaviours can also be recorded onto OneSchool.

Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

Minor problem behaviours are typically those that:

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

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate 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 process where a staff member takes the student aside and:
 1. names the behaviour that student is displaying
 2. asks student to name expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgement for expected school behaviour.

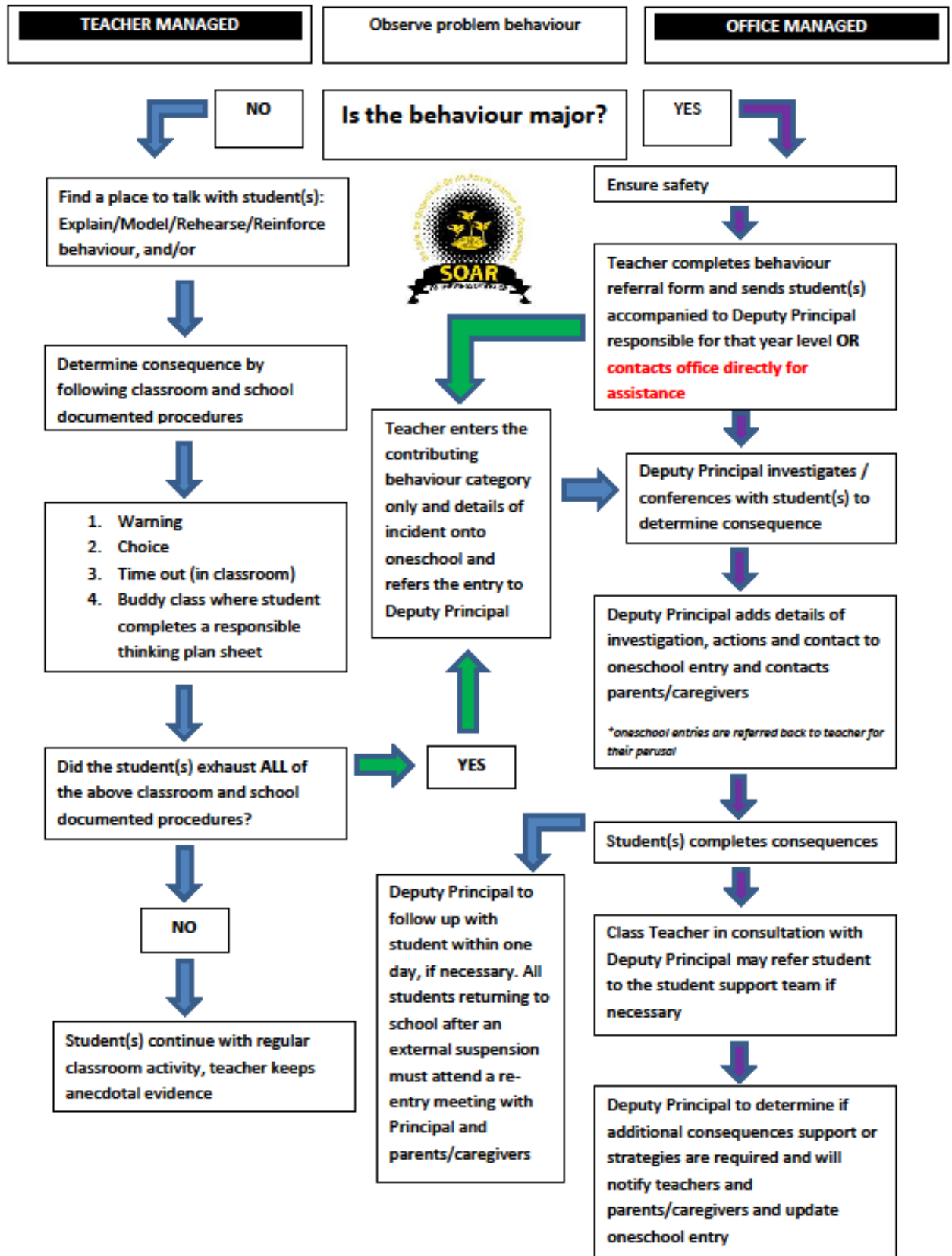
Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. A report of the student's behaviour is recorded on OneSchool.

COORPAROO STATE SCHOOL - SCHOOLWIDE POSITIVE BEHAVIOUR

FLOWCHART FOR MANAGING BEHAVIOUR



Relate inappropriate or unacceptable behaviour to expected school behaviours

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

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

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

Ensuring consistent responses to inappropriate or unacceptable behaviour

At Coorparoo State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

It is expected that all students are given opportunities to rehearse ways to respond when other students display inappropriate or unacceptable behaviour and also ways to respond when a staff member redirects a student's behaviour.

Student disciplinary absences (suspension and exclusion) may be considered:

- in the event of a serious, one-off behaviour incident or
- after consideration has been given to all other responses.

Emergency situation or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and well-being of students and staff.

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

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and well-being of the student or others is likely to be placed at serious risk.

