



Newtown State School



Student Code of Conduct 2020-2023

Every child, Every day, Excellence in education

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Tania Angus
Principal Signature:	<i>T. M. Angus</i>
Date:	08/12/2020
P/C President:	Sabrina Armstrong-Syberg
P/C President and-or School Council Chair Signature:	
Date:	08/12/2020

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Purpose

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

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

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

Please note that the term parent is used throughout this document to refer to both parents and carers. At Newtown State School, we value open communication based on mutual respect and aim to work with parents to improve the quality of relationships in our community. It is through intentional consideration of our behaviour and communication that we can improve the quality of the schooling experience for everyone.

The Newtown State School Student Code of Conduct will replace the Responsible Behaviour Plan for Students (RBP). It aligns with our aim which is,

“to create an inclusive culture that is represented by our vision; that every child at Newtown State School aspires to be a successful learner; to attain excellence in personal achievement and behaviour. This vision informs our decision making and planning to enable our motto, Every child, Every day, Excellence in education.”

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

Consultation

Led by the Positive Behaviour for Learning (PBL) Committee, the consultation process used in the development of the Newtown State School Student Code of Conduct sought input from staff, parents and students by way of survey. Development was also informed by data, identified strengths and successes from the previous Responsible Behaviour Plan and areas for further development. The school context has been considered as well as practices and processes that have emerged throughout the period defined by the previous RBP.

A communication strategy supports the implementation of the Newtown State School Student Code of Conduct, including providing a copy upon enrolment, promotion through the school website and the weekly newsletter. Any families who require assistance to access a copy of the Newtown State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data from the annual School Opinion Survey, PBL system evaluation tools and school-based surveys inform the annual review to provide the opportunity to gather perspectives on school climate, instruction, reinforcement, and discipline so improvements can be made.

Student Wellbeing

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

Research also highlights the link between social-emotional learning and academic achievement and there is evidence to suggest that a child's success later in life will be based on their ability to self-regulate cognitively, emotionally and in using social media. Schools acknowledge the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes. Newtown State School school invests in developing the capability of staff to enact evidence-based practices within intentionally designed learning spaces to support all students and particularly those who require focused and/or intensive teaching in the social-emotional domain as a pre-condition to successful functioning and achievement at school.

Values, Beliefs and Expectations

Everyone brings their own personal values, beliefs and expectations to a school community. These values and beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of values, beliefs and expectations, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

The school vision clearly outlines the high expectations we have of our students, and indeed of all members of our school community. Our expectations are based on three values of being *safe, respectful and responsible*. These values form the foundation of the expectations that appear in the PBL Matrix, illustrated over page (and included in appendix 1), as a basis for developing behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Newtown State School Values and Expectations Matrix

ALL AREAS	CLASSROOMS	TRANSITIONS	PARADE	AT PLAY	TOILETS	TUCKSHOP & EATING AREAS	ARRIVALS & DEPARTURES	
SAFE	Keep hands and feet to yourself	Stay in your seat, and have healthy posture	Walk on every step	Walk in and out quietly	Wear hat and closed-in shoes	Walk	Line up at Tuckshop quietly	Use the school crossing
	Use equipment and facilities for their intended purpose	Walk	Run on grass, walk everywhere else	Give others personal space	Leave sticks and stones on the ground	Wash hands with soap and water and dry thoroughly	Move immediately from tuckshop to eating area	Cross with the crossing supervisor when they are present
	Report anything that looks broken or unsafe	Gain permission to leave			Play non-contact games	Straight there, straight back	Be seated and still	Walk bike or scooter on the grounds & secure in rack
	Right place at the right time	Follow classroom procedures			Walk on the green		Walk directly to your eating area	Go to office if leaving early or arriving late
RESPECTFUL	Follow staff instructions	Be a good listener and wait your turn to speak	Walk left & lightly on the stairs	Sit still and listen	Play by the school rules	Respect others' privacy	Wait patiently	Follow bus or taxi procedures
	Listen actively							
	Use kind words and actions	Speak using a conversational tone	Walk quietly around the school	Acknowledge achievements with polite applause	Use the language of fair play	Clean up after yourself	Place rubbish in bins	
	Give others' personal space							
	Take care of yourself, others, property & the environment	Be aware of everyone's right to learn		Use appropriate tone for greetings	Look after and use equipment as intended	Wait your turn patiently	On bell, wait quietly for staff instruction	
	Be honest	Enter and exit room quickly and quietly		Stand still with arms by side for National Anthem & the School Pledge	Take turns		Say please and thank-you	
RESPONSIBLE	Use Frivolously to be a problem solver	Ask for help	Stay in in-bound areas	Look after your own belongings	Manage yourself, not others	Report any problems	Recycle as shown	
	Manage your time	Bring all equipment to class	Stay in your line		On first bell, go to the toilet and get a drink	Use as intended, not for play		
	Follow the school's dress code	Be ready to learn	Follow line-up procedures			Go during break times		
	Bring necessary & safe items only					Flush toilet		

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same expectations in place for students, being Safe, Respectful and Responsible.

Whole School Approach to Discipline

Newtown 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.

The goal of the PBL framework is to improve and maximise academic and social outcomes for all students. PBL is about creating environments that increase the likelihood that students learn and use appropriate behaviours.

PBL is an evidence-based framework used to:

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

At Newtown State School we believe discipline is not the same as punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. We aim to build relationships with students, staff and families that are open, honest, and based on mutual respect.

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

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

Consideration of Individual Circumstances

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

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

All school staff 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.

Multi-Tiered Systems of Support

Newtown State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, proactive, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

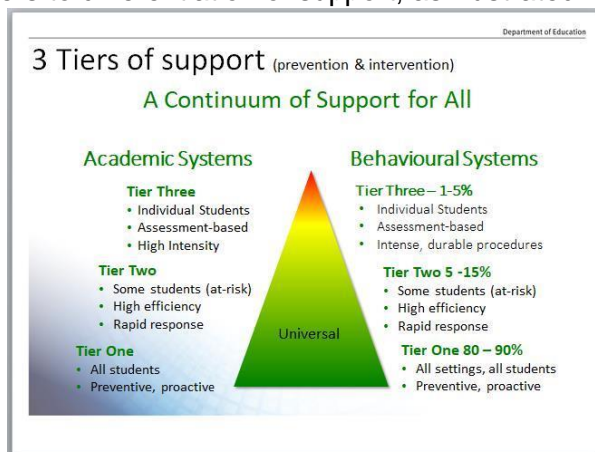
The Newtown State School approach to discipline is through a lens of support, not punishment and is based on the understanding that all behaviour is communication and has a function. The approach involves explicitly teaching and reinforcing expected behaviours, providing opportunities for students to practise these behaviours and providing feedback and correction.

At Newtown State School, we actively build staff capability to increasingly deliver education that is inclusive, agile and responsive to the needs of all students. Practices are informed by the following evidence-based approaches:

- PBL Induction for new staff and Refresher training as required
- Essential Skills in Classroom Management
- Positive Education and Growth Mindset
- Trauma-informed approaches, including pACE
- Attachment-aware approaches
- Berry St Education Model
- Social and Emotional Learning (Fisher, Frey and Smith)
- Therapeutic Treasure Box
- Restorative Practices
- Classroom Profiling (voluntary)
- Peer coaching

Teachers at Newtown 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 in both academic and social domains.

There are three main tiers to differentiation of support, as illustrated.



- Tier 1 is differentiated and explicit teaching for all students.
- Tier 2 is targeted teaching for identified groups of students.
- Tier 3 is intensive teaching for a small number of individual students.

Each tier progressively provides more personalised supports for students outlined as follows.

Tier 1 – Universal Prevention

All students (100%) in the school receive support for their academic and behavioural development using the Australian Curriculum and school-wide implementation of the PBL Framework.

The PBL Committee, comprised of members from various staff categories representing a range of year levels as well as a school community member, oversees the implementation of Tier 1 or *universal* supports. Behaviour Data is analysed by the PBL team and communicated to staff.

Demonstrations of expected behaviours are reinforced and acknowledged in the following ways:

- School-wide processes:
 - Weekly focus lesson – the schedule for which is determined by the previous term's behaviour data. The weekly focus lesson is taught by the classroom teacher and highlighted on Monday morning parade and communicated in the school newsletter.
 - Positive reinforcement system – expectations are positively reinforced by all staff in all areas of the school during the week. GOTCHA tickets are issued freely and frequently as the currency to reinforce appropriate behaviours. Students can save and trade their GOTCHA tickets for a reward of their choice at the GOTCHA shop. A weekly raffle draw of one GOTCHA ticket for each class takes place at each Monday morning parade. Winners have a choice of 2 weekly prizes.
 - Student of the Week – a student from each class who demonstrates the school values is identified and presented a certificate on the weekly Friday curriculum parade. A draw is then made to invite 3 of these students to come and sit on the 'golden chair' to view parade from a special spot and to have their photo taken for the Honour Board, on display in the administration building for the week.
 - Bedazzled #1 – a weekly class challenge linked to a school expectation is announced on parade and presented to the class who has consistently demonstrated this expectation across the week

- Class based processes:
 - Explicit teaching of behaviours in the setting they will be used through the weekly lesson schedule taught on a Monday by classroom teachers
 - Teaching refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
 - Behaviour walls in every classroom visualise the vision, expectations, matrix, the process for managing defined minor and major behaviours as well as positive and negative consequences that will be consistently applied
 - Whole class practising of routines
 - Ratio of 4 positive to 1 negative commentary or feedback to class
 - Use of 'Circles' as a proactive, restorative practice
 - Provision for 'brain breaks'
 - Pre-correction (e.g. "Remember, walk quietly to your seat")
 - Non-verbal and visual cues (e.g. posters, hand gestures)

At Newtown State School, we utilise the following evidence-based approaches, programs and practices as part of our Tier 1 supports:

- Friendology
 - Staff explicitly teach about healthy/unhealthy friendships and how to differentiate between a *friendship fire* and *mean on purpose* behaviours. Students are explicitly taught simple strategies on how to respond in both situations and the school has mechanisms in place for collecting *mean on purpose* data to identify if this can be labelled as *bullying*.
- Zones of Regulation
 - Staff explicitly teach students about the zones, how to identify a range of emotions within each zone and strategies they can use to move 'zones' in a proactive approach for students to increasingly develop self-control over their emotions and resulting behaviour.
- Understanding the brain and its role in self-regulation, including the use of brain breaks.

