



Geebung State School

# Student Code of Conduct

2021 - 2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

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

Geebung State School is committed to providing a safe, respectful and supportive learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supporting their lifelong wellbeing and self-regulation.

The Geebung 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. At Geebung State School we believe:

*‘Each and member of our school community believes that each and every student can and will achieve.’*

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## Endorsement

Principal Name:	Tracey Douglas
Principal Signature:	
Date:	20 November 2020
P/C President Name:	Rebecca Woulahan
P/C President Chair Signature:	
Date:	20 November 2020

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## Principal's Foreword

### Introduction

At Geebung State School we are committed to excellence in both teaching and learning within a safe, supportive and respectful environment, where students have opportunities to engage in quality learning experiences and acquire values supporting their lifelong wellbeing.

The school Behaviour Code of Conduct is designed to facilitate self-regulation and ownership of behaviour so that the learning community and teaching in our school can be effective and students can participate positively within our school community.

We believe that behaviour is a range of observable actions and mannerisms that are influenced by both the physical environment and school culture. The physical environment of a school is a closed and controllable system that can be observed, planned and maintained to produce consistent behavioural outcomes. We recognise student interaction within the physical environment can be explicitly taught, modelled, practiced and subsequently assessed within a planned teaching and learning process.

Tracey Douglas  
Principal

## Data Overview

### CONSULTATION AND DATA REVIEW

Geebung State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through meetings, on-line surveys and invitations for feedback.

A review of data sets relating to attendance, absences and behaviour incidents was undertaken formulating the actions and responses outlined by this positive behaviour plan.

This plan was endorsed by the Principal, the President of the P&C and the Assistant Regional Director.

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff satisfaction data in the table below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents, caregivers, students and school staff from our school on what they do well and how they can improve.

Opinions on the school, student learning and student wellbeing are sought from a parent caregiver from all families and a sample of students from our school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve students' outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- Parents
- Students
- Staff
- Principals

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 1: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	98%	91%	95%
• this is a good school (S2035)	100%	92%	100%
• their child likes being at this school* (S2001)	98%	93%	96%
• their child feels safe at this school* (S2002)	98%	94%	98%
• their child's learning needs are being met at this school* (S2003)	96%	91%	91%
• their child is making good progress at this school* (S2004)	98%	91%	94%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	98%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%	94%
• teachers at this school motivate their child to learn* (S2007)	96%	94%	91%
• teachers at this school treat students fairly* (S2008)	96%	88%	92%
• they can talk to their child's teachers about their concerns* (S2009)	100%	91%	94%
• this school works with them to support their child's learning* (S2010)	98%	85%	94%
• this school takes parents' opinions seriously* (S2011)	91%	86%	90%
• student behaviour is well managed at this school* (S2012)	91%	87%	86%
• this school looks for ways to improve* (S2013)	98%	91%	96%
• this school is well maintained* (S2014)	98%	96%	100%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 2: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	96%	93%	96%
• they like being at their school* (S2036)	88%	89%	90%
• they feel safe at their school* (S2037)	89%	84%	86%
• their teachers motivate them to learn* (S2038)	99%	95%	94%
• their teachers expect them to do their best* (S2039)	99%	97%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	96%	87%	93%
• teachers treat students fairly at their school* (S2041)	87%	79%	88%
• they can talk to their teachers about their concerns* (S2042)	84%	74%	83%
• their school takes students' opinions seriously* (S2043)	90%	87%	88%
• student behaviour is well managed at their school* (S2044)	90%	84%	81%
• their school looks for ways to improve* (S2045)	96%	94%	100%
• their school is well maintained* (S2046)	96%	93%	97%
• their school gives them opportunities to do interesting things* (S2047)	93%	89%	89%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 3: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	96%	91%	89%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	95%
• they receive useful feedback about their work at their school (S2071)	93%	95%	95%

Percentage of school staff who agree# that:	2017	2018	2019
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	89%
• student behaviour is well managed at their school (S2074)	96%	87%	67%
• staff are well supported at their school (S2075)	93%	86%	84%
• their school takes staff opinions seriously (S2076)	81%	82%	83%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	94%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## School disciplinary absences

Table 4: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	18	24	37
Long suspensions – 11 to 20 days	0	0	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Learning and Behaviour Statement

At Geebung State School we are committed to excellence in both teaching and learning within a safe, supportive and respectful environment.

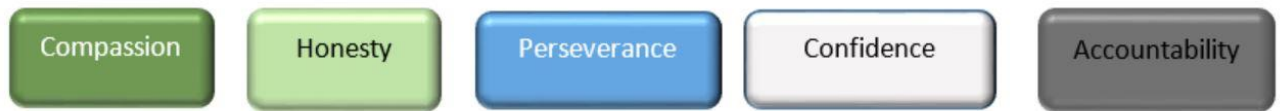
We believe that behaviour is a range of observable actions and mannerisms that are influenced by both the physical environment and school culture. The physical environment of a school is a closed and controllable system that can be observed, planned and maintained to produce consistent behavioural outcomes. We recognise student interaction within the physical environment can be explicitly taught, modelled, practiced and subsequently assessed within a planned teaching and learning process.

Our Student Code of Conduct is the umbrella under which social and emotional learning is identified and explicitly enacted upon to optimise student well-being and academic achievement. The plan outlines strategies for fostering positive behaviour and responding to each student's individual behaviour needs. Shared expectations around exemplary student behaviour are underpinned by our school values and expectations which are embedded within the Australian National *Curriculum Social and Emotional Competencies Framework*.