Immediate Strategies

- **Avoid escalating the unacceptable 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.
- **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.
- **Approach the student in a non-threatening manner**
Move slowly and deliberately toward the situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
 - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
 - Assisting the individual 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.
 - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Restrictive Practices*Refer to Restrictive Practices on page 39 for more detail.

Staff may make legitimate use of restrictive practices if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Network of student support

Students at Coorparoo State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers

Other agencies may also offer support, such as:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities
- Queensland Police
- Local Council
- Local Adopt-a-cop

Consideration of Individual Circumstances

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

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

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

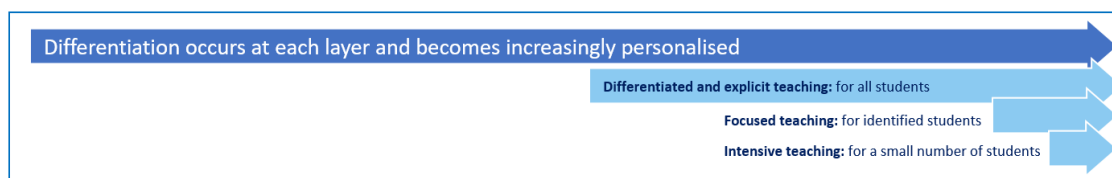
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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



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

Focused Teaching

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

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

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

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

Coorparoo State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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.

Disciplinary Consequences

The disciplinary consequences model used at Coorparoo 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. Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for teachers is on implementing proactive, [preventative approaches](#) that facilitate student growth.

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.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.

Differentiated disciplinary consequences can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. may include in-class responses managed by the teacher, such as verbal reprimands, restatement of rules or expectations, reminders and practise of routines, restriction or removal of in-class privileges, behaviour monitoring systems, time out, [detention \(PDF, 443KB\)](#) and communication with parents.

For persistent or more serious behavioural incidents, other within-school disciplinary consequences may be implemented, such as temporary relocation to a 'buddy' classroom, individual review meetings with nominated staff person (e.g. Guidance Officer, Head of Department), and/or [intensive support](#) options.

Prior to making a decision about the suitability of any disciplinary consequence, the principal will consider the individual circumstances of a student. This will include their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. There are no mandated consequences used in Queensland state schools, each individual student case is considered and determined by the principal based on the particular circumstances.

Suspensions, exclusions and cancellations of enrolment are used as a last resort option by principals, after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

Refer to [Safe, supportive and disciplined Schools](#) for further details.

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Keep to the left when walking”)
- 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
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

Structure

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

Possible agenda

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Coorparoo 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 Coorparoo 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 Coorparoo 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 Coorparoo 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 Coorparoo 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 Coorparoo 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 Coorparoo 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

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

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

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. Please respect the agreed expectations for these devices and behaviours.

Responsibilities

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

It is **unacceptable** for students at Coorparoo State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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-phone 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

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 Coorparoo 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.

Promoting positive relationships and wellbeing

Coorparoo State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Coorparoo State School has a robust **Student Leadership profile**, with diverse representatives from most year levels meeting regularly with the school leadership and teaching teams to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for our Student Leadership groups is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Coorparoo State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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

The agreed national definition for Australian schools describes bullying as:

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

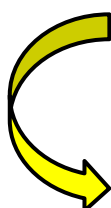
Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. The following flowchart explains the actions Coorparoo State School teachers may 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. Also note the following actions may be adjusted depending on the unique circumstances and risk associated with each situation.

Coorparoo State School - Bullying response flowchart for teachers

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool
- Record the alleged bullying incident(s) from the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed



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

The anti-bullying procedures at Coorparoo State School are an addition to our already research-validated Positive Behaviours for Learning (PBL) support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 elements that make up SOAR and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Online Behaviour

Protecting our children from harm is just as important online as it is in the real world. As a school community we can all play an important role in helping children have safe and positive experiences online. The internet offers an exciting world of experiences for children and the whole family. It can be entertaining, educational and rewarding. However, using the internet also involves risks and challenges. Children might be exposed to content that is sexually explicit, violent, prohibited or even illegal.

Children may - unknowingly or deliberately - share personal information without realising they may be subject to inappropriate contact, or that they are leaving behind content that might not reflect well on them in the future.

By taking an active role in talking with your children about the risks and answering their questions or concerns about something that they find on the Internet you can help them stay safer online.

Our young people are the most connected generation ever. They live in an online world where digital interactions provide a sense of meaning, belonging and community. However, this environment can also introduce considerable risk into their lives. Many young people and their families do not have the strategies to deal with these risks and the impacts it can have on their mental and emotional health and wellbeing now and in the future.

As an eSmart school, we will continue to promote positive use of digital technologies and behaviours among our students and staff alike. We also have available a series of options for our students to report inappropriate online behaviours, details of which can be found on the school website under both student and parent resources.

If a student needs to report any inappropriate online behaviour they can:

1. Speak directly to your teacher, parents or caregiver, or
2. Use the online form available from the school website under Student Resources, or
3. If you prefer you can report an incident online at: <https://www.esafety.gov.au/complaints-and-reporting/cyberbullying-complaints/i-want-to-report-cyberbullying>

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a schoolwide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Coorparoo State School uses the National Day of Action Against Bullying and Violence on the third Friday of March each year to highlight the importance of eliminating bullying issues within our school community.