Tier 2 – Targeted Interventions

Approximately 10 – 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 targeted interventions are provided from support staff and/or specialised services to help them achieve success.

Targeted interventions are more intense than Tier 1 supports and involve revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Targeted teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided more time and/or detailed instruction on the Australian Curriculum – General Capabilities or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations
- interventions require little time of classroom teachers and are easy to sustain
- interventions have a good chance of working; they are 'evidence-based' and matched to the student's need.

The class teacher is supported by the Classroom Problem Solving Team to collaboratively determine a plan to address in-class problem behaviour. This may include:

- Targeted skills teaching the Australian Curriculum General Capabilities (e.g. Personal and Social Capabilities, Ethical Understandings, Intercultural Understandings)
- Time in an alternative classroom or learning environment
- Access to a chill-out space within/adjacent to the classroom
- Counselling and guidance support
- Check in Check Out strategy e.g. Upon arrival at school, upon entry to class, at the end of break times
- Alterations to routines and activities (timetable, play areas)
- Intensified reward systems based on individual behaviour goals
- Academic restructuring
- Altering academic expectations; adjustments to the quantity of work expected and the time offered to complete it
- Adjustments made to provide work at level, e.g. through an Individual Curriculum Plan
- If advised, sensory items to assist in calming
- Provision of a 'chill-out card' to access an alternative learning space for a pre-determined period of time before returning to class
- Structured play, e.g. activity, where and who with
- Restorative Conversations
- Stakeholder meeting with parents and external agencies

Targeted interventions is aligned to the PBL Matrix, and student progress is monitored by the CPST to identify those who:

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

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 3 – Intensive Interventions

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2 – 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 throughout the school year on a continuous basis. The school leadership team work in consultation with Classroom Problem Solving Team to address persistent or ongoing serious problem behaviour.

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

Students who require intensive interventions will be assigned a case manager at the school who will oversee the coordination of their plan and communication with stakeholders; parents, external agencies and services, regional specialists

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

In addition to those listed under Focused Teaching, this may also include:

- Individual Behaviour Support Plan (IBSP)
- Crisis Management Plan (CMP)
- Complex case management and review

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Behaviour Data

Data for all major problem behaviour is recorded in OneSchool. It is regularly reviewed by the Classroom Problem Solving Team (CPST) to develop specific plans for individual and groups of students. It is analysed each term by the Positive Behaviour for Learning team and a summary is communicated to all staff. The focus for the weekly behaviour lesson is determined in response to the data each term and communicated in the newsletter and on the whole school parades.

The Classroom Problem Solving Team

The Classroom Problem Solving Team (CPST) meets weekly to review data from both classroom and non-classroom settings to identify those students; small groups or individuals who need targeted and/or intensive teaching. A classroom teacher may also make a referral to the CPST. The team in collaboration with relevant staff, makes decisions to inform an action plan of focused and/or intensive teaching to support these students. This may include referral to external support agencies that the school invests in, e.g. PCYC Restart and TeamUp programs and the Denise Kable Campus. An individual behaviour support plan or a behaviour improvement plan (following suspension) often results. A student's family is consulted as part of these processes.

Maintaining Good Order and Management

The model used to maintain good order and management at Newtown State School is proactive, preventative and supportive.

Staff at Newtown State School make every effort to do this with good intention by being of aware of their own emotional state and creating optimal conditions for positive behaviour. We aim to use and refer to the common language used to describe the values, expectations and positive or negative consequences and we explicitly teach and positively reinforcing expectations on an ongoing basis. Demonstrations of problem behaviour, while taking developmental norms and behavioural function into account, are responded to using a process that is consistently applied.

Accept Authority & Tune into Self

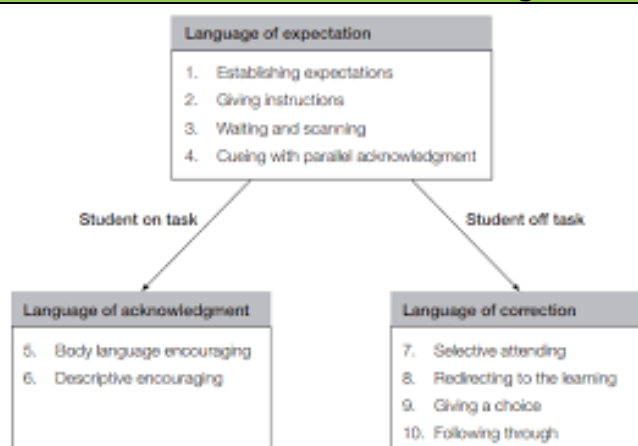
Consider safety first	Stay calm, breathe deeply	Pause, think, decide	Calm, firm, low, measured voice	Unconditional positive regard
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Create Optimal Conditions – Proactive and Preventative

Climate of inclusion & respectful relationships	Teach class safety plan & emergency procedures	Organise systems, procedures & routines	Actively supervise & positively reinforce	Plan adjustments, differentiate teaching	Focus on learning & active engagement
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- Have a mindset of being proactive and preventative (rather than reactive)
- Practice active supervision and 'with-it-ness' using your peripheral vision to monitor at all times
- Develop a system of class wide incentives
- Model appropriate language, problem solving and verbalise your thinking process (e.g. 'I'm not sure what is the next step, who can help me?')
- Precorrect using expectation reminders, e.g. 'When the bell goes, remember to stay seated until I dismiss you'
- Explicitly state the 'why' and link it back to the school's values and expectations in whatever it is you are undertaking

Check Essential Skills for Classroom Management in Place



Considering Problem Behaviour		
	Many Students? Ask yourself...	One Student? Ask yourself...
	<ul style="list-style-type: none"> • Has the positive culture deteriorated? • Do relationships need restoring? • Are the expectations are clear and been explicitly taught? • Are classroom systems, procedures and routines organised to elicit desired behaviours? • Is the class reinforcement system working? • Am I actively supervising adequately? • Is my acknowledgement to correction ratio 4:1? • Have I pitched the learning at the correct level? • If the learning need to be broken down tasks into smaller chunks • If lessons are well-planned and engaging? • If a range of evidence-based pedagogical practices are being used? • If students are actively engaged by having to elicit frequent responses to demonstrate their learning? • If the class needs to 'circle up'? 	<ul style="list-style-type: none"> • If you need to take a moment to ask them what is going on for them? • Is it that the student can't do something or won't do something? Regardless, the response is the same. • Whether optimal conditions are in place? • Is there a need for more teaching, a different pedagogy, descriptive feedback, increased reinforcement? • If an increase in active supervision is required? • If I need to reduce the verbal language? • If an alternative method to increase more active engagement is required; for demonstrating learning or eliciting a response? • If precorrection required? (Instructing on expected behaviour prior to requiring it to be demonstrated). • If the seating plan and location of student/s need a change? • If the student needs more (30 seconds) 'take-up' time to process instruction/s • If the approach needs to be less intrusive?
Using Essential Skills in Classroom Management to Respond to Problem Behaviour		
Instruct	1. Establishing expectations daily	<ul style="list-style-type: none"> • 3-5 short, simple, clearly & positively defined expectations that are visible • Refer to expectations & positive demonstrations of such frequently • Model, model, model
	2. Giving instructions – clear & concise	<ul style="list-style-type: none"> • Give instruction from a designated point in the room • Gain attention with either verbal/non-verbal prompts • Check for understanding • Give explicit behavioural instructions, e.g. Pick up your pencil • Wait and Scan (Skill 3) before moving on • Give 1-2 Descriptive Encouragers (Skill6) • Start instruction with a verb • Make instructions short and clear (5-7 minutes) • Use visual cues to assist • Ensure expectations are clear (Skill 1) • End the instruction with, 'thanks' • Move toward student/s not ready

		<ul style="list-style-type: none"> • When in close proximity, repeat instruction • If necessary follow through with choice and apply consequences
	3. Waiting & scanning – gives processing time	<ul style="list-style-type: none"> • Wait for 5-10 seconds after you have given an instruction • Stand still and face the group to encourage a period of quiet focus • Use this short time to think ahead and calm yourself • Scan the group and link with a descriptive encourager or positive cue (e.g.... Vera has her pen down... Janet is sitting up straight... Gavin has his book out and eyes are on me...)
	4. Cue with parallel acknowledgment	<ul style="list-style-type: none"> • Scan group regularly... student is off-task, acknowledge and praise someone in close proximity • Acknowledge that person with a descriptive encourager • Follow up with a low-key acknowledgement once on task • Verbal Language... <ul style="list-style-type: none"> ○ Use a descriptive encourager: 'Daniel, I can see you writing' ○ Praise; 'Well done Melissa for...' • Non-Verbal Language... <ul style="list-style-type: none"> ○ Smiling ○ Finger signing ○ Close proximity ○ Touching of students' materials, e.g. book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work
Keep good going	5. Body language encouraging	<ul style="list-style-type: none"> • Proximity (cue by standing nearby) • Redirect with a non-verbal cue (look, gesture, signal) • Triple 'P' – Praise, Prompt and Push Off • Touch work of on-task students • Smile, Eye contact • Nod, Thumbs Up • Hand signals / Sign Language • Peripheral Vision: scan class regularly while working with students or group • Personally Understood Signals (PUS) for, for example, hats off, sit, come here, turn around, quiet etc...