## Geebung State School Positive Behaviour Framework Overview

**We value:**



**We aspire to:**



**Because:**

Each and every member of our school community believes that each and every child can and will achieve

## **Geebung State School Values:**

The five Key Values are taught, assessed and reflected upon as a whole school. Developing the social and personal competencies of self-awareness, self-regulation, social awareness, relationship skills and social decision making are the primary focus from Prep to Year 6.

### **Students at Geebung State School are expected to:**

- Be Safe
- Be a Learner
- Be Respectful
- Be Responsible

Our school community has identified these four school expectations to teach and promote excellence in responsible behaviour. These have been agreed upon, endorsed by all staff and the P&C and are proudly displayed around the school and in classrooms. The matrix on page 12 elaborates on these expectations which are explicitly taught.



## Whole School Approach to Discipline

Our Student Code of Conduct outlines our systems for facilitating positive behaviours through the:

- Building and sustaining positive relationships with students, parents, caregivers and the broader school community.
- Explicit whole school teaching of the four school expectations and associated behaviours as outlined in the *Geebung State School Positive Behaviour Matrix*.
- Whole school explicit teaching of school based rules through assemblies, newsletters and weekly classroom focus.
- Clearly displaying and following the Geebung State School Behaviour Flowchart and traffic lights system.
- Whole school explicit teaching of the Australian National Curriculum Social and Personal Capabilities through the implementation of the *Friendly Schools Program* and *Play is the Way*.
- Consistent response to all behaviour incidences following the Zones of Regulation.
- Initial stakeholder induction and ongoing education of school based behaviour systems, processes and expectations.
- Communication of ongoing, consistent behaviour expectations to all stakeholders.
- Recognition of school wide positive behaviour excellence with Geebung Flyer Awards and Strong Decision Ticket Awards.

The implementation of specific policies to address:

- The use of property technology devices at school. **Appropriate Use of Mobile Telephones and other Electronic Equipment by Students.**
- Cyber safety Agreement for Students.
- Cyberbullying.
- Procedures for **Preventing and Responding to Incidents of Bullying.**
- Procedures regarding **The Use or Possession of Weapons** including knives and any other items that could be considered a weapon in school.

