



Sarina State School



Student Code of Conduct 2021-2024



Purpose

Sarina State School is a positive learning school environment, which strives to provide students with the opportunity to engage in quality learning experiences and acquire values supportive of being a lifelong learner. The Student Code of Conduct is designed to establish high standards of behaviour support, quality teaching and learning so that students are enabled to participate positively within our school community. It aligns with our school's motto, 'Aim High'.

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Endorsement

Principal Name:	Samantha Moore
Principal Signature:	
Date:	27/11/20
P/C President and-or School Council Chair Name:	Deborah Price
P/C President and-or School Council Chair Signature:	
Date:	27/11/2020

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Principal's Foreword

Introduction

Sarina State School has served the local district since 1897, and until 1965 was a Prep-12 campus, then splitting to form its partner school, Sarina State High School.

The School and Parent Community have worked in partnership since 2017 to implement Positive behaviours for Learning (PBL). This has seen a transformation in how parents, teachers and school leaders work together with a focus on building the capability of the child to make positive choices and receive rewards and incentives as an encouragement, and for some, intensive support if required.

We are very proud of the journey we are on as a school community for our students. Considering their diverse needs, we believe this document reflects the commitment to consider all circumstances and the desired outcome as a part of the schools decision-making framework.

Sam Moore
Principal

P&C Statement of Support

As President of the Sarina State School P&C Committee, I support the new Student Code of Conduct and the inclusive, transparent consultation process led by Mr Toalua Tuigamala and the dedicated teaching team. Parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Sarina State School Student Code of Conduct, to align the behaviour expectations of the school to community expectations and means everyone shares an understanding of what is expected.

Sarina State School is committed to ensuring it is a nurturing and disciplined environment where all students can learn, achieve and reach their full potential. The PBL framework promotes positive behaviour across the school and helps develop safe and supportive learning environments for the staff and students.

We advise all parents to familiarise themselves with the Sarina State School Student Code of Conduct, and to take the time to talk with their children about the expectations and rules of the school. A proactive approach will build strong positive connections between home and school, this helps the children thrive and enrich the learning environment of the school for success.

Any parents who wish to discuss the Sarina State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students, are welcome to join the Sarina State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported.

Deb Price
President
Sarina State School P&C Association. 2020.

Data Overview

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 tables 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 each 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 in all families and a sample of students from each state 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 student 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

The below data will present findings from a variety of community members. Please keep in mind, that the data fluctuates based on those who complete the survey which can be found to be not fully reliable.

School Opinion Survey

Parent/ Caregivers Opinion Survey

Performance measure			
Percentage of parents/caregivers who agree that:	2017	2018	2019
their child is getting a good education at school (S2016)	96%	100%	97.7%
this is a good school (S2035)	96%	100%	97.7%
their child likes being at this school (S2001)	96%	95.8%	97.7%
their child feels safe at this school (S2002)	92%	91.7%	97.7%
their child's learning needs are being met at this school (S2003)	88%	95.8%	100%
their child is making good progress at this school (S2004)	92%	95.8%	97.7%
teachers at this school expect their child to do his or her best (S2005)	96%	100%	97.7%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	100%	97.7%
teachers at this school motivate their child to learn (S2007)	100%	91.7%	97.7%
teachers at this school treat students fairly (S2008)	92%	95.8%	90.9%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	100%
this school works with them to support their child's learning (S2010)	96%	100%	97.7%
this school takes parents' opinions seriously (S2011)	88%	90.5%	97.7%
student behaviour is well managed at this school (S2012)	79.2%	95.8%	92.9%
this school looks for ways to improve (S2013)	95.8%	91.3%	97.6%
this school is well maintained (S2014)	96%	91.7%	100%

Student Opinion Survey

Performance measure			
Percentage of students who agree that:	2017	2018	2019
they are getting a good education at school (S2048)	100%	97.5%	93.4%
they like being at their school (S2036)	96.5%	94.9%	88.8%
they feel safe at their school (S2037)	98.3%	87.2%	88.8%
their teachers motivate them to learn (S2038)	98.3%	97.4%	94.2%
their teachers expect them to do their best (S2039)	100%	100%	97.1%
their teachers provide them with useful feedback about their school work (S2040)	96.5%	94.9%	93.5%
teachers treat students fairly at their school (S2041)	93%	94.9%	89.4%
they can talk to their teachers about their concerns (S2042)	90.9%	94.9%	85.7%
their school takes students' opinions seriously (S2043)	86.2%	90.9%	82.1%
student behaviour is well managed at their school (S2044)	93.1%	90.0%	88.3%
their school looks for ways to improve (S2045)	98.3%	100%	94.4%
their school is well maintained (S2046)	96.5%	97.4%	94.3%
their school gives them opportunities to do interesting things (S2047)	96.5%	97.4%	87.5%