	6. Descriptive encouraging	<ul style="list-style-type: none"> • Correct descriptively with your words to describe the positive behaviours you see or hear, e.g. 'Steven has started work', 'This group is on task' • Prompt with expectation reminder • Refer to steps on behaviour wall or refer verbally • Use privately to individual students, particularly for older students and also for indigenous students • Use a respectful tone • Have genuine intent • Use frequently • Use collectively to the group • Send home positive notes to parents regarding positive behaviours
Responding	7. Selective attending – Use when student is displaying off-task or inappropriate behaviour that is not seriously disrupting others.	<ul style="list-style-type: none"> • Keep student in peripheral vision • Use Tactical ignoring of inappropriate behaviour (not student) • Praise-Prompt-Push Off • Prompt-Pause-Push Off • Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time • Be ready to use a descriptive encourager
	8. Redirecting to the learning (not the behaviour)	<ul style="list-style-type: none"> • Non-Verbal: <ul style="list-style-type: none"> ○ Non-Verbal redirection (eye contact, head/hand movement, smile etc.) ○ Proximity ○ Pause in talk ○ Non-verbal directional action • Verbal redirection (curriculum refocus): <ul style="list-style-type: none"> ○ Individual close talk ○ Questioning to redirect (Where should you be? /What should you be doing?) ○ Humour ○ Call student's name ○ Across room to individual • Consider the impact of body language, tone of voice, proximity and facial expression. • Be calm, clear, firm and positive in tone. • Thanks, not please • Reteach the expectation, model, demonstrate, rehearse • Provide corrective feedback by indicating what you do want them to do, e.g. 'Hand up when you want to ask a question, thanks'.

	9. Giving a choice, walk away (for when a redirection was unsuccessful)	<ul style="list-style-type: none"> • In close proximity, using a calm, measured and firm voice, 'Your choices are or'. Offer preferred against, less preferred, e.g. 'Do this, then that', 'Do this here or there'. • Walk away and scan back intermittently • Allow time for choice to be made • 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 to a class chill-out space • Post lesson discussion might be effective
	10. Following through	<ul style="list-style-type: none"> • Maintain student dignity; private & respectful • Demonstrate confidence using appropriate body language and a calm, firm voice conference individually • Offer an alternative space within/adjacent & notify of 5 minute time limit (to a maximum of of 20 minutes) after which time they check-in with you before returning to the learning space • Ask the student, 'what do you need right now?' • Do what you planned and said you would do • Consider indicating the need for a post-lesson discussion of problem behaviour (rather than taking time in a lesson, do it when you have time and space and a chance for everyone to be calm) • If a situation is escalating consider procedures under major behaviours

Minor and Major Behaviours

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Corrective feedback, supports and expectation reminders may be used by staff to respond to low-level or minor problem behaviours.

Staff initially determine if the problem behaviour is minor or major using the school's guidelines (appendix 2) and follow the system for maintaining good order and management known as the flowchart (appendix 3)

Minor Behaviours

Minor Behaviours **disrupt** the good order and management of the school. They impact the rights of another person or group to a safe, supportive and respectful learning and work environment in any school setting, however the impact is low and do not significantly impact the rights of others.

Minor behaviours are managed in situ and at the time it occurs by the staff member with the relevant authority (e.g. teacher, teacher aide, administration staff). Consequences are logically connected to the problem behaviour and typically result in the application of the following steps:

1. Remind of the expectation (rule) and link to value
2. Redirection (which relates back to the instruction that was given)
3. Choice (this then that, this or that, that might include a more preferred option)
4. Time in or away (chill-out space if in classroom or thinking seat if playtime), in 5 minute increments to a maximum of 20 minutes.

These steps are reflected in the document known as the 'flowchart' (appendix 2).

When a minor behaviour is demonstrated and noted 3 times within what could be deemed an unreasonable timeframe (e.e. within a session, a day) **AND** starts to pose significant disruption, the data-decision rule for a major behaviour is triggered (i.e. 3 minors that start to significantly impact the good order and management of the school equal a major) and is managed in accordance with the procedure for Major Behaviours.

Some students may experience difficulty with meeting the stated expectations, and even with corrective feedback, supports 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 or a harmonious play time, and a decision may be needed by the staff member to enact school-based processes for major behaviour. If problem behaviour continues, intensify the positives and tier 1 supports to understand more about your students.

Major Behaviours

Major behaviours **significantly disrupt** the good order and management of the school. They significantly impact the rights of another person or group to a safe, supportive and respectful learning and work environment in any school setting. This includes enroute to and from school whilst in school uniform or on a designated free dress day and on and off-campus events. All Major behaviours are recorded using the school's referral form and then entered into OneSchool as soon as practicable.


Major behaviours demonstrated in a classroom context, must be immediately referred to the teacher, who has the authority to respond further to these. The demonstration of a major problem behaviour or repeated minor behaviours triggers that an immediate decision be made by the teacher (if classroom) or the person on duty regarding a request for support to manage the major behaviour, initially involving staff in the Mediation and Contemplation Room (MC Room). Actions are determined and staff deployed as a result of the request.

The MC Room is an alternate classroom space with the purpose of supporting a student's development and achievement of the Personal and Social Capabilities (Australian Curriculum) with the goal of employing evidence-based practices to support the student to return to an optimal emotional state (safe and calm) and their class. This can include applying consequences that are logically connected to the problem behaviour. The MC Room is staffed by a Positive Engagement Teacher and Behaviour Teacher Aide whose role is achieve the goal. These staff also deploy dedicated support staff who respond in an agile and flexible way to the planned and emergent needs of students in our care. The MC Room operates as part of a broader school team (CPST) and involves consultation with and monitoring by the principal and deputy principal.

Major behaviours may evolve into a critical incident that presents a significant health, safety or wellbeing risk to the student themselves and/or other students and staff. They may also impact the physical school environment. This may result in a request for QPS and QAS support. Please refer to the section on Critical Incidents for further information.

For Major Behaviour

Safety First

Emergency?	Non-Emergency?
<ol style="list-style-type: none"> 1. Phone the main office on 720 or 730 or send another student with the 'red card' to the office for assistance to concisely convey details. Administrative staff will inform the Principal, Deputy Principal or delegate and the next action determined. 2. Reassure the class and enact the class safety plan 3. Prepare for an emergency procedure to be initiated 4. Stay calm and attempt to diffuse the situation by having a dysregulated student go to a different space, e.g. their identified space, chill-out space, thinking seat, MC room 	<ol style="list-style-type: none"> 1. Phone the MC room on 707 to make your request from the options below 2. If no answer, phone the main office on 720 or 730 with your request. This will be conveyed to the Principal, Deputy Principal or delegate and an arrangement made. <div style="text-align: center; margin-top: 20px;">  </div>

Action for Non-Emergency related Major Behaviour

The teacher initially selects one of the following.
These are explained in further detail in the table below.

Staff Tap-Out	MC Room Referral	Student Chill-Out
OPTION	PROCEDURE	
Staff Tap-Out	<ul style="list-style-type: none"> • Request a tap-out to manage the problem behaviour yourself. This serves to build your relationship with the student and maintain your authority. • MC room staff or other support staff manage the class (up to 20mins). 	
Option 1: MC Room Referral	<p>Classroom:</p> <ul style="list-style-type: none"> • The teacher completes the referral form which accompanies the student to the MC room. • The teacher phones the MC room to let them know that the student is on their way. • If student is calm and the thinking brain is engaged, the student participates in the reflection process with MC room staff to 'unpack' what occurred, either verbally or in writing. If the student is escalated, de-escalation strategies are employed until the reflective process can commence. • Being referred to the MC Room a second time in one day results in a phone call to parents. Who makes this call is negotiated between the Classroom Teacher and Positive Engagement Teacher. 	

	<ul style="list-style-type: none"> • 3 MC referrals within a reasonable timeframe (no more than a term) for classroom behaviour result in a request for the classroom teacher to arrange a meeting with the parent/carer and a member of the Classroom Problem Solving Team to alert parents to the behaviours demonstrated and discuss actions forward. The date and time and any brief notes is recorded in OneSchool under the Contact Tab by the classroom teacher. <p>Non-Classroom (e.g. during playtime):</p> <ul style="list-style-type: none"> • The staff member may or may not have observed the incident and would listen to initial reports from witnesses before determining who requires MC room referral. • The identified student is instructed to attend. <ul style="list-style-type: none"> ○ If student is calm and the thinking brain is engaged, the student participates in the reflection process with MC room staff to ‘unpack’ what occurred, either verbally or in writing. If the student is escalated, de-escalation strategies are employed until the reflective process can commence. • If the student refuses to attend, the person on duty would send another student with the ‘red card’ to the office for assistance. • MC room staff gather witness statements once the student is calm and the thinking brain is engaged; verbally or in writing. Start by saying, ‘tell me what happened right from the start’. • Determine consequences and in necessary, consult with Principal, Deputy Principal or Officer-in-Charge • 3 MC referrals originating from non-classroom areas within a reasonable timeframe (no more than a term) for classroom behaviour result in a request for a member of the CPST to arrange a meeting with the parent/carer and with the Principal, Deputy Principal or Officer-in-Charge to alert parents to the behaviours demonstrated and discuss actions forward. The date and time and any brief notes is recorded in OneSchool under the Contact Tab by the CPST member attending the meeting.
<p>Option 2: Student Chill-Out</p>	<ul style="list-style-type: none"> • Chill-out is usually a pre-determined support except in emergent situations. Students who access the MC room for chill-out, may only do so once per session to a maximum of 3 times per day. • Student attends the MC room for a pre-determined time for co-regulation (chill-out) up to a maximum of 20 mins. • If it becomes evident that the student requires longer than the pre-determined time, the classroom teacher is informed • If this length of time becomes longer than a session, the parent/carer is informed to discuss the student’s mental health status and their capacity to engage in school that day. An authorised absence may be required.

The goal in any case is for the student to return to the learning space as soon as possible, however a student should not return until a restorative conversation between the student and the teacher or teacher aide has taken place and the student is accepted with neutrality.

Disciplinary Consequences

In the early stages of correction, the aim is to modify the problem behaviour to achieve the desired behaviour with minimal disruption to the learning environment, known as the 'least intrusive' approach. Nevertheless, there are occasions when incidents of student behaviour must be dealt with through the application of a consequence that where possible, is logically connected to the behaviour.