STAFF STUDENTS PARENTS	All Times/ Learning Areas	Eating Time	Toilets	Pick Up/Drop Off Areas	Walkways/ Verandas/ Port Racks	Covered Areas	Playground/ Oval	Tuckshop/ Uniform Shop	OSHC/ Before School	Excursions/ Incursions	Swimming Pool
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>➤ I know to keep my body to myself.</li> <li>➤ I show self-control.</li> <li>➤ I use and handle equipment appropriately and carefully.</li> <li>➤ I wear appropriate footwear/uniform.</li> <li>➤ I know to report any problems.</li> <li>➤ I sit on chairs with four legs on the floor.</li> <li>➤ I know to be in the right place for the right activity.</li> <li>➤ I follow directions.</li> <li>➤ I ask permission to leave the room.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I follow Playground Duty teacher's directions.</li> <li>➤ I eat my own food without sharing.</li> <li>➤ I walk in lunch area.</li> <li>➤ I wash my hands.</li> <li>➤ I sit down when eating.</li> <li>➤ I know spitting is a health hazard.</li> <li>➤ I know to eat my food and put my rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wash my hands.</li> <li>➤ I know to stay with my buddy during class time.</li> <li>➤ I know to inform the office of unsafe incidents.</li> <li>➤ I know to keep the floor dry.</li> <li>➤ I do what I have to and get out.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay off the road.</li> <li>➤ I use walkways.</li> <li>➤ I line up quietly.</li> <li>➤ I follow teacher instructions.</li> <li>➤ I follow road rules.</li> <li>➤ I look where I am going.</li> <li>➤ I know to keep all of my body inside the bus.</li> <li>➤ I know to always walk to the bus.</li> <li>➤ I know that older children are to be good role models and be responsible for younger children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I always walk.</li> <li>➤ I know to move quickly and safely to classes.</li> <li>➤ I keep to the left.</li> <li>➤ I know to stay off the port racks.</li> <li>➤ I know not to interfere with others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I always walk.</li> <li>➤ I play only games appropriate to the area.</li> <li>➤ I know seats/tables are for sitting on/at not standing or jumping on or over.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay within the school grounds at all times.</li> <li>➤ I play in the appropriate area for my year level.</li> <li>➤ I know to use equipment for intended purposes.</li> <li>➤ I know to participate in school approved games only.</li> <li>➤ I know to see the Teacher on duty if I have any problems.</li> <li>➤ I know to be Sunsmart.</li> <li>➤ I stay out of trees and gardens.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wait patiently</li> <li>➤ I line up and keep my body to myself.</li> <li>➤ I line up between the rails with my feet on the ground.</li> <li>➤ I know to move carefully if I have hot food.</li> <li>➤ I know to place rubbish in the bin.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay in the right areas.</li> <li>➤ I wash my hands before and after eating.</li> <li>➤ I sit while I'm eating</li> <li>➤ I show self-control.</li> <li>➤ I use equipment safely and appropriately.</li> <li>➤ I pack away equipment when asked.</li> <li>➤ I put my bag in the designated area</li> <li>➤ I walk on concrete</li> <li>➤ I am fair to others.</li> <li>➤ I remain seated until the first bell rings.</li> <li>➤ I keep my hands and feet to myself.</li> <li>➤ I stay away on playground equipment before or after school.</li> <li>➤ I may choose to read a book quietly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I stay in the right areas.</li> <li>➤ I sit while I'm eating</li> <li>➤ I show self-control.</li> <li>➤ I use equipment safely and appropriately.</li> <li>➤ I go to the toilet with a buddy.</li> <li>➤ I wash my hands after the toilet</li> <li>➤ I am fair to others.</li> <li>➤ I stay on the pathways.</li> <li>➤ I stay with my group/leader/ helper.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I follow all teacher instructions.</li> <li>➤ I walk on concrete.</li> <li>➤ I use equipment safely.</li> <li>➤ I only dive into the pool when instructed.</li> <li>➤ I know that seats are for sitting on.</li> <li>➤ I follow emergency procedures.</li> </ul>
<b>BE A LEARNER</b>	<ul style="list-style-type: none"> <li>➤ I am prepared.</li> <li>➤ I manage my time.</li> <li>➤ I do my best.</li> <li>➤ I complete all my work.</li> <li>➤ I listen actively.</li> <li>➤ I complete all homework and assignments.</li> <li>➤ I respect others right to learn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can identify healthy foods in my lunch.</li> <li>➤ I recognise foods which are treats.</li> <li>➤ I understand that food gives me energy and helps me with my learning.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am water wise.</li> <li>➤ I know how germs are spread.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am aware of the road rules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand the need for safe, sensible movement around the school.</li> <li>➤ I understand that I need to move quietly around the school during class time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am eager to learn and follow the rules of games.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am eager to learn and follow the rules of games.</li> <li>➤ I always play in my correct area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand the need to sit and eat my food.</li> <li>➤ I need to make healthy choices.</li> <li>➤ I wait for my turn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm ready to participate.</li> <li>➤ I have my books, equipment and lunch on arrival at school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm ready to participate in activities.</li> <li>➤ I use my manners when responding.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I'm ready to try my best.</li> <li>➤ I understand and respect that the pool is a learning area.</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>➤ I use my manners.</li> <li>➤ I use appropriate language.</li> <li>➤ I move in appropriate ways.</li> <li>➤ I wear my school uniform with pride.</li> <li>➤ I respect others right to learn.</li> <li>➤ I respect other people's property.</li> <li>➤ I will speak respectfully to adults and other students.</li> <li>➤ I will answer respectfully to all staff, parents and students when spoken to.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I listen to the person on duty.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I look after the school's property.</li> <li>➤ I keep the area clean and tidy.</li> <li>➤ I recognise other people's privacy.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I sit/stand quietly while waiting for my bus, car or person to collect me.</li> <li>➤ I walk quickly when my transport arrives.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I keep to the left when walking.</li> <li>➤ I walk quickly and in an orderly fashion.</li> <li>➤ I keep out of gardens.</li> <li>➤ I keep my hands in my own space.</li> <li>➤ I use the correct pathways to move to and from the oval.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I keep the area free of any litter.</li> <li>➤ I understand that seats are for sitting.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I respond politely to adults' requests.</li> <li>➤ I speak politely to all students.</li> <li>➤ I share the space.</li> <li>➤ I respect the environments eg. Plants in gardens, wildlife around the school.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I quietly wait in line for my turn.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I listen to the carer.</li> <li>➤ I look after all property.</li> <li>➤ I use nice words when speaking to others.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wait for my turn.</li> <li>➤ I listen to the presenter</li> </ul>	<ul style="list-style-type: none"> <li>➤ I enter the area quietly.</li> <li>➤ I listen to all teacher instructions.</li> <li>➤ I respect other people's privacy.</li> <li>➤ I respect swimming equipment.</li> <li>➤ I quietly wait for my turn.</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>➤ I use self-control.</li> <li>➤ I report any problems</li> <li>➤ I follow directions and instructions.</li> <li>➤ I keep my body to myself.</li> <li>➤ I am on time.</li> <li>➤ I will line up quietly outside the classroom when the second bell rings.</li> <li>➤ Teachers will be at their class rooms by the 2<sup>nd</sup> bell.</li> <li>➤ I am aware of school start times.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I eat my own food.</li> <li>➤ I put my rubbish and scraps in the bin.</li> <li>➤ I clean up any mess I make.</li> <li>➤ I sit in my year level area.</li> <li>➤ I ask for permission to leave the area for a drink or toilet break.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wash my hands.</li> <li>➤ I understand that toilets are not play areas.</li> <li>➤ I report damage or problems.</li> <li>➤ I use the soap, toilet paper and hand towels responsibly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wait in the correct area until the bus comes or I am collected.</li> <li>➤ I am looking for my parents.</li> <li>➤ I remain seated on the bus.</li> <li>➤ I walk to the correct bus, transport or person.</li> <li>➤ I walk my bike/scooter until I am outside the school grounds.</li> <li>➤ I arrive promptly.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I keep my bag closed.</li> <li>➤ I stay away from verandas and port racks at playtime.</li> <li>➤ I use the pathways when walking around the school.</li> <li>➤ As a class, we walk in two straight, quiet lines, walking directly behind the child in front of us.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I move sensibly on the concrete.</li> <li>➤ I play quiet games, e.g. skipping, hopscotch, and colouring-in.</li> <li>➤ I use good sportsmanship in games.</li> <li>➤ I follow the game rules.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I wear a Sunsaf hat, shoes and socks for outside play.</li> <li>➤ I return any equipment at the first bell.</li> <li>➤ I keep the area free of any litter.</li> <li>➤ I understand that dangerous objects must remain on the ground.</li> <li>➤ I play safely.</li> <li>➤ I am a good sport.</li> <li>➤ I report to the adult on duty anything that may cause harm.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I know what I want to buy.</li> <li>➤ I have my money ready to give to the tuckshop workers.</li> <li>➤ I sit and eat my food.</li> <li>➤ I will sit and eat my food that is purchased in the tuckshop area.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I look after my belongings</li> <li>➤ I'm responsible for my own actions</li> <li>➤ I'm helpful to other carers and children.</li> <li>➤ I will hand in my mobile phone to the office on arrival.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I look after my belongings.</li> <li>➤ I'm responsible for my own actions.</li> <li>➤ I'm helpful to others.</li> <li>➤ I keep my hands away from animals, plant or displays unless invited to.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I understand that the change room is not a play area.</li> <li>➤ I look after my belongings.</li> <li>➤ I wear sun safe swimwear.</li> <li>➤ I follow all instructions promptly.</li> </ul>