Staff Opinion Survey

Performance measure			
Percentage of school staff who agree that:	2017	2018	2019
they enjoy working at their school (S2069)	97.2%	96.8%	94.9%
they feel that their school is a safe place in which to work (S2070)	91.7%	96.8%	94.9%
they receive useful feedback about their work at their school (S2071)	80.6%	76.7%	89.7%
their school has an inclusive culture where diversity is valued and respected (S3202)	94.35	90.3%	86.5%
students are encouraged to do their best at their school (S2072)	97.1%	100%	100%
students are treated fairly at their school (S2073)	88.6%	90.0%	97.4%
student behaviour is well managed at their school (S2074)	80.0%	80.6%	89.7%
staff are well supported at their school (S2075)	85.7%	90.3%	84.6%
their school takes staff opinions seriously (S2076)	76.5%	83.9%	84.2%
their school looks for ways to improve (S2077)	91.7%	100%	92.3%
their school is well maintained (S2078)	94.4%	96.8%	97.4%
their school gives them opportunities to do interesting things (S2079)	80.0%	87.1%	87.2%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SARINA STATE SCHOOL DISCIPLINARY ABSENCES				
Type	2017	2018	2019	2020
Short Suspension – 1 to 10 days	46	28	27	16
Long Suspension – 11-20 days	0	1	1	1
Charge-related Suspensions	0	0	0	0
Exclusions	0	0	0	0

Consultation

Sarina State School developed this plan in collaboration with our school community. Consultation with parents, staff and students was undertaken through meetings held during November 2020.

In the first stage, a committed team of administrators and teaching staff worked together to review the current Responsible Behaviour Plan for students in which they outlined the changes needed to develop the *Student Code of Conduct 2021-2024*. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2017-2020 also informed the development process.

In the second phase, we will engage students, parents, staff and the wider community in a review in Term 4. We have analysed the data from the 2020 School Opinion Survey that utilised feedback from parents, students and staff that informed our next steps. Staff identified areas of development and planned, created and reviewed specific sections in the *Student Code of Conduct* during Semester 1. This Semester focussed on including the wider community.

A resulting draft *Student Code of Conduct 2021-2024* will be prepared and distributed for consultation within the school community during Semester 2, 2020. The Sarina State School P&C Association will be integral in reviewing and endorsing *Sarina State School Student Code of Conduct 2021-2024*.

Sarina State School has planned to support staff, students, parents and the Sarina community with the implementation of the *Sarina State School Student Code of Conduct 2021-2024*. This will include parent information evenings, use of the school website, newsletter, social media platforms and email communication. Any families who require assistance to access a copy of the *Sarina State School Student Code of Conduct*, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The *Sarina State School Student Code of Conduct* will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle, scheduled to occur through 2024.

Learning and Behaviour Statement

All areas of Sarina State School are learning and teaching environments. We consider behaviour management to be a skill for valuable social learning as well as a means for maximizing the success of academic education programs.

The *Student Code of Conduct* outlines systems for facilitating positive behaviours, as well as preventing and responding to inappropriate and unacceptable behaviours. Our school plan ensures that shared expectations of positive students' behaviour are clear to everyone, creating and maintaining a positive and productive learning and teaching environment where all school community members have a clear and consistent understanding of their rights and responsibilities.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

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

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in *Education Queensland's Code of School Behaviour*.

Considerations of Individual Circumstances

When implementing any strategies to support student behaviour, whether whole school, targeted or intensive behaviour support or applying any consequence, the Principal and teachers will take into account individual factors, such as:

- Age of student
- Previous behaviour record
- Severity of incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse
- The student's cultural background, emotional state and/or level of impairment
- Disability
- Child's living arrangements and available parental supervision
- Complex needs of the individual

We recognise the right of all students to express their opinions in an appropriate manner and at the appropriate time, and to work and learn in a safe environment regardless of their age, gender, cultural background, socio-economic situation and/or impairment. When rules have been broken or a breach of the Student Code of Conduct occurs, a range of fair and equitable consequences will be applied, ranging from the least to most intrusive. Taking into account individual student circumstances and the needs and rights of the school community when applying consequences, ensures that our practices align with the Code of School Behaviour.