There can be no 'prescription' for logical consequences in an environment of learning; e.g. Behaviour A = Consequence A. No two individuals or situations will ever be identical and hence, the unique nature of the each situation must be taken into account. Whilst taking into account individual circumstances, staff use their professional judgement in determining a consequence from a range of logical consequences, examples of which are presented in appendix 3. If a staff member remains unsure around the application of a consequence, they are advised to consult with a member of the CPST the Principal, Deputy Principal or officer-in-charge.

The purpose of a consequence is to correct and teach to reduce the likelihood of a problem behaviour occurring again. The following is to be observed and practiced in relation to consequences:

- Student dignity must be maintained at all times and conversations should aim to respect privacy and confidentiality. The following are not evidence-based practices as part of the Positive Behaviour for Learning approach.
 - Naming and shaming; either publicly or privately
 - The use of a verbally abusive tone, e.g. yelling at a student across the room or playground unless there are immediate safety concerns. Always start with a least intrusive approach.
 - The public use of visual displays related to behaviour, e.g. tally marks, traffic lights etc.
 - Threats to do or not something, e.g. go to the MC room, go to camp
 - Taking away a reinforcer or reward that has already been earned
- The process for determining a consequence must consider:
 - the individual student; age, disability, medical condition, unique characteristics, factors impacting behavioural functioning
 - the context and any related circumstances; perceived intent, influence of provocation, reliable evidence
 - witness statements; staff and students, in written or verbal form
 - existing behaviour records or relevant information
- A process of natural justice is employed and involves:
 - the hearing rule - the decision-maker informing the person of the case against them or their interests, giving them the right to be heard; and
 - the rule against bias - the decision-maker not having a personal interest in the outcome; and additionally
 - the evidence rule - acting only on the basis of logically probative evidence not suspicion or speculation; and
 - proportionality - the impact is proportionate for the circumstance.
- When stating a consequence that is unlikely to be well received, start with, 'I'm going to tell you something that you may or may not like, nevertheless, this is what I need you to do. Are you ready to hear it?'
- Where it is evident that a consequence is not achieving the desired behaviour, it must be reviewed and altered.

As much as possible, consequences should be logically connected to the problem behaviour. The following is a possible, but not exhaustive list.

- Restitution, for example:
 - You tip over bins in anger, then you clean up the mess
 - You are off-task in class, then you make up missed work in your free time, e.g. at play time
 - You are mean on purpose, then you have a 1-1 lesson with an adult in your on how to show kindness in your play
 - You display aggression or swear at someone, you make an apology or carry out an action that might repair the relationship
- Short term removal from an activity, for example:
 - You are unable or unwilling to follow the rules in handball which is disrupting the play of others, then you sit on the thinking seat for the length of time equivalent to each minute of your age before having a reminder conversation and resuming the game
 - You are having trouble playing in a group and there are arguments, then you walk with the staff member on duty to discuss helpful strategies
- Longer term removal from an activity where other supportive strategies are proving unsuccessful, for example:
 - You have repeatedly displayed physical aggression towards another person during handball, then you are unable to participate in the playground for up to 5 days whilst you undertake lessons in kindness and empathy with a staff member
- Alteration of a routine or activity, e.g. restricted eating or play area, adjustment to a routine, check-in-check-out
- Extended time in the MC Room until the reflection process is fully completed and desired behaviours are demonstrated
- Loss of privilege (e.g. to participate in excursions/incursions, camps, extra-curricular experiences)
- Parent/carer contact (after 3, unless deemed serious) or student contacts parent (via staff) to 'confess' problem behaviour
- Internal suspension (parent contacted)
- School Disciplinary Absence (SDA); suspension or suspension pending exclusion
- Development of a Behaviour Improvement Plan as part of an Individual Behaviour Support Plan.
- Queensland Police Service (QPS) and/or Queensland Ambulance Service (QAS) support.

Where data indicates an ongoing pattern of problem behaviour, referral to the Classroom Problem Solving Team and/or Whole School Support Team will be triggered to determine the next action. This may necessitate the creation of a stakeholder team that might include Guidance Officer, Chaplain, other relevant services or regional support as well as a Complex Case record commenced in OneSchool. Part of this process will include involvement of the Newtown State School PBL Internal Coach to meet with teacher to review Essential Skills for Classroom Management and implementation of the flowchart to consider any capability development needs.

Appendix 3 provides a list of possible, but not exhaustive minor and major problem behaviours that might be demonstrated by students and some suggestions as to how they can be managed.

School Disciplinary Absences

Suspension and suspension leading to the recommendation for exclusion will only occur as a last resort and for major behaviours that have significantly comprised the health, safety and wellbeing of either the child themselves, another student and/or staff.

Where the behaviour of a student is so serious and/or poses an unacceptable risk to the health, safety and wellbeing of themselves and/or others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour, **the principal only** may determine the immediate removal of the student for an out of school suspension and/or that a recommendation for exclusion is necessary. Decisions regarding suspensions and exclusions can only be made and communicated by the principal or the officer-in-charge in the absence of the principal. The decision is considerate of witness statements and staff actions and is actioned through OneSchool.

A period of suspension requires that the school offer the student learning experiences to continue their education whilst on suspension. The classroom teacher will be asked to prepare these learning experiences as soon as is practicable.

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal.

There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 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.

An SDA is a very considered decision that serves a number of purposes; as a consequence for problem student behaviour, allows the school to initiate supports for other student and staff wellbeing and it allows time for the school team to review existing behaviour support plans and determine any new supports to be actioned before the student returns. It can also serve as an opportunity for parents to seek and action external support for their child.

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 Newtown State School will be asked to attend a re-entry meeting on the day of their scheduled return to school. The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. It is not mandatory for the student or their parents to attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

Re-entry meetings are short, taking less than 15 minutes, and kept small with only the Principal or Deputy Principal, or their delegate attending with the student, their parent/s and the classroom teacher.

Purpose

The purpose of this meeting is to welcome the student, with their parent/s, back to school and to share the Behaviour Improvement Plan that the school team will have devised whilst the student was on suspension. The climate for the meeting is supportive, solution focused and serves to strengthen home-school communication, build productive relationships and to set the student up for a successful re-entry. A record of the meeting and the Behaviour Improvement Plan is saved in OneSchool.

Structure

The structure of the re-entry meeting follows an agenda that is narrowly focussed on making the student and their family feel welcome back into the school community.

- Welcome back to school
- Check in on student wellbeing and demeanour to indicated a readiness to re-enter school
- Discuss any recent changes to school routine or staffing
- Discuss behaviour improvement plan if relevant and invite feedback
- Thank student and parent/s for attending
- Walk with student to the 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 the guidance officer, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Newtown 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 Newtown 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 Newtown 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 Newtown 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 Newtown 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 Newtown 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 Newtown 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, Newtown 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.

Students, parents and visitors must not take photos of other students, student work or names. Some students do not have parental consent for their image, name or work to be made visible and shared. Please respect student privacy and confidentiality at all times.

Responsibilities

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

If students bring a mobile phone to school, it must be given into the office upon arrival and collect each afternoon just before departure.

It is **acceptable** for students at Newtown State School to use school devices only for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone at school without permission from a staff member
- 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

- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Newtown 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. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Newtown State School has a **Student Representative Council**, with diverse representatives from each year level in years 3 – 6 meeting regularly with to discuss issues relevant to them.

Bullying

The agreed national definition for Australian schools describes bullying as:

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;

- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

Staff at Newtown State School implement *Friendology 101* to teach students about healthy relationships, how to differentiate between *friendship fires* and *mean on purpose* behaviours as well as strategies for dealing with both.

For mean on purpose behaviours, students are taught a three-step process:

1. Say your quick 'comeback'
2. Walk away
3. Report the mean behaviour to a staff member

Staff are to take a playground duty clipboard with them on playground duty to keep a record of *Mean on Purpose* behaviour. This data is reviewed by the CPST in an on-going manner to determine if bullying is taking place or if another disciplinary matter is of issue.

The alleged perpetrator of the bullying is interviewed in accordance with procedures of natural justice and their statement recorded. School processes are then followed to determine the existence of a minor or major prolem behaviour and the appropriate consequence ensues.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

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

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

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

Newtown 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](#).

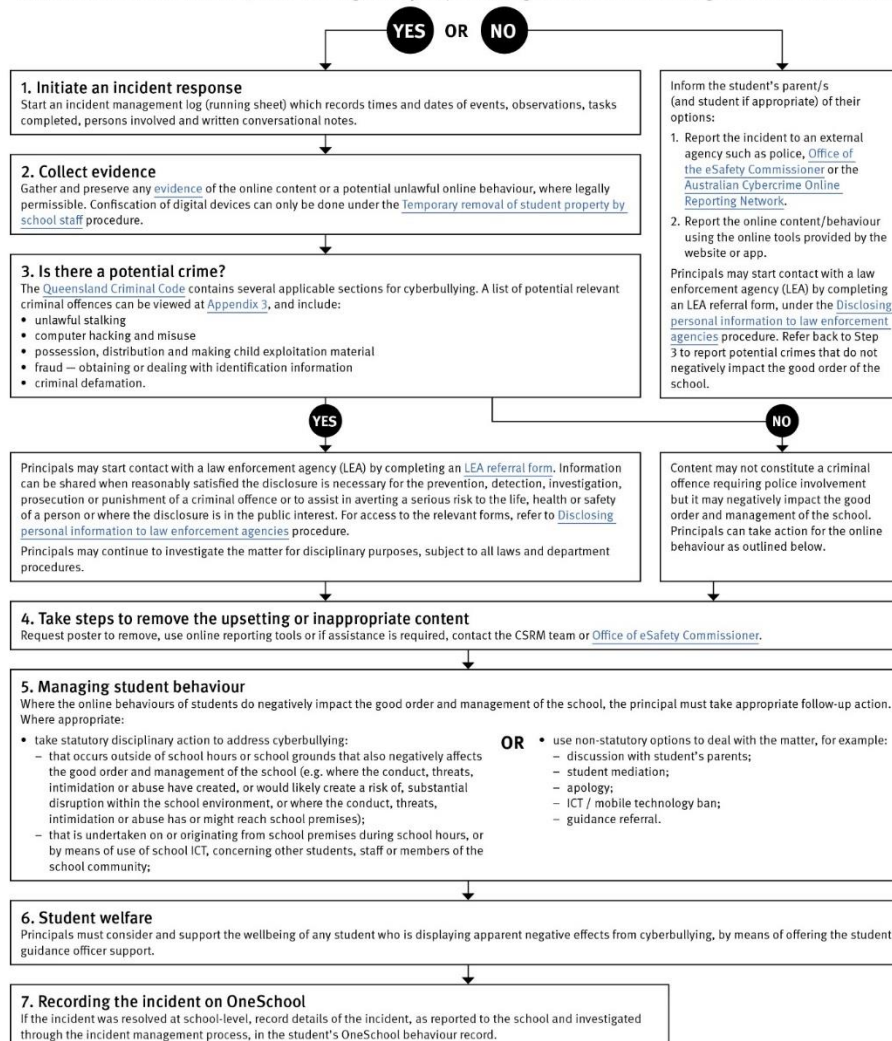
Explicit images

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.