\*Please note this list is not exhaustive. Other inappropriate behaviours that arise will be addressed.



## Geebung State School Matrix of Expectations

## BEHAVIOUR MANAGEMENT PROCEDURES

Student behaviour is monitored and feedback provided to students using the whole school Zones of Regulation visual flow chart. Students begin each learning session working in the 'green'. Teachers work with students through the 'traffic light' flow chart responding to behaviours to ensure consistency and maintain high behaviour standards. The flow chart is used to determine consistent responses to student behaviour. The zones are there to support students to own their behaviour at any point in time and are explicitly taught during lessons.

### Ready to Learn


I feel calm and focused.

I can follow my class rules


I am in my green Zone

Our Class Rules


- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_




work together



sit in seat



share



whole body listening

MISS BEHAVIOR®


### Reminder


I feel excited and my body is busy/or slow and not ready to go

I might be breaking my class rules


I am in my green / yellow zone

I can try some of these things to get back into my green Zone





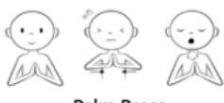
Positive Self Talk



Talk it Out



Get a Drink



Palm Press

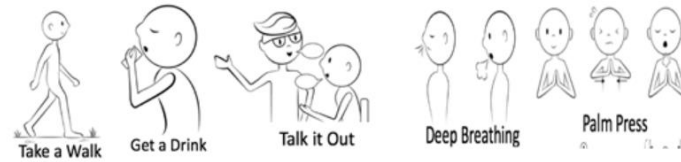


## Choice

I feel excited and my body is busy  
I am breaking my class rules and disrupting my class learning  
I am in my yellow zone



I can try some of these things to get back into my green Zones



## Time away

I feel excited and my body is busy  
I am breaking my class rules and disrupting my class learning  
I am in my orange zone



In the time away area I can try some of these things to get back into my green Zones



## Buddy Class

I feel angry and out of control  
I am unsafe  
I am in my red zone and need to take a break in another space



## TEACHING AND REINFORCING EXPECTED SCHOOL BEHAVIOUR

Formal and informal recognition of positive student behaviour is consistently acknowledged by all staff, in multiple forms, throughout the school year. Recognition of positive behaviour within the classroom is acknowledged through:

- Knowledge of the Geebung State School School-Wide Behaviour Expectations Matrix, flowchart and Zones of Regulation by all stakeholders.
- Individual class reward systems.
- Class Awards presently weekly at assembly (selected by classroom teacher).
- Afternoon Tea with the Principal – one student nominated by class teacher or the student of the week.
- Weekly '*Strong Decision*' tickets for exemplary behaviour both inside and outside the classroom. These tickets are placed into a classroom box for assembly. A random draw of five tickets each week is made by student leaders with a tuckshop voucher to the value of \$2 presented to the winning students. Points are tallied and weekly totals are posted for Sports Houses (Bribie, Stradbroke, Moreton)
- Geebung Flyer Award.
- Principal's Attendance Award (95% or above at the end of year).
- The Years 4-6 Awards Assembly at the end of the year recognises student's positive academic achievement and social behaviours throughout the year.

### Whole School Awards

Level	Student Requirements	Awarded	Responsibility
Strong Decision Awards	Displaying exemplary school and classroom behaviour in a specific context.	Weekly Assembly (Random draw) <i>House Points totalled and winners acknowledged</i>	All school staff.
Principal's Attendance Award	95% attendance or higher for the entire year	Annual – end of year certificate	Principal and Deputy Principal
<b>Geebung Flyer Awards</b> This award reflects the Geebung Flyer values – Be Safe, Be a Learner, Be Respectful and Be Responsible.  <b>Gold Status</b> – student attains all three criteria for the term  <b>Silver Status</b> – student attains numbers 2 and 3 criteria	3 Criteria: <ol style="list-style-type: none"> <li>1. Nil referrals to RTC</li> <li>2. Uniform – follows uniform guidelines</li> <li>3. B or above using the Effort and Behaviour Criteria</li> </ol>	Each Term there are Reward Events. Students who attain Gold Status receive a Gold Certificate and are invited to attend the Reward Event.  Silver Status receive a Silver Certificate.	Principal, Deputy Principal and Class Teachers.

### 1. Nil referrals to RTC

Any student who has zero referrals to the Reflective Thinking Classroom will qualify for Criteria 1.

### 2. Follows Uniform Guidelines

Every two weeks the Principal and Deputy Principal will conduct a uniform audit. The day for the audit will be randomly chosen. There will be a total of 5 audits per term. A student who receives 5 ticks from 5 audits will have met the Criteria 2.