Student Wellbeing and Support Network

Sarina State School offers a range of services and specifically targeted programs to support the wellbeing of students in our school. We encourage parents and students to speak with their Classroom Teacher or make an appointment to meet with the Guidance Officer, Indigenous Liaison Officer or School Chaplain if they would like individual advice about accessing particular services. See the [Parents Concerns Flowchart](#) for more guidance to resolving potential issues.

The link between learning and wellbeing is a given. Students learn best when their wellbeing is optimal, 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.

Sarina State School is fortunate to offer access to a Special Education Unit (S.E.U.). Within this area, students obtain personalised opportunities and programs to develop their academic, emotional, and social wellbeing, throughout intervals in their regular school day. The selected staff involved in the S.E.U. have various training and experiences specifically aligned to their students' needs, like using Picture Exchange Communication System (P.E.C.S.) and engaging with a sensory room.

Curriculum and Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-10 curriculum, assessment and reporting framework.

Sarina State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Sarina State School, we provide age-appropriate social and emotional education that reinforces the public health and safety messages of engagement, respect, responsibility, and safety. The Positive Behaviour for Learning program (P.B.L.) teaches students to be learners who are engaged, respectful, responsible and safe. Teachers use class time to educate and discuss these aspects for classroom, whole-school and social environments.

Policy Expectations

Within a school community, there are specific health and wellbeing issues that will arise for the whole school, specific students, or in certain circumstances.

Specialised health needs

Sarina State School works closely with parents and carers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

Support for specialised health needs includes health plans developed and followed, staff awareness of student's medical condition, and the necessary number of staff training to support students health conditions (First Aid, Defibrillator, Anaphylaxis and Midazolam training).

Medications

Sarina State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a Request to Administer Medication at School form signed by the prescribing health practitioner.

Sarina State School maintains an adrenaline auto-injector in the school's campus first aid kit, and asthma reliever (Ventolin) puffers in each building, to provide emergency first aid medication if required. Each classroom also has their own supply of Band-Aids and ice packs for minor incidents.

Mental health

Sarina State School implements early intervention measures and treatments from current partnerships with agencies in Mackay to work on campus as required for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan. Students with de-escalation plans are designated a case-manager (school leadership-team member).

Social and emotional health

Sarina State School has developed a range of activities and support for students who may require social and/or emotional health throughout their time at school. The School Chaplain and Indigenous Liaison Officer is available on specific days, and conducts classroom visits, for student support.

Throughout the school are a number of bright yellow benches, labelled as 'Buddy Bench'. These strategically placed seats are designed for students who wish to obtain a friend at playtime, without feeling the social awkwardness of asking "someone to play".

As play times can be a hectic and overwhelming environment for some students, Sarina State School have developed multiple practices and activities for students to enjoy throughout each week. These include age specific areas (junior/senior playgrounds), a 'playroom' for science and technology activities, and the library for reading and fine motor activities, chess club and the school Chaplain.

Networks of Student Support

Students at Sarina State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support on campus, by:

- Parents
- Teachers
- Support Staff
- Administration Staff
- Guidance Officer
- Advisory visiting teachers
- Mudth Nyleta
- School Chaplain
- Indigenous Liaison Officer

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

- Disabilities services Queensland
- Child and youth mental health
- Queensland health
- Department of communities (child safety services)
- Police
- Local council
- Positive Learning Centre Staff (located at Victoria Park State School)
- Sarina Youth Centre
- Mudth Nyleta (Aboriginal and Torres Strait Islander students)

Whole School Approach to Discipline

Sarina State School uses the philosophies that underpin the Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. PBL is a whole-school approach that has been implemented across the school. The implementation begun in 2017 and has now been fully integrated.

PBL is a key statewide initiative aimed at improving academic, behaviour and wellbeing for all students. PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes; and
- provide relevant teaching and behaviour strategies that are linked to current research; and
- provide staff with current school and classroom improvement practices.