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

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

Student Intervention and Support Services

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

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

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

Appropriate use of internet and 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.

Students and parents are asked to read, agree to and sign an “Internet Access Agreement” upon enrolment which addresses points raised in this section.

Restrictive Practices

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons. Staff at Newtown State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student’s behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

The department’s **Restrictive practices procedure** clearly states that, “State school staff must not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- a student’s refusal to comply with a direction, **unless** that refusal to comply creates an imminent risk to the safety of the student or another person

- a student leaving the classroom/school without permission, **unless** the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- verbal threats of harm from a student, **except** where there is a reasonable belief that the threat will be carried out immediately, and
- property destruction caused by the student **unless** the property destruction is placing any person at a risk of harm.”

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

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

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

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

Critical Incidents

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

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, discipline or discuss consequences with the student; it is a crisis management period only to re-establish a safe and calm environment for all.

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 by regulating your own emotions and resisting engaging in a powerplay: 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. Use pACE to 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

Staff Wellbeing

Following an critical, emergency or major incident, staff will be offered to:

- immediately take leave of their duties
- engage in a debrief with an appropriate school based or regional staff member
- access other supports as deemed necessary; attend GP, emergency services, family
- contact the Employee Assistance Program; LifeWorks 1800 604 640

Student Wellbeing

Following an critical, emergency or major incident, other students witness to the incident or involved will be offered to:

- immediately take leave of the situation
- engage in a debrief with an appropriate school based (Guidance Officer, Chaplain) and other additional regional support as required.
- access other supports as deemed necessary; attend GP, emergency services
- make contact with family or the school informs parents collectively in writing

Student Support

Newtown State School has a comprehensive Whole School Support Team in place to facilitate the learning as well as the physical, social and emotional wellbeing of students who require support. Students are also supported through positive reinforcement and a system of universal, focused, and intensive behaviour supports by:

- Parents & teachers collaborating as a team
- Teachers including classroom teachers, support staff, the leadership team and administration Staff

- The PBL and CPST teams
- Specialists including Behaviour Support Teachers, Guidance Officer and Advisory Visiting Teachers
- School Chaplain
- Adopt-a-cop

There are regional and statewide support services also available to supplement the school team. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Behaviour Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Head of Student Support at the school.

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

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Child Safety, Youth and Women
- Police
- Intensive Family Services
- ACT for Kids

Mental health

Newtown State School implements early intervention measures for students where there is reasonable belief that a student has a mental health difficulty. The school will contact parents and provide further advice and recommendations.

Self-harm and Suicide prevention

Newtown State School staff who notice self-harm or suicide warning signs in a student should seek help immediately from the school guidance officer or other appropriate staff.

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

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

Suicide postvention

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

Related Policies & Procedures

Related policies

- Code of Conduct for the Queensland Public Service
- Department of Education Standard of Practice

Related Department of Education procedures

- Student Discipline
- Cancellation of enrolment
- Occupational violence prevention
- Refusal to enrol – Risk to safety or wellbeing
- Restrictive practices
- Temporary removal of student property by school staff

Appendix 1

Newtown State School Values and Expectations Matrix

We are learners who are:

	ALL AREAS	CLASSROOMS	TRANSITIONS	PARADE	AT PLAY	TOILETS	TUCKSHOP & EATING AREAS	ARRIVALS & DEPARTURES
SAFE	Keep hands and feet to yourself	Stay in your seat, and have healthy posture	Walk on every step	Walk in and out quietly	Wear hat and closed-in shoes	Walk	Line up at Tuckshop quietly	Use the school crossing
	Use equipment and facilities for their intended purpose	Walk	Run on grass, walk everywhere else	Give others personal space	Leave sticks and stones on the ground	Wash hands with soap and water and dry thoroughly	Move immediately from tuckshop to eating area	Cross with the crossing supervisor when they are present
	Report anything that looks broken or unsafe	Gain permission to leave			Play non-contact games	Straight there, straight back	Be seated and still	Walk bike or scooter on the grounds & secure in rack
	Right place at the right time	Follow classroom procedures			Walk on the green		Walk directly to your eating area	Go to office if leaving early or arriving late
	Follow directions of staff promptly							Leave school promptly
RESPECTFUL	Follow staff instructions	Be a good listener and wait your turn to speak	Walk left & lightly on the stairs	Sit still and listen	Play by the school rules	Respect others' privacy	Wait patiently	Follow bus or taxi procedures
	Listen actively							
	Use kind words and actions	Speak using a conversational tone	Walk quietly around the school	Acknowledge achievements with polite applause	Use the language of fair play	Clean up after yourself	Place rubbish in bins	
	Give others' personal space							
	Take care of yourself, others, property & the environment	Be aware of everyone's right to learn		Use appropriate tone for greetings	Look after and use equipment as intended	Wait your turn patiently	On bell, wait quietly for staff instruction	
	Be honest							
	Be considerate	Enter and exit room quickly and quietly		Stand still with arms by side for National Anthem & the School Pledge	Take turns		Say please and thank-you	
Accept and be tolerant of individual differences								
RESPONSIBLE	Use Friendology to be a problem solver	Ask for help	Stay in in-bound areas	Look after your own belongings	Manage yourself, not others	Report any problems	Recycle as shown	
	Manage your time	Bring all equipment to class	Stay in your line		On first bell, go to the toilet and get a drink	Use as intended, not for play		
	Follow the school's dress code	Be ready to learn	Follow line-up procedures			Go during break times		
	Bring necessary & safe items only							
	Be prepared and organised					Flush toilet		
	Be on task and do your best							



Maintaining Good Order and Management

'The Flowchart'

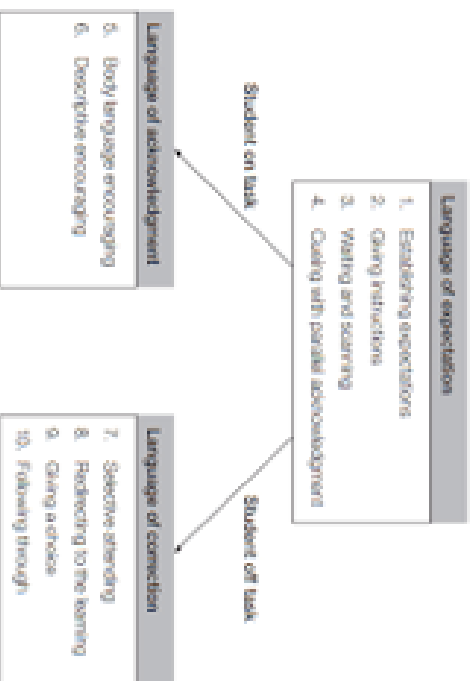
Accept Authority & Tune into Self

Consider safety first	Stay calm, breathe deeply	Pause, think, decide	Calm, firm, low, measured voice	Unconditional positive regard
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Create Optimal Conditions – Proactive and Preventative

Climate of inclusion & respectful relationships	Teach class safety plan & emergency procedures	Organise systems, procedures & routines	Actively supervise & positively reinforce	Plan adjustments, differentiate teaching	Focus on learning & active engagement
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Use Essential Skills for Classroom Management to Respond to Problem Behaviour



Behaviour Continuing?

Is it minor behaviour?	Is it major behaviour? Safety First	
<ol style="list-style-type: none"> Reminder Redirection Choice Time in or away (chill-out space if in classroom or thinking seat if playtime), in 5 minute increments to a maximum of 20 minutes. 	Emergency?	Non-Emergency?
	<ol style="list-style-type: none"> Phone the main office on 720 or 730 or send another student with the 'red card' to the office for assistance Reassure the class and enact the class safety plan Prepare for an emergency procedure to be initiated Stay calm and attempt to diffuse the situation by having a dysregulated student go to a different space, e.g. their identified space, chill-out space, thinking seat, MC room 	<ol style="list-style-type: none"> Phone the MC room on 707 to make your request: <ol style="list-style-type: none"> Staff Tap-out MC Room Referral Student Chill-Out If no answer, phone the main office on 720 or 730 with your request. This will be conveyed to the Principal, Deputy Principal or delegate and an arrangement made.

Newtown State School – Management of Minor and Major Behaviour Problem Behaviours

Before correction consider...

Accept Authority & Tune into Self					
Consider safety first	Stay calm, breathe deeply	Pause, think, decide	Calm, low, measured voice	Unconditional positive regard	

Create Optimal Conditions – Proactive and Preventative					
Climate of inclusion & respectful relationships	Teach class safety plan, emergency proc	Organise systems, procedures & routines	Actively supervise & positively reinforce	Plan adjustments & differentiate teaching	Focus on learning & active engagement

In the early stages of correction...

Use Essential Skills in Classroom Management to Respond to Problem Behaviour

Use the following steps represented in the 'flowchart'...

1. Remind of the expectation (rule) and link to value
2. Redirection (which relates back to the instruction that was given)
3. Choice (this then that, this or that, that might include a more preferred option)
4. Time in or away (chill-out space if in classroom or thinking seat if playtime), in 5 minutes increments to a maximum of 20 minutes.