### 3. Effort and Behaviour Criteria

Teachers will make an on balance judgement of each student's **effort in class and overall behaviour** at the end of each term. Any student who receives an A or B for effort and behaviour from the criteria below will have qualified to attain Criteria 3.

#### Effort

A	In lessons, {Name}'s effort is of a very high standard. {She,He} is a learner who consistently tries {her,his} best.
B	In lessons, {Name}'s effort is of a high standard. {She, He} is a learner who tries {her, his} best.
C	In lessons, {Name}'s effort is satisfactory. {She, He} takes responsibility for {her, his} learning and independently attempts tasks.
D	In lessons, {Name}'s effort is developing but lacks consistency. {She, He} attempts some learning tasks with support.
E	In lessons, {Name}'s effort is inconsistent and {she, he} requires significant teacher support.

#### Behaviour

A	{Name} conscientiously and consistently follows the school expectations of being a learner, being safe, being respectful and being responsible.
B	{Name} consistently follows the school expectations of being a learner, being safe, being respectful and being responsible.
C	{Name} follows the school expectations of being a learner, being safe, being respectful and being responsible.
D	{Name} requires guidance to follow the school expectations of being a learner, being safe, being respectful and being responsible.
E	{Name} requires significant support to follow the school expectations of being a learner, being safe, being respectful and being responsible.



**Hi Five Strategy – A tool for students to proactively use to guide them through dealing with unwanted interactions with others.**



#### **RESPONSIBILITIES FOR HANDLING MAJOR AND MINOR BEHAVIOURS**

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

- **Minor** behaviour incidents are handled by staff members at the time it happens using the Geebung State School behaviour flowchart and ..... . Staff may provide a rule reminder. If behaviour continues, staff will assist students to reflect and regulate their behaviour. If additional repeated minor behaviour continues, staff can make a referral to the RTC. The referring teacher is responsible for logging of the student behaviour incident information on One School in a timely manner. The classroom teacher, or administration (in cases determined by the administration as appropriate), will make contact with parents/caregivers. **Concerning behaviours should be referred to the Student Support Services Team (SSST) by the classroom teacher.**
- **Major** behaviour incidents are referred directly to the school Administration Team.

*Teachers are expected to contact parents in relation to ongoing minor or major inappropriate behaviours in the classroom or playground soon after the event. Staff members are to record on One School and refer to Principal and Deputy Principal, the details of any behaviour incident and contact with parents.*

#### **Minor Behaviours are those that:**

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

**Major Behaviours are those that:**

- are major breaches of school expectations
- significantly violate the rights of others
- puts others/self at risk or harm
- require the involvement of school administration

**Major behaviours** result in an immediate referral to school Administration because of their seriousness. The staff member should ensure the safety of themselves and other students in the immediate area. A staff member should then phone the office and request support from the Administration Team. The staff member who initially responded to the event must ensure the student's behaviour is recorded on One School and referred to the Principal and Deputy Principal.

**Unacceptable behaviours will result in consequences:****AND/OR**

- Parent Contact
- Referral to Guidance Officer
- Referral to specialist behaviour services
- Suspension from school
- Behaviour improvement conditions

**AND/OR**

- Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence.

**ENSURING CONSISTENT RESPONSES TO INAPPROPRIATE BEHAVIOUR**

Staff members at Geebung State School are authorised to issue consequences for behaviour incidents and are supported with ongoing appropriate training and professional development. Through ongoing training we work to ensure consistent responses to behaviour incidents across the school. Students also receive training about how to respond when other students display inappropriate behaviour.

**STUDENT DISCIPLINARY ABSENCES**

Student disciplinary absences (suspension – Internal or External – and exclusion) may be considered:

- In the event of a serious behaviour incident **OR**
- After consideration has been given to all other responses

## **Consideration of Individual Circumstances**

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the

use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers, deputy principal and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

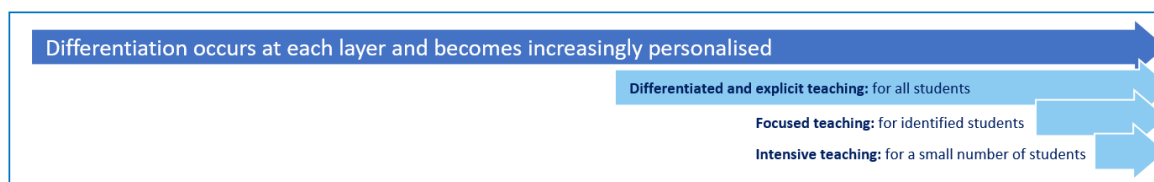
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Deputy Principal or Principal to discuss the matter.

## Differentiated and Explicit Teaching

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

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

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



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

Every classroom in our school uses the Geebung State School Expectations Matrix outlined above as a basis for developing consistent 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.

## Focused Teaching

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

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

School inclusion teachers work collaboratively with class teachers at Geebung State School to provide focused teaching. Focused teaching is aligned to the behaviour Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Geebung State School has invested in inclusion teachers, a school chaplain and a guidance officer to work alongside classroom teachers to deliver focused teaching to students who need more support to meet expectations. In addition to these support staff, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Play is the Way
- Zones of Regulation
- Shared Concern Method
- Friendly Schools Program
- Functional Based Assessment

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

## Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues. These students will be referred to the school's Student Support Services Team after consultation with the parents for a holistic approach to support.

Students who require intensive teaching will be assigned an individual case manager at the school that will oversee the coordination of their individual behaviour support plan, communicate with stakeholders and directly consult with the student. This may be the classroom teacher, inclusion teacher, Deputy Principal or Principal. Students who require intensive behaviour support will be referred to the Metropolitan Behaviour Support Services Team after consultation with parents.