We believe that the foundation of positive school behaviour is respectful relationships, effective teaching as well as inclusive and engaging learning opportunities. To establish and maintain an excellent reputation, we expect every member of our school community to understand their role in positively supporting the educational process and consistently modelling high expectations themselves. To promote our standards of positive behaviour we communicate our expectations to all students. At Sarina State School, we emphasise the importance of parents and teachers, directly teaching students the behaviours we want them to demonstrate. Our plan also strives to identify, promote and reward positive behaviour as a reinforcement of our goals and expectations.

The *Student Code of Conduct* is a great way to explain the PBL framework with the school community and parents. We hope that from the implementation of the *Student Code of Conduct*, all community members will have developed a better understanding of Sarina State School's approach for discipline. PBL expectations are not only implemented at school, we believe that a whole school approach would include the participation of parents and the community. Our staff develop fortnightly PBL updates for our school community and provide opportunities for parents to practise and implement targeted behaviour expectations at home. This provides a consistent approach that sets a clear understanding of student discipline.

Any student or parents who would like to know more about the *Student Code of Conduct* or the PBL framework are encouraged to speak to their classroom teacher or request a meeting with the Principal or Deputy Principal for further clarification.

PBL Expectations

Our staff is committed to delivering high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being a learner, being safe, being responsible and being respectful.

Below is the Whole School Behaviour Matrix for Students that outlines our expectations of the school rules.

	AT ALL TIMES, IN ALL AREAS	LEARNING AREAS	PLAYGROUND	EATING AREAS/TUCKSHOP	MOVEMENT AROUND SCHOOL GROUNDS	TOILETS	BEFORE AND AFTER SCHOOL
BE RESPECTFUL	<ul style="list-style-type: none"> □ Respect your own & others' personal space and property □ Use polite language & good manners □ Wear school uniform appropriately 	<ul style="list-style-type: none"> □ Raise your hand to speak □ Knock on classroom door then enter quietly □ Treat equipment in learning areas appropriately 	<ul style="list-style-type: none"> □ Participate in school approved games □ Take turns & wait patiently □ Respect & return borrowed equipment 	<ul style="list-style-type: none"> □ Eat your own lunch □ Talk in a quiet voice <p>Tuckshop:</p> <ul style="list-style-type: none"> · Line up quietly · Wait your turn 	<ul style="list-style-type: none"> □ Keep passage ways clear □ Walk quietly & orderly/ in two lines 	<ul style="list-style-type: none"> □ Respect privacy of others □ Respect school property (toilet doors, paper hand towel, toilet seats) □ Use the appropriate toilet 	<ul style="list-style-type: none"> □ Line up in designated area & talk quietly □ Wait your turn
BE RESPONSIBLE	<ul style="list-style-type: none"> □ Right place, right time, right equipment □ Follow instructions immediately □ Keep our school clean of graffiti & rubbish □ Use drinking taps appropriately □ Keep toys & sports equipment at home 	<ul style="list-style-type: none"> □ Complete set tasks to the best of your ability □ Take an active role in classroom activities □ Ask permission to leave the classroom 	<ul style="list-style-type: none"> □ Use the High 5 strategy □ Report issues to the staff member on duty immediately □ Go to toilets at first bell □ Return to class promptly 	<ul style="list-style-type: none"> □ Eat healthy food first □ Put rubbish in the bins at the appropriate time □ Leave food containers in the appropriate place <p>Tuckshop:</p> <ul style="list-style-type: none"> · Only buy food for yourself 	<ul style="list-style-type: none"> □ Keep to the left □ Place bags in appropriate area □ Walk on pathways only 	<ul style="list-style-type: none"> □ Use toilets before school & during breaks □ Use bins provided for rubbish □ Report issues to the staff member on duty immediately 	<ul style="list-style-type: none"> □ Arrive/depart from school in an appropriate manner □ Follow all bus rules □ Keep your belongings nearby □ Eat at the right time & place
BE SAFE	<ul style="list-style-type: none"> □ Use equipment appropriately □ Keep all body parts to yourself □ Wait in line patiently 	<ul style="list-style-type: none"> □ Move appropriately □ Sit appropriately in the classroom 	<ul style="list-style-type: none"> □ Play fairly – take turns, invite others to join in & follow rules □ Use playground equipment in a safe and sensible manner □ Be sun safe 	<ul style="list-style-type: none"> □ Remain seated whilst eating □ Eat your own food only (no sharing) 	<ul style="list-style-type: none"> □ Use stairs & handrails appropriately □ Carry items safely 	<ul style="list-style-type: none"> □ Walk □ Sit on toilet seat □ Wash hands 	<ul style="list-style-type: none"> □ On the bus - stay in your seat & sit still □ Walk bike/scooter in school grounds □ Use road crossings & obey the traffic lights
BE A LEARNER	<ul style="list-style-type: none"> □ Listen to & follow all instructions □ Complete set tasks to the best of your ability □ Work quietly □ Active listening & learning 	<ul style="list-style-type: none"> □ Follow classroom rules & routines □ Hand in assignments & homework on time 	<ul style="list-style-type: none"> □ Talk quietly near classrooms □ Return to class promptly 	<ul style="list-style-type: none"> □ Wait to be dismissed by staff member <p>Tuckshop:</p> <ul style="list-style-type: none"> □ Have money ready for purchase □ Know what you want to buy before getting to the window 			<ul style="list-style-type: none"> □ Follow directions of bus driver □ Know how you are getting to & from school