Determine Minor or Major Behaviour & Management

Safety First

Select method of management and then Disciplinary Consequence:

1. Choose option for managing Major Behaviour & enact
2. Consider other Disciplinary Consequences
3. Principal only to consider School Disciplinary Absence

The aim is to modify the problem behaviour to achieve the desired behaviour with minimal disruption to the learning environment, known as the 'least intrusive' approach. Nevertheless, there are occasions when incidents of student behaviour must be dealt with through the application of a consequence that where possible, is logically connected to the behaviour. There can be no 'prescription' for logical consequences in an environment of learning; e.g. Behaviour A = Consequence A. No two individuals or situations will ever be identical and hence, the unique nature of the each situation must be taken into account. Whilst taking into account individual circumstances, staff use their professional judgement in determining a consequence from a range of logical consequences, examples of which are presented over the following pages. If a staff member remains unsure about the application of a consequence, they are advised to consult with a member of the CPST the Principal, Deputy Principal or officer-in-charge. The purpose of a consequence is to correct and teach to reduce the likelihood of a problem behaviour occurring again.

Disciplinary Consequences

As much as possible, consequences should be logically connected to the problem behaviour. The following is a possible, but not exhaustive list:

- Restitution, for example:
 - You tip over bins in anger, then you clean up the mess
 - You are off-task in class, then you make up missed work in your free time, e.g. at play time
 - You are mean on purpose, then you have a 1-1 lesson with an adult in your play time on how to show kindness in your play
 - You display aggression or swear at someone, you make an apology or carry out an action that might repair the relationship
- Short term removal from an activity, for example:
 - You are unable or unwilling to follow the rules in handball which is disrupting the play of others, then you sit on the thinking seat for the length of time equivalent to each minute of your age before having a reminder conversation and resuming the game
 - You are having trouble playing in a group and there are arguments, then you walk with the staff member on duty to discuss helpful strategies (there is no need to send them to the MC room)
- Longer term removal from an activity where other supportive strategies are proving unsuccessful, for example:
 - You have repeatedly displayed physical aggression towards another person during handball, then you are unable to participate in the playground for up to 5 days whilst you undertake lessons in kindness and empathy with a staff member
- Alteration of a routine or activity, e.g. restricted eating or play area, adjustment to a routine, check-in-check-out
- Extended time in the MC Room until the reflection process is fully completed and desired behaviours are demonstrated
- Loss of privilege (e.g. to participate in excursions/incursions, camps, extra-curricular experiences)
- Parent/carer contact (after 3, unless deemed serious) or student contacts parent (via staff) to 'confess' problem behaviour
- Internal suspension (parent contacted)
- School Disciplinary Absence (SDA); suspension or suspension pending exclusion
- Development of a Behaviour Improvement Plan as part of an Individual Behaviour Support Plan.
- Queensland Police Service (QPS) and/or Queensland Ambulance Service (QAS) support.

Where data indicates an ongoing pattern of problem behaviour, referral to the Classroom Problem Solving Team and/or Whole School Support Team will be triggered to determine the next action. This may necessitate the creation of a stakeholder team that might include Guidance Officer, Chaplain, other relevant services or regional support as well as a Complex Case record commenced in OneSchool. Part of this process will include involvement of the Newtown State School PBL Internal Coach to meet with teacher to review Essential Skills for Classroom Management and implementation of Tier 1 classrooms practices to consider any capability development needs.

The following pages offer a list of possible, but not exhaustive minor and major problem behaviours that might be demonstrated by students and some suggestions as to how they can be managed.

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Arson	Safe	Student has possession of an item, e.g. matches, lighter that poses a potential risk to the safety of themselves and others.	<ul style="list-style-type: none"> • Report to office immediately • Direct student to hand-in the item & provide to office • P/DP/OIC inform parent 	As for minor, however evidence indicates intent to deliberately burn property.	<ul style="list-style-type: none"> • As for minor + Student is directed immediately to the MC Room • P/DP/OIC inform parent & consult with School Operations regarding next action, e.g. QPS • Likely suspension pending further action.
Bomb threat/ False alarm	Safe			Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion. Student falsely activates an emergency procedure.	<ul style="list-style-type: none"> • Student is directed immediately to the MC Room • P/DP/OIC inform parent & consult with School Operations regarding next action, e.g. QPS • Likely suspension pending further action
Cheating	Responsible	Student deliberately violates rules <ul style="list-style-type: none"> • Cheating on a test • Copying work from others 	<ul style="list-style-type: none"> • Linking back to school values & expectations, the classroom teacher counsels student on the implications of this behaviour 	Continued demonstrations of the minor behaviour.	<ul style="list-style-type: none"> • P/DP/OIC informs parent to advise and request follow-up conversations from home • Student is placed away from others to undertake assessment work
Displays of Affection/Actions of a Sexualised Nature	Safe Respectful	Touching others private parts, hugging, kissing	<ul style="list-style-type: none"> • Linking back to school values & expectations as well as links to 	<ul style="list-style-type: none"> • Repeated demonstrations despite supportive counsel 	<ul style="list-style-type: none"> • Consult with P/DP/OIC and/or Guidance Officer • Choose option for

			<p>protective behaviours, supervising staff privately counsels the student on the appropriateness and implications of this behaviour.</p> <ul style="list-style-type: none"> • Provide a lesson to a group or class of students on protective behaviours. See advice from Principal, Deputy Principal or Guidance Officer as necessary. 	<ul style="list-style-type: none"> • Student engages in consensual verbal and/or physical gestures/contact, of a sexualised nature to another student/adult. • Student engages in non-consensual verbal and/or physical gestures/contact, of a sexualised nature to another student/adult. 	<p>managing Major Behaviour & enact</p> <ul style="list-style-type: none"> • Restitution • Short term removal from activity • Longer term removal from activity • Alternation of routine or activity • Loss of privilege • P/DP/OIC informs parent • Internal suspension (parent contacted) • Suspension
Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Disrespect/defiance/ Threats to Adults	Respectful	<ul style="list-style-type: none"> • Student uses words, gestures, body language and/or tone of voice that demonstrates contempt or an unwillingness to follow adult instruction • Brief or low intensity failure to respond to reasonable and expected adult requests • Talks while adult is talking • Is slow to respond or does not complete work 	<ul style="list-style-type: none"> • Use ESCM • Follow flowchart 	<ul style="list-style-type: none"> • Continued and persistent demonstrations of minor behaviours despite 'least intrusive' support strategies. • Demonstrations of socially inappropriate gestures and/or directed profanity. • Persistent refusal to follow directions combined with a 	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence



	<ul style="list-style-type: none"> • Saying, “This is stupid”; “I’m not doing it”, “You can’t make me” • Rolling eyes • Smirking • Make faces • Laughing to make fun of • Saying “whatever”, “talk to the hand”, “no” • Sulking • Raised or mumbled voice • Talks back or out of turn 		<ul style="list-style-type: none"> • rebellious attitude that challenges an adult • Persistently yelling at an adult • Leaving when an adult is speaking • Repeated back chatting
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Not behaviour related: Students who have difficulty maintaining focus due to medical or educational needs (auditory processing difficulties), Not completing work due to a skill deficit which could be impacting completion of work, Refusal to follow directions due to a skill deficit, i.e. inability to complete task/direction, Culturally sensitive behaviours, e.g. Indigenous students – making eye contact is rude when directed towards an elder, discussing a person who has passed away.

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Disruption	Safe Respect Responsible	Student engages in low-intensity, but problematic disruption that interferes with the learning and/or learning environment of self and/or others, e.g. <ul style="list-style-type: none"> • Inappropriate, non-related comments • Talking out of turn • Repeated noise – tapping pencils 	Use ESCM & follow flowchart <ul style="list-style-type: none"> • Selective Attending/ Tactical Ignoring • Pause in talk • Proximity • Cueing other students (acknowledging their positive behaviour) • Rule Reminder • Giving Choice • Offer Chill-out space 	Continued and persistent disruption despite ‘least intrusive’ support strategies causing the teacher to stop teaching for a prolonged period of time, e.g. <ul style="list-style-type: none"> • sustained loud talk, yelling, or screaming • noise with materials • Horseplay or roughhousing 	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Ensure use of Essential Skills Strategies have been in place. • Internal coach to meet with teacher to review



		<ul style="list-style-type: none"> • Throwing small objects that aren't physically harmful • Playing with toys/objects • Calling out • Moving desks/tidy trays • Making noises • Arguing • Kicking other peoples' desks • Making noises • Not complying with the routine • Interrupting others • Turning around to look at others etc 	<ul style="list-style-type: none"> • Change seating – move away from peers • 1:1 discussion with CT on the success of current strategies 	<ul style="list-style-type: none"> • sustained out-of-seat behaviour • turning over furniture or being physically aggressive; kicking walls • throwing objects that could cause harm 	ESCMs and flowchart to consider any capability development needs
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Not behaviour related: Accidentally dropping stationery items, Making loud noises which are disability related, i.e. tics, with toys/objects to satisfy tactile needs, e.g. ASD, Calling out answers to questions through enthusiasm

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Dress code violation	Safe Respect Responsible	<ul style="list-style-type: none"> • Students wears (or doesn't wear) clothing, jewellery, makeup, nail polish or a hairstyle (including unnatural hair colour) that is not in line with the dress code defined by the school in the calendar-handbook distributed annually to parents, e.g. different colour items 	<ul style="list-style-type: none"> • Remind about uniform and safety guidelines as in enrolment package. • Asked to remove unnecessary or unsafe jewellery • Asked to not wear make-up the next day • Send home school letter regarding correct dress code 	<ul style="list-style-type: none"> • Continued and persistent presentation that is not in line with the dress code defined by the school in the calendar-handbook distributed annually to parents • Student wears clothing that does not fit within the dress code guidelines 	<ul style="list-style-type: none"> • P/DP/OIC to contact parent to discuss barriers to meeting the school's expectations as outlined in the calendar-handbook and an offer to assist in addressing those