# Legislative Delegations

## Legislation

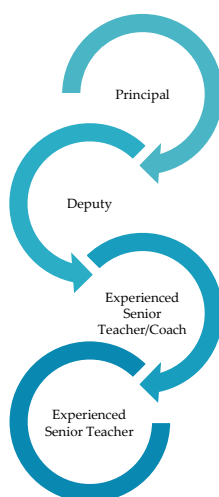
- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General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

## Delegations

### **Charge of State instructional institution in temporary absence of principal** *Education (General Provisions) Regulation 2017, s.8(b)*

#### **Record of appointment**

The principal of Geebung State School nominates our deputy principal to be in charge of Geebung State School in my absence, to assume all functions and responsibilities of the principal during the principal's absence. In the absence of both principal and deputy principal a senior teacher will be nominated to assume the responsibilities and duties of the principal.



## Disciplinary Consequences

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

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

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

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

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## School Policies

Geebung 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 (Mandated)
- Use of mobile phones and other devices by student (Mandated)
- Preventing and responding to bullying (Mandated)
- Appropriate use of social media (Mandated)

## 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 Geebung 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 Geebung 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 Geebung 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 Geebung 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 Geebung 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 Geebung 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, Geebung 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.

### Responsibilities

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

It is **acceptable** for students at Geebung State School to:

- use devices 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 device

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

- use a mobile phone during school hours (9-3)
- use a device in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use devices 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 Geebung 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

Geebung State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. Students actively participate in direct instruction lessons from the 'Play is the Way' program. Zones of regulation is used



to understand why we feel the way we do. All students complete tasks in their Well Being Journal to practice social and emotional regulation.

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.

At Geebung State School:

**1. Leadership**

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

**2. Inclusion**

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

**3. Student voice**

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

**4. Partnerships**

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

**5. Support**

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

## **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:

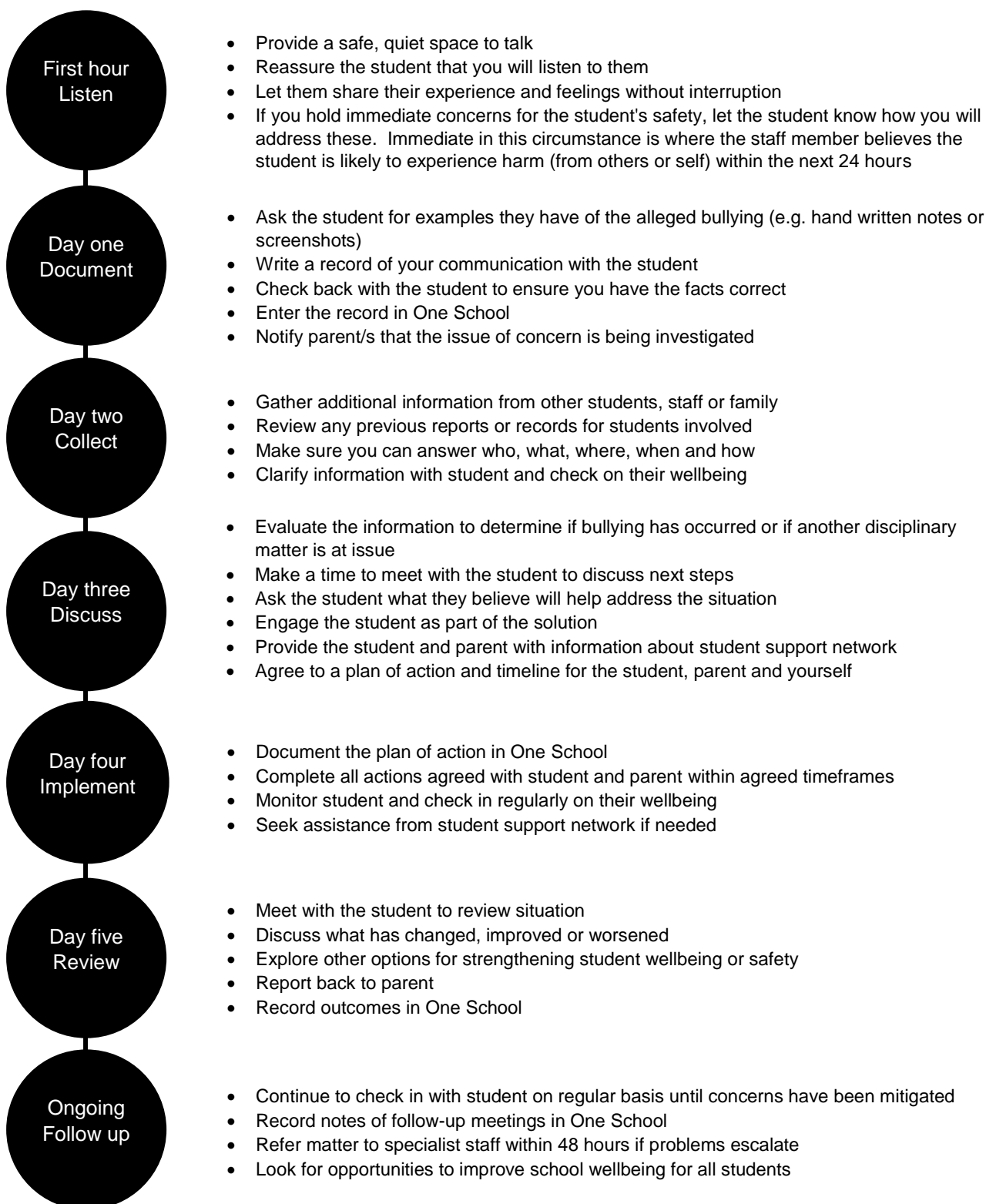
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Geebung State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Geebung State School - Bullying response flowchart for teachers

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



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

Prep to Year 6 – Class teacher

Principal and Deputy Principal – 07 3623 8777

## Cyberbullying

Cyberbullying is treated at Geebung 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. The principal and deputy can also be contacted directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Geebung State School may face in-school disciplinary action, such as RTC (Responsible Thinking Classroom) 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 deputy principal.