PBL Expectations of the school community are as follow:

- conduct themselves in an ethical, lawful, safe and responsible manner that respects the rights' of others;
- demonstrate respect for themselves and others;
- cooperate with staff and others in authority;
- participate in the school's educational program; and
- recognise that every child has a right to their education program.

Expectations of parents are as follow:

- show an active interest in your child's education and progress;
- cooperate with the school in order to improve educational outcomes;
- support staff in maintaining a safe and supportive learning environment for all students;
- initiate and maintain effective communication with teachers and school regarding their child's learning, wellbeing and behaviour; and
- contribute effectively to their child's behaviour support plans.

Staff of Sarina State School will:

- provide a safe and supportive learning environment;
- provide an inclusive and differentiated curriculum and teaching experience;
- initiate and maintain effective communication with parents fostering positive relationships that benefits the child;
- fostering positive relationships with all students;
- communicate high expectations for all students learning achievements and behaviour; and
- review and monitor school policies and effectively implement each expectation with fidelity.

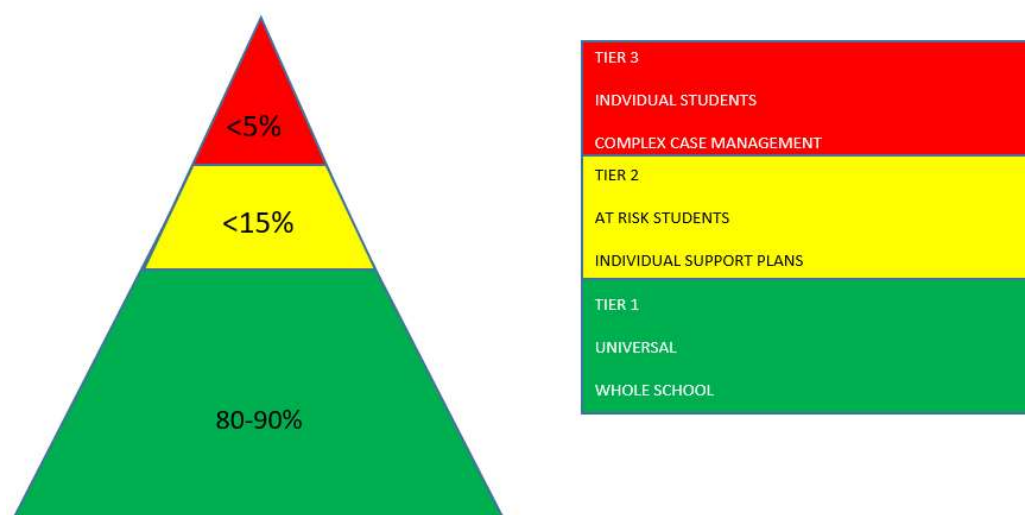
Sarina State School recognises the importance of working together with the whole school community to implement and maintain the *Student Code of Conduct* effectively. With consistent and clear understanding, we will continue to hold high expectations for behaviour and provide a positive learning experience for all students.

Differentiated and Explicit Teaching

At Sarina State School, we take a differentiated approach when responding to all student learning and behaviour needs. We continue to explicitly teach all students behaviour expectations and provide students with the opportunity to practise these expected behaviours. Our staff are committed to reinforcing behaviour expectations, provide feedback and corrections, and allow opportunities to practise expected behaviours.