		<ul style="list-style-type: none"> • Student writes on their body • Student defaces and/or damages their uniform clothing 	<ul style="list-style-type: none"> • Consider contacting parent • Playing undercover • (no hat) • Waiting at the office (no shoes) 	<ul style="list-style-type: none"> • Repetitive wearing of unsafe jewellery, nail polish, makeup, piercing, inappropriate hairstyle 	
Not behaviour related: Wearing jewellery for medical, cultural or religious reasons, Not wearing an items of correct school uniform due to sensory issues, Not wearing school uniform due to circumstances conveyed that are out of their control, i.e. an item being in the wash, the incorrect jumper on a cold day, parents inability or unwillingness to provide the clothing, Year 6s writing on own shirts during last day of school (as directed by teacher)					
Inappropriate language	Respect Responsible	<p>Student engages in a low-intensity, infrequent instances of inappropriate language that is impulsive, non-malicious. For example,</p> <ul style="list-style-type: none"> • using a swear word that not directed at others, might be mumbled • 'Toilet' words • Saying, 'This sucks' 	<ul style="list-style-type: none"> • Use ESCM • Follow flowchart • Model appropriate language and have student practice, rehearse • Apologise 	<ul style="list-style-type: none"> • Student uses words; written or verbal that deliver directed profanity, name calling and/or references to ethnicity, culture, religion, gender, appearance, disability and/or are sexualised comments to staff, students, volunteers or parents • Repeated use of inappropriate language outlined 	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Ensure use of Essential Skills Strategies have been in place. • Internal coach to meet with teacher to review ESCMs and flowchart to consider any capability development needs
Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Littering	Respect Responsible	<ul style="list-style-type: none"> • Student drops litter 	<ul style="list-style-type: none"> • Asked to pick up litter • Expectation (rule) reminder 	<ul style="list-style-type: none"> • Repeated dropping of litter and/or leaving rubbish behind 	<ul style="list-style-type: none"> • Instruction to pick up litter: their own and some other in immediate vicinity (e.g. "and 10 more pieces of rubbish")



					<ul style="list-style-type: none"> • If recurring, Litter duty for 10 minutes or all of a specific area
Lying	Safe Respect Responsible	<p>Student delivers a message that is untrue</p> <ul style="list-style-type: none"> • Lying to anyone • Omitting the truth 	<ul style="list-style-type: none"> • Linking back to school values & expectations as well as links to protective behaviours, supervising staff privately counsels the student on the appropriateness and implications of this behaviour. • Possible parent contact 	<ul style="list-style-type: none"> • Student delivers message that is untrue that impacts others' • Repeated demonstrations of lying 	<ul style="list-style-type: none"> • Restitution • Extended time in the MC Room for 1-1 lessons on honesty • Alteration of routine or activity • Loss of privilege • P/DP/OIC informing parent • Student confessing to their parent • Consultation with Guidance Officer
Not behaviour related: Misinterpretation of a message					
Mean on Purpose/ Bullying/Harassment	Safe Respect Responsible	<p>Student communicates (written, verbal or gestural) to another person in a way that is considered unkind. These messages may include threats and intimidation, obscene gestures, texts, emails, pictures or written notes. For example,</p> <ul style="list-style-type: none"> • One-off silly drawing or finding pictures of body parts • One-off laughing, pointing, staring, name-calling, making noises at, making fun of • Not letting students join in a game 	<ul style="list-style-type: none"> • Linking back to school values & expectations as well as links to protective behaviours, supervising staff privately counsels the student on the appropriateness and implications of this behaviour. • Apologise • Consider parent contact 	<p>Bullying occurs when individuals or groups repeatedly and without justification use words or actions to harm or control others. It perpetuates an imbalance of power and results in harm and distress to victims. For example,</p> <ul style="list-style-type: none"> • Repeated and/or escalating verbal abuse/gestures • Comments/pictures which are used to intimidate/oppress/upset /make someone feel uncomfortable/offended • Fixation on/repeated talking about, looking at, 	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence



		<ul style="list-style-type: none"> • Telling other students not to be a students' friend • Hurtful comments • Disrespectful tone/faces/gesture • Sarcasm disguised as humour • Negative comments based on race, religion, gender, appearance, ability ethnicity, disability, or other personal matters etc). • Poor sportsmanship 		<ul style="list-style-type: none"> • drawing or touching body parts • Verbal and physical threats to harm another person • Ongoing exclusion from friendships/activities <p>These unwanted advances aggravate and/or provoke.</p>	
Not behaviour related: Humour without malice, drawing body parts as part of a lesson					

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Misconduct involving prohibited and/or illegal items or substances	Safe Responsible	<ul style="list-style-type: none"> • Student is in possession of substances/objects capable of causing bodily harm or property damage or declared by the school as prohibited, e.g. water bombs, chewing gum, liquid paper/white-out, aerosol deodorant, toy weapons, toys in general unless they are at school for a specific purpose • Student demonstrates behaviours imitative or suggestive of using tobacco, cigarettes, drugs or alcohol 	<ul style="list-style-type: none"> • Student is asked to hand in the item and/or not bring it to school • Parent informed by Principal, Deputy Principal or Officer-in-Charge 	<ul style="list-style-type: none"> • Bringing potentially dangerous items/weapons to school, e.g. bullets, knife, matches, lighters, cap gun items • Using water bombs • Using medication without permission • Sniffing deodorant, glue, paint • Bringing items considered unnecessary for primary school aged children to school, e.g. condoms, aerosols sprays such as spray paint • Pornographic images • There is evidence to suggest that the student has/is in possession/has consumed/is dealing with illegal substances such as alcohol, cigarettes, tobacco, drugs or drug paraphernalia 	<ul style="list-style-type: none"> • Removal of item, return at end of day or when parent/carer collects item • Choose option for managing Major Behaviour & enact • Consider Critical Incident management • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence Crisis management • Request immediate P, DP, O-I-C involvement • Investigation of incident • Make parent contact (all parties) • Consider QPS, QAS support



				• Misuse of prescribed/non-prescribed medication	
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Not behaviour related: A therapy toy, Self-administered prescription medication that is registered with the school office, e.g. asthma puffer, epiPen. Finding a combustible item, syringe in the school grounds and surrendering it to the office, Using roll-on or stick deodorants for personal use, Bringing a cultural item (which could be considered a weapon) to school for a curriculum task. These need to be handed to a staff member on arrival and collected at the end of the day.

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.	Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.
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		Definition and Examples	Management	Definition and Examples	Management
Physical misconduct (may or not involve an object)	Safe Respectful Responsible	<p>Student engages physically inappropriately using their body or an object in a way that is not for the intended purpose but is also not evident of intention to harm others, damage property or make the environment unsafe. For example,</p> <ul style="list-style-type: none"> • Throwing small objects; pebbles, rubbers, sticks • Taking other people's hats • Play fighting with objects • Striking an adult or student with little force, direction or intention • Hit, push, kick, jostling, play fighting, wrestling • Student touches or bumps into others that 	<ul style="list-style-type: none"> • Use ESCM • Follow flowchart • Linking back to school values & expectations the supervising staff member privately counsels the student on the implications of this behaviour. • Temporary withdrawal from play to walk with duty staff/thinking seat • Ask student to: <ul style="list-style-type: none"> - put object down/away etc. - restore the setting to the way it was before the incident; fix the damage, clean up any mess - apologise for any harm or damage caused, intentional or not 	<p>Student engages in actions involving serious physical contact where injury may occur and/or an individual's rights for privacy, dignity, safety and movement are violated. This may include using an object in a way that is not for the intended purpose. There may be evidence of intention to harm others, damage property or make the environment unsafe or not. The behaviour may be the result of significant dysregulation. Nevertheless, the behaviour creates an unsafe or unworkable environment for themselves and others and may or may require</p>	<ul style="list-style-type: none"> • Separate parties involved and attempt to diffuse the situation and issue immediate chill-out • Staying with any injured person whilst first aid is obtained • Choose option for managing Major Behaviour & enact • Investigate incident – consider behaviours carefully with regards to declarations of self-defence vs retaliation • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Consider Critical Incident Management Procedures

		<p>might indicate inconsiderate play or action</p>		<p>repair or maintenance. For example,</p> <ul style="list-style-type: none"> • Direct throwing of an object that could cause serious injury; rocks, pencils, scissors, chair • Up-ending of furniture; desks, bookcases etc. • Slamming a door and breaking the window in the door • Using an item as a weapon to harm or threat to harm, e.g. spraying deodorant into the face of another • repeated hitting with or without an object, repeated kicking, a kick to the head, pushing, stomach or private part, Chinese burn, closed fist punching, hair pulling, scratching, spitting, biting etc • pulling down another's pants (dacking), giving a 'wedgie' • intentional restraint (except in extreme safety instances) • cutting others' hair/clothing/personal items with scissors 	<ul style="list-style-type: none"> • Request immediate Principal, Deputy Principal, O-I-C involvement • Ensure use of Essential Skills Strategies have been in place. • Internal coach to meet with teacher to review ESCMs and flowchart to consider any capability development needs • Fixing damage • Paying for the damage • Make parent contact (all parties) • Consider QPS, QAS support
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				<ul style="list-style-type: none"> • repeated whipping with an object like a hat • any action with force around or into the throat, e.g. chokehold, around/across the neck 	
<p>Not behaviour related: Accidentally dropping an item, Moving an object to make it safe, Accidental contact when moving or during a game (unless this becomes a repeated action requiring further investigation), Self-defence (not retaliation)</p>					