# Geebung State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

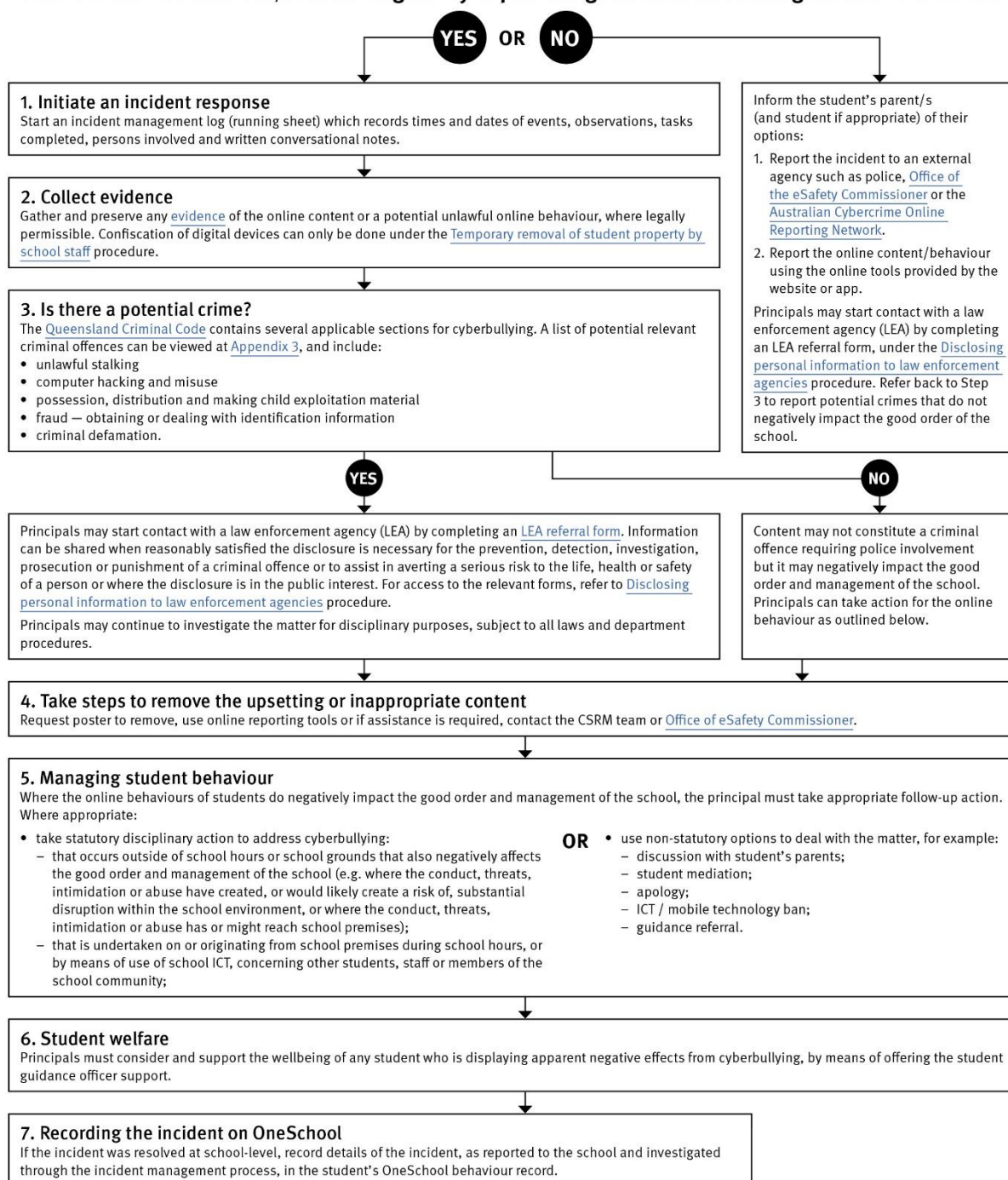
### Explicit images

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

### Report

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

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





## Cyber safety 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

Geebung 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, including the principal, deputy principal, their classroom teacher, inclusion teachers and school guidance officer. 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 Geebung 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 justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



# Geebung State School



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Each and every member of our school community, believes that each and every child can and will achieve.

## Geebung State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Geebung State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

## Geebung State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Geebung State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

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.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date



# Restrictive Practices

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.

State School staff have a non-delegable duty of care to take responsible action to prevent the risk of foreseeable harm to students themselves and other persons.