The diagram below provides an explicit outline of our differentiated approach when responding to student behaviours. The differentiated diagram explains the main strategies and resources used. Tier 1 is a whole school approach for all students at the school. Tier 2 identifies students who require extra support to maintain positive choices. Whereas Tier 3 students are the more complex behaviours that require intensive support.

SARINA STATE SCHOOL SYSTEMS FOR STUDENT SUCCESS



Tier	Target Group	Strategies	Resources
3	Individuals displaying high frequency/high intensity behaviour	<ul style="list-style-type: none"> Tier 1 and 2 strategies plus: Complex Case Support Functional Behaviour Analysis (FBA) Behaviour Risk Assessment Tool (BRAT) Case management by Guidance Officer 	<ul style="list-style-type: none"> Tier 1 and 2 resources plus: FBA data gathering documents PERMA+ by Prof. Martin Seligman One School (complex case support, support provisions, sensitive case records, behaviour records, record of contact)
2	Individuals displaying low to medium frequency/ intensity behaviour	<ul style="list-style-type: none"> Tier 1 strategies plus: Check In Check Out (CICO) Program Individual Behaviour Support Plan (IBSP) Behaviour Risk Assessment Tool (if required) Interagency consultation Case management by members of the Behaviour Action Team 	<ul style="list-style-type: none"> Tier 1 resources plus: Prevent-Teach-Reinforce functional assessment PERMA+ by Prof. Martin Seligman IBSP BRAT (if required) CICO sheets One School (support provisions, record of contact, personalised learning, behaviour records)
1	Whole school	<ul style="list-style-type: none"> Essential Skills for Classroom Management (ESCM) Explicit Instruction (EI) Positive student/teacher/parent relationships Case management by the class teacher 	<ul style="list-style-type: none"> Leadership coaching model (Pedagogy and Classroom Management) C2C Curriculum Resources Student Support Services (Guidance Officer, Liaison Officer, Chaplain, Special Education Staff) One School (support provisions, records of contact, behaviour records)

Focused Teaching

Each year a small number of students are identified through our data as needing extra support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

A case meeting is held for an identified student to discuss behaviour goals and effective support measures. The meeting minutes are documented and added to the student's school file. Where required, adjustments are made to the classroom programs through academic support, adult mentoring or intensive social skills training.

The case management of students with challenging behaviour is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the school-wide Positive Behaviour program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

Sarina State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Action Team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- makes adjustments as required for the student; and
- works with parents to communicate issues that arise throughout the day.

The Behaviour Action Team has a simple and quick referral system in place. Following a referral, a team member contacts parents and any relevant staff members to form a support team, and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

[Referral Process for Behaviour](#)

Consequences for Inappropriate Behaviour

Sarina State School makes systematic efforts to support students and staff so that the learning environment is an opportunity to experience success. Consequences for unacceptable behaviours are explicitly taught and reinforced resulting in students being aware of behavioural expectations. At Sarina State School, we seek to ensure that responses to unacceptable behaviour are consistent and appropriate to the nature of the behaviour. All inappropriate behaviours are communicated between school and home.

Redirecting Low-level Behaviour and Infrequent Problem Behaviours

When students exhibit low level and infrequent problem behaviours, a teacher's first response is to use the ten essential skills strategies for teachers to manage/ support students. Next, remind the students of the expected school behaviour, and then ask them to change their behaviour so that it aligns with our school's expectations. To support students with redirecting their behaviour, teachers utilise a visual behaviour flow chart. Students are provided with support to make better choices at each step.



Celebrating Positive Behaviours

At Sarina State School positive behaviours are reinforced through formal recognition and monitoring systems. These systems acknowledge positive behaviours and increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgment and rewards, such as:

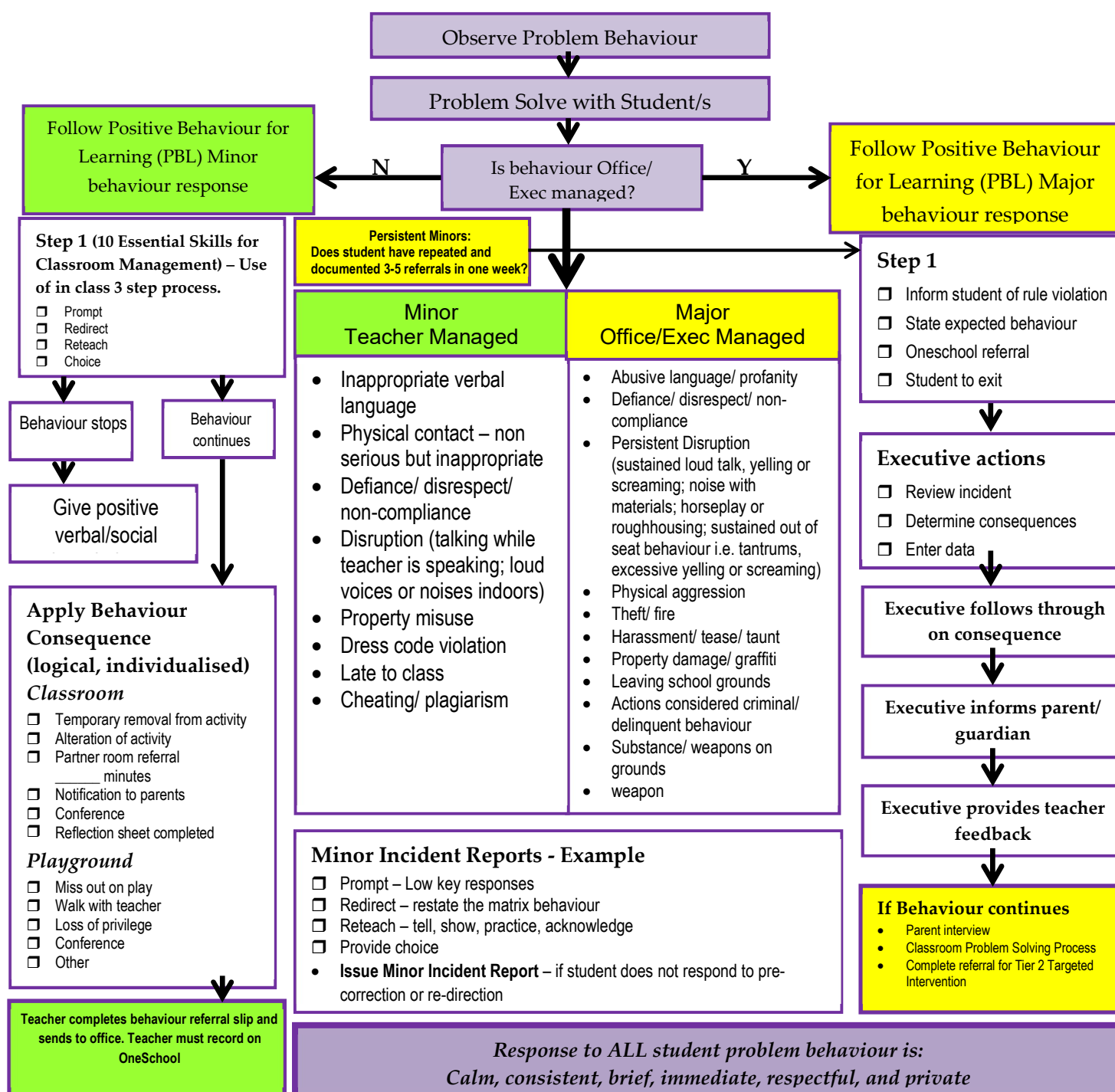
- **Gotya Tickets** – Staff members hand out Gotya tickets aligning to the school rules in all school areas when students display positive behaviours.
- **Weekly Parade Draw** – Students place their Gotya tickets in a weekly prize draw. Each class will have its own box to be drawn from.
- **Gotya Certificates** – When students receive fifty Gotyas for a specific school rule, they receive a certificate and their photo is displayed on parade.
- **Golden Kookaburra** – When students receive all four Gotya Certificates, they receive a Golden Kookaburra badge on parade. Students may also receive an additional end of year reward, (e.g.) extra session on water slide.
- **Gotya Medallion** – When a student collects an additional 200 Gotyas in any rule focus, they receive a medallion on parade.
- **Student of the Week** – Each week, teachers choose up to two students who have displayed positive social or learning behaviours to be presented with a certificate.
- **Class Rewards** – Teachers have their own class rewards system which may involve praise, stickers, prizes or activities.