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour		Major Behaviour	
		Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Non-compliant in routine	Safe Respectful Responsible	<ul style="list-style-type: none"> • Student does not respond to requests within a reasonable time frame • Student does not follow the daily routines of the class and/or the school • Says no, but does once adult moves on. • Continues to walk away until called. • Not in the right place at the right time • Takes an unreasonable amount of time to line up at the end of break • Failure to hand in mobile phone after being told (once) • Running on cement 	<ul style="list-style-type: none"> • Use ESCM • Follow flowchart • Offer of assistance • Repeat request allowing take-up time • Selective attending if student is not overtly disrupting others • Follow-up individual discussion with student (i.e. at break time) • Completion of unfinished work at lunch time • Linking back to school values & expectations as well as links to protective behaviours, supervising staff privately counsels the student on the implications of this behaviour. 	<ul style="list-style-type: none"> • Persistent and frequent non-compliance with the accepted routines of the class and/or the school • Leaving the school grounds without permission • Not in the right place for longer than five minutes 	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Ensure use of Essential Skills Strategies have been in place. • Internal coach to meet with teacher to review ESCMs and flowchart to consider any capability development needs
Not behaviour related: Not knowing the routine because new to the school or that they misunderstood where they were meant to be					
Other conduct prejudicial to the good order and management of school - Unsafe behaviours	Safe Respectful Responsible	Behaviours which endanger self or others <ul style="list-style-type: none"> • Running on the cement, in the stairwells or on veranda 	<ul style="list-style-type: none"> • Linking back to school values & expectations as well as links to protective behaviours, supervising staff privately counsels the 	Behaviours which significantly endanger self or others <ul style="list-style-type: none"> • Climbing on rooves 	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider a Disciplinary Consequence

	<ul style="list-style-type: none"> • Being in 'out of bounds' areas (within the school) • Climbing/sliding/jumping /running on stair railings/seats/trees • Pushing to get into line • Using playground for 'tiggy' • Spitting • Encouraging others to fight • Not playing fairly within agreed rules • Not following/changing the rules of the game 	<p>student on the implications of this behaviour.</p> <ul style="list-style-type: none"> • Use ESCM • Follow flowchart • Temporary withdrawal from play to walk with duty staff/thinking seat • Go back and practise doing the right thing • Clean up mess 	<ul style="list-style-type: none"> • Using equipment unsafely e.g. power points, fans • Projectiles e.g. water bombs, egging, throwing objects, sling shots • Spitting on others • Climbing/hanging out of windows • Purposely exposing underwear or private parts 	<ul style="list-style-type: none"> • Consider a School Disciplinary Absence
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Not behaviour related: Making unintentional contact with peers as part of a game – bumping into someone

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Property misconduct	Safe Respectful Responsible	<p>Student engages in low-intensity misuse of property without evidence of intention to harm self or others. For example,</p> <ul style="list-style-type: none"> • Breaks/damages pencils, rubbers, rulers, tears paper, drops books, drops or throws playground equipment • Rips up work 	<ul style="list-style-type: none"> • Use ESCM • Follow flowchart • Apologise 	<p>Student continues to engage in repeated instances of minor behaviours as outlined</p> <p>Student participates in an activity where there is evidence of intention to damage, destroy or disfigure property or harm self or others. For example,</p>	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider Critical Incident management • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence Crisis management



		<ul style="list-style-type: none"> • Throws, drops, damages books • Misuses school bags (swinging, kicking, taking) • Writes, draws on school property • Throws lunch or rubbish on the floor/ground • Damages school property through carelessness 		<ul style="list-style-type: none"> • Scratching into a desk • Breaking another's property • Acts of vandalism • Damaging computer equipment • Putting unwanted items into a toilet causing blockages • Graffiti on school property • Using scissors, staplers, sharpeners to inflict self-harm 	<ul style="list-style-type: none"> • Request immediate Principal, Deputy Principal, O-I-C involvement • Consider Guidance Officer support • Investigation of incident • Make parent contact (all parties) • Consider QPS, QAS support • Fixing damage • Paying for damage
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Not behaviour related: Property misuse due to lack of knowledge/understanding/maturity

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.	Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.		
		Definition and Examples	Management	Definition and Examples	Management
Refusal to participate in the program of instruction	Responsible	Student refuses to participate in lessons and/or to complete classwork	<ul style="list-style-type: none"> • Consider ESCM questions • Is the work differentiated to enable achievement? • Were the instructions clear? • 1:1 private conversation to discuss reasons • Follow flowchart 	Student is frequently refusing to participate in lessons, to complete class work	<ul style="list-style-type: none"> • Make up work in own time • Class teacher makes parent contact • Choose option for managing Major Behaviour & enact • Ensure use of Essential Skills Strategies have been in place. • Internal coach to meet with teacher to review



					ESCMs and flowchart to consider any capability development needs
Not behaviour related: Not completing classwork due to work being too hard					

Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Major Behaviour Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Tardy	Safe Responsible	<ul style="list-style-type: none"> • Student returns late after bells at end of breaks • Student takes an inordinate amount of time returning from in-class breaks, e.g. toilet • Late to arrive of a morning 	<ul style="list-style-type: none"> • Rule reminder (bell times) • 1:1 private discussion to explore reasons • Catch-up missed work in own time • Teacher to contact parents if it is recurring and could indicate a medical issue or be posing a safety issue, e.g. arriving late if walking to school 	<ul style="list-style-type: none"> • Repeated incidents of returning late after the bell or from breaks or from in-class breaks 	<ul style="list-style-type: none"> • Discussion with parent/carer • Catch-up missed work in own time • Loss of play equal to minutes late to class
Not behaviour related: Late due to circumstances out of their control					
Technology misconduct	Safe Respectful Responsible	<p>Student engages in non-serious but inappropriate use of mobile phone music/video players, camera, and/or computer without evidence of intent to harm; isolated incident; forgetfulness. For example:</p> <ul style="list-style-type: none"> • Using school devices and/or internet for non-learning related activities, e.g. taking selfies, messages/ 	<ul style="list-style-type: none"> • Use ESCM • Follow flowchart • Discussion about cybersafety • Change task • Loss of access to technology resources for reasonable periods of time except for learning under strict supervision 	<p>Student continues to engage in repeated instances of minor behaviours as outlined</p> <p>Student engages in inappropriate use of mobile phone, music/video players, camera, and/or computer that causes direct harm to another person's reputation or wellbeing or breaches their privacy. For example,</p>	<ul style="list-style-type: none"> • Choose option for managing Major Behaviour & enact • Consider Critical Incident management • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Request immediate Principal, Deputy Principal, O-I-C involvement

		<p>emails/group emails</p> <ul style="list-style-type: none"> • Accessing inappropriate sites and/or uploading inappropriate content • Taking and/or sharing a photo of other students • Using others' passwords • Downloading content without permission; music, games • Using a mobile phone/smartwatch during school time 		<ul style="list-style-type: none"> • Sending a bullying message or use of swearing etc. in a message or production • Uploading/downloading explicit and or/sexualised content • The school has evidence of a student using a communication carriage service in ways that breach the privacy of another student and/or the reputation of a staff member or the school 	<ul style="list-style-type: none"> • Investigation of incident • Make parent contact (all parties) • Consider QPS, QAS support
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Not behaviour related: Accidentally going to an inappropriate website, Pop-ups

Theft	Respectful Responsible	<p>There is evidence to suggest that a student has taken property belonging to another person (staff or student) without permission, e.g. food, hat, money, stationery items etc</p>	<ul style="list-style-type: none"> • Linking back to school values & expectations (Be honest), supervising staff privately counsel the student on the implications of this behaviour. • Offer assistance (if no food, see First Aid room) • Consider parent contact • Replace/Return item • Apologise 	<ul style="list-style-type: none"> • Student continues to engage in repeated instances of minor behaviours as outlined • Student has committed forgery and/or signed another person's name without that person's permission. • Student has plagiarised, forgery of notes, possession of someone else's property • Refuses to admit the theft but evidence indicates the contrary • Refuses to return another's property 	<ul style="list-style-type: none"> • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Request immediate Principal, Deputy Principal, O-I-C involvement • Make parent contact (all parties) • Consider QPS involvement
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Not behaviour related: Accidentally taking another's property, e.g. confusion over whose lunch box belongs to whom



Problem Behaviour	Value Safe Respectful Responsible	Minor Behaviour		Major Behaviour	
		Behaviour that disrupts the good order and management but do not significantly violate the rights of others, do not put others at risk for harm, and/or are not chronic.		Behaviour that is determined to be deliberate (not accidental), have intention and significantly disrupt the good order and management of the school violating the rights of others, put themselves and/or others at risk, create an unsafe environment, injures themselves or another, and/or are chronic.	
		Definition and Examples	Management	Definition and Examples	Management
Threat/s to others	Safe Respectful Responsible	<ul style="list-style-type: none"> • Making another feel uncomfortable or worried that something is going to happen to them • Intimidating stance or actions • Attempting to call a fight 	<ul style="list-style-type: none"> • Linking back to school values & expectations, the supervising staff member privately counsels the student on the implications of this behaviour. 	<ul style="list-style-type: none"> • Standing over a student to make them give their property • Group intimidation/harm of someone else • Threatening harm if another student doesn't comply with the student's directions • Uses a device to make threats 	<ul style="list-style-type: none"> • Consider a Disciplinary Consequence • Consider a School Disciplinary Absence • Request immediate Principal, Deputy Principal, O-I-C involvement • Make parent contact (all parties) • Consider QPS involvement
Truant/Skip class	Safe Responsible	<ul style="list-style-type: none"> • Unexplained absence/s without parent/carer's knowledge • Student leaves class without permission 	<ul style="list-style-type: none"> • Use flowchart 	<ul style="list-style-type: none"> • Student continues to engage in repeated instances of minor behaviours as outlined • Student stays out of class without permission (phone office if hasn't returned within expected timeframe) 	<ul style="list-style-type: none"> • Make up missed time at break or before/after school (with parent/carer permission)
Not behaviour related: Absence due to reasons out of the individual's control, pre-arranged chill-out time, at an official school appointment, e.g. Guidance Officer, Repeated lateness, early departures (record on roll)					
Weapons/ Dangerous Items	Safe	Student has possession of an item, e.g. knife that poses a potential risk to the safety of themselves and others	Student is directed to hand-over the item and it is held in the office until parents are called to come and collect.	<ul style="list-style-type: none"> • Student threatens to use or uses item to harm self or others. 	<ul style="list-style-type: none"> • Enact class safety plan or use red card/phone call to obtain immediate assistance • Immediate office referral



			Student is counselled to ensure understanding of potential risk.		<ul style="list-style-type: none"> • Directed to hand over object/weapon/substance • Critical Incident Management Procedure • Parent Contact • P/DP/OIC inform parent & consult with School Operations regarding next action, e.g. QPS • Suspension pending further action
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