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

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

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

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

Generally the restrictive practices permitted under this procedure must only be used where

- a. The restrictive practice is reasonable in all the circumstances, and
- b. There is no less restrictive (most inclusive) measure available to respond to the behaviour in the circumstances.
- c. Restrictive practices are the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person.
- d. Restrictive practices include:-
- e. Seclusion
- f. Containment
- g. Physical Restraints
- h. Mechanical Restraint
- i. Clinical Holding
- j. Chemical Restraint

**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.

Seclusion occurs:

- when the student is taken and put in a room or area that they are unable to leave or believe they cannot leave;
- if there is no adult in the room or area with the student who is secluded;
- when staff are observing the student from outside of the room or area;
- if the student is only able to leave the room or area when staff permit them to do so

**Containment** is a planned restrictive practice that involves a single student being in a room or area for the purpose of engaging in learning. The room is secured by a fob or similar system and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area at any time.

Containment occurs:

- as a planned approach for supporting an individual student;
- when the student spends all or some of their school day in the room as outlined in their Individual Student Safety Plan which parent/s will be asked to sign (short term only);
- when there is at least one staff member in the room with the student at all times;
- when staff who are with the student have access to a fob or similar system which enables everyone to exit the room in an emergency;
- when the student is only able to leave the room if staff enable them to do so.

**Physical restraint** means the use of physical force to prevent, restrict or subdue movement of a student's body or part of their body. Physical restraint is implemented to prevent the risk of foreseeable harm to the student themselves and other people.

Physical restraint will only be implemented when:

- A dynamic situation when despite attempts by school staff to respond to and de-escalate the behaviour, there continues to be foreseeable risk of harm to the student themselves or others.

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

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

There are some students who have a pattern of behaviour that presents foreseeable harm to themselves or others. In circumstances where there is foreseeable risk presented by a particular behaviour of a student, the principal and school staff might plan for the use of physical restraint.

**Mechanical restraint** is the restraint of a student by application of a device to the student's body or limb of the student to restrict the student's movement.

Mechanical restraint is implemented to respond to:

- serious repetitive behaviours of self-injury, that causes foreseeable harm to the student;
- Self-injury that occurs as the result of a phenotype behaviour associated with a known condition e.g. Retts Syndrome.

Mechanical restraint will always be planned in advance and detailed in the student's ISSP, the device used will be prescribed to respond to a specific behaviour and parents will be consulted as part of the plan.

**Clinical holding** is a planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.

Clinical holding occurs in very rare circumstances and is used to provide necessary care to a student who has additional and complex healthcare needs.

Clinical holding is always planned in advance and a lot of information will be gathered to help inform the decision that it is necessary to use clinical holding. Sometimes planned clinical holding is only

required for a short period of time, e.g. to provide essential healthcare to a student who is recovering following surgery who is well enough to return to school.

School staff who undertake clinical holding will be provided with specialist training from a suitably qualified health professional or specialist training provider. The trained school staff will adhere to a plan that explains why clinical holding is used, how it will be used and the specific circumstances in which clinical holding will occur. So far as possible and when safe to do so, the use of clinical holding will be reduced over time with the aim to be ceased.

Clinical holding **is not to be used** to provide routine non-essential healthcare to students who are unwilling to cooperate with the task or who refuse to consent to a routine non-essential medical treatment, this includes the provision of routine immunisations on school premises.

**Chemical restraint** is the use of medication to control or subdue a student's behaviour. Chemical restraint is prohibited in all state schools, including special schools.

**Seclusion and physical restraint should not be used to respond to:**

- a. 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
- b. 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
- c. verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- d. property destruction caused by the student unless the property destruction is placing any person at a risk of harm

**After the use of a restrictive practice:**

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. See Focused Review facilitator checklist and report record

At times, other interventions may be utilised to support students to manage their behaviour. In an effort to empower students to understand their own behaviours, and when/how they can re-join their class when feeling regulated and ready to be a learner.

**Time-out**

Time-out is a planned behaviour intervention. It is a behaviour strategy in which a student is taken from an activity and placed in a different, less-rewarding situation or setting whenever they engage in undesirable or inappropriate behaviour(s), the student is accompanied throughout the application of time out.

Time out occurs:

- as a planned behaviour intervention strategy;
- in the classroom or another area where the student is unable to engage in the reinforcement that is causing their behaviour;
- at the direction of the teacher;
- when the student is under the supervision of the teacher and is never left alone throughout the implementation of the strategy;
- for the shortest possible time.

**Time-in**

Time-in is a planned behaviour intervention. It is a behaviour strategy in which a student has the ability to recharge and re-set themselves within the classroom. This is often at a desk in the room.

space or in a reading corner. It can be teacher-directed or student-selected, and is usually only for a few minutes. It is not a punishment and is not a place to complete class work or a task. It may involve a reflection of what made the student behaviour unsettled and if they are ready to return to being a learner.

### **Self-directed time**

Self-directed time is sometimes called time away, chill out time or cooling off period. It is an informal behaviour support strategy that may be used as part of a planned behaviour support response. Self-directed time enables students to leave a stressful situation for supervised time alone and is often used to prevent escalation of behaviour.

Self-directed time occurs when the student:

- recognises a situation may increase stress to them or lead to an escalation in their behaviour;
- requests permission to use self-directed time away from the classroom;
- leaves the classroom or educational activity without prompting or support;
- goes to a prearranged room or area e.g. a garden, quiet space, lounge room;
- is monitored at all times while they are having self-directed time;
- chooses to return to the classroom or educational activity as soon as they feel able to do so.

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

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

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

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

Geebung State School Parent Handbook  
Whole school reward system  
Zones of Regulation  
Shared Concern  
High 5  
Uniform policy  
School Support Team – referral process  
Behaviour Matrix – A3 laminated poster for every classroom  
Met North Behaviour Support Services Referral Process  
Whole School Approach to Student Wellness  
IBMP – Individual Behaviour Management Plan