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

Coorparoo State School- Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

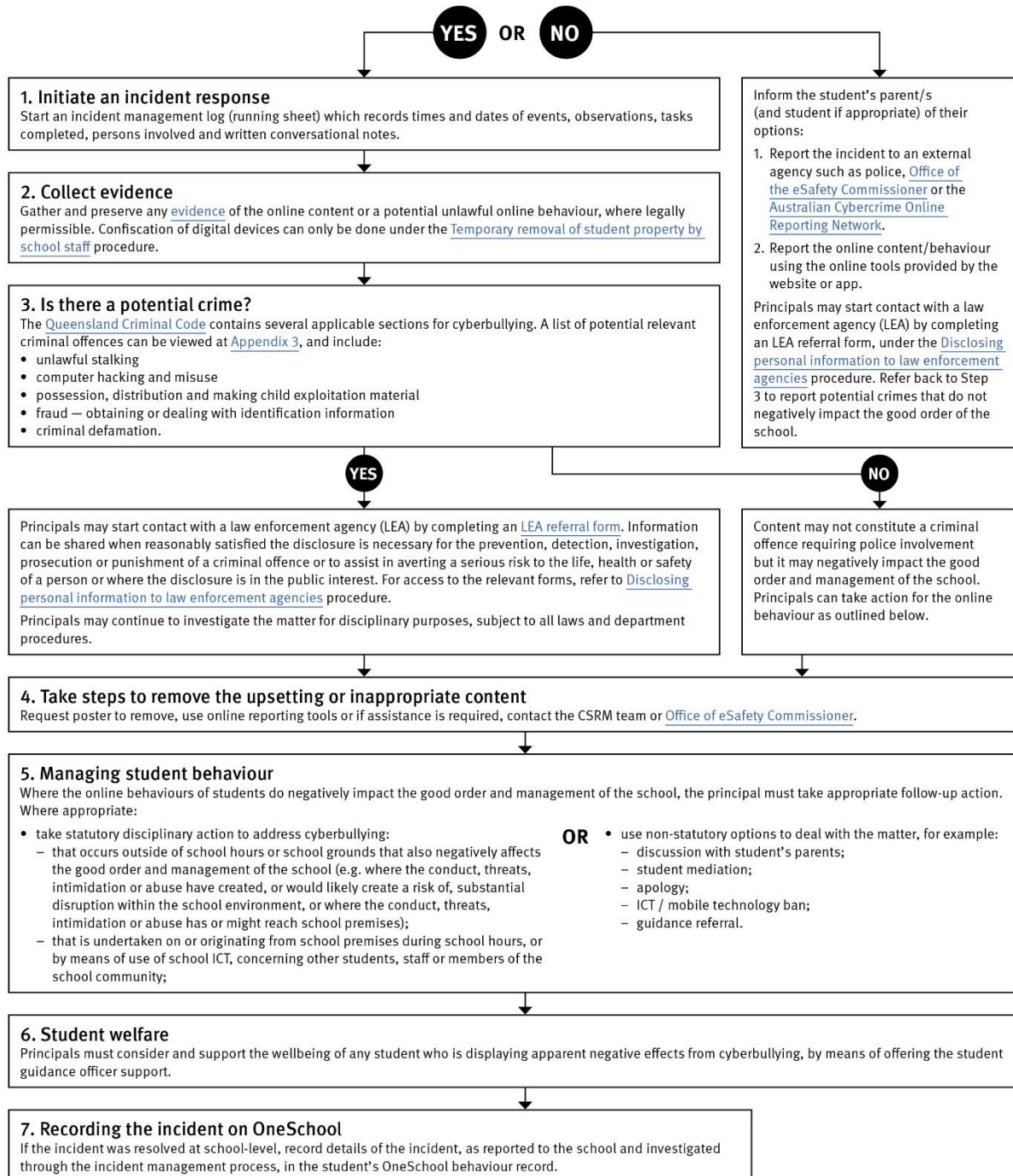
Explicit images

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

Report

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

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



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.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Coorparoo 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.

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.

Appropriate practices may be used to ensure that Coorparoo State School staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of such intervention is only considered appropriate when:

1. the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
2. the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
3. there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

Restrictive practices can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back or removing potentially dangerous objects.

For the use of a seclusion or physical restraint to be "reasonable", the seclusion or physical restraint must be:

1. proportionate to the risk of harm
2. discontinued once the risk of harm has dissipated, and
3. respectful of the student's dignity.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

1. using manual guidance to prevent a student running onto a busy road
2. holding a student to prevent them physically attacking someone, or
3. holding a student's hand to prevent repetitive, serious self-injurious behaviour.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction
- school disruption
- refusal to comply
- verbal threats

- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to reduce the risk of harm to self or others
- take into account the age, stature, disability, understanding and gender of the student.

Record keeping

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- School Incident Report
- Student Record of Incident (as per process for Natural Justice).

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.

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