- **End of Term Rewards** – Students with few to no behaviour notices are eligible for end of term rewards, which may include discos, water play, movies, etc.

Major and Minor Behaviours

When responding to inappropriate behaviours, staff first determine whether the behaviour is of a critical nature or can be categorised as a minor or major inappropriate behaviour. From this point, staff refer to the agreed-upon flowchart.

Sarina State School's Behaviour Management Flowchart



Behaviour Notice

A referral slip is used to refer a student/s who have been warned several times about their unacceptable minor behaviours or have engaged in behaviour that are deemed major (refer to behaviour flowchart above for minor and major behaviours). The process for referrals is as follows:

1. Behaviour referral slips are filled in by the reporting staff member and delivered to administration with or without the referred student. All carbon copies are brought to administration.
2. Administration responds to the reported behaviour by investigating the incident with referred student and witnesses.
3. Administration fills out the '*Action Taken*' section regarding next steps and returns student/s and referral to class.
4. The white carbon copy stays in the office, the yellow carbon copy returns to the teacher for the students record and the blue referral slip is given to the student to take home for parents knowledge.
5. The teacher will then provide a follow up **Dojo** message the day of or the next morning at the latest.
6. Reporting staff member enters behaviour notices onto OneSchool.
7. Student participates in appropriate consequence for behaviour.

BEHAVIOUR REFERRAL	
STUDENT NAME: _____	
DATE: _____ CLASS _____ TIME _____	
ISSUING STAFF: _____	
SCHOOL RULE BROKEN	
BE... <input type="checkbox"/> RESPECTFUL <input type="checkbox"/> RESPONSIBLE <input type="checkbox"/> A LEARNER <input type="checkbox"/> SAFE	
DETAILS OF INCIDENT: _____	

<input type="checkbox"/> PERSISTENT MINOR <input type="checkbox"/> MAJOR	
ACTION TAKEN (OFFICE USE ONLY)	

ADMINISTRATION SIGNATURE _____	

Legislative Delegations

Legislation

In this section of the *Sarina State School Student Code of Conduct* are links to legislation, which influences form and content of Queensland State School discipline procedures.

Documentation	Web link
Anti-Discrimination Act 1991 (Qld)	http://www.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/aa1991204/
Child Protection Act 1999 (Qld)	https://www.legislation.qld.gov.au/view/html/inforce/current/act-1990-010
Commonwealth Disability Discrimination Act 1992	https://www.legislation.gov.au/Details/C2016C00763
Commonwealth Disability Standards for Education 2005	https://docs.education.gov.au/node/16354
Criminal Code Act 1899 (Qld)	https://www.legislation.qld.gov.au/view/html/inforce/2018-03-16/act-1899-009
Education (General Provisions) Act 2006	https://www.legislation.qld.gov.au/view/html/inforce/2018-05-01/act-2006-039
Education (General Provisions) Regulation 2017	http://classic.austlii.edu.au/au/legis/qld/consol_reg/epr2017396/
Human Rights Act 2019 (Qld)	https://www.legislation.qld.gov.au/view/html/asmade/act-2019-005
Information Privacy Act 2009 (Qld)	https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-014
Judicial Review Act 1991 (Qld)	https://www.legislation.qld.gov.au/view/html/inforce/current/act-1991-100
Right to Information Act 2009 (Qld)	https://www.legislation.qld.gov.au/view/html/inforce/current/act-2009-013
Police Powers and Responsibilities Act 2000 (Qld)	http://www8.austlii.edu.au/cgi-bin/viewdb/au/legis/qld/consol_act/ppara2000365/
Workplace Health and Safety Act 2011 (Qld)	https://www.legislation.qld.gov.au/view/html/inforce/2018-07-01/act-2011-018
Workplace Health and Safety Regulation 2011 (Cwth)	https://www.legislation.gov.au/Details/F2011L02664

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.

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

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

Disciplinary Consequences

At Sarina State School, we take a differentiated approach to teach our students behaviour expectations. The *Student Code of Conduct* clearly outlines this in the three tiers for student success.

The majority of students will be confident and capable of meeting clear expectations that are explicitly taught and practised. Teachers are responsible to provide in-class corrective feedback, personal agreements and rule reminders may be used to respond to low-level or minor problem behaviours as outlined in the *Sarina State School's Behaviour Management Flowchart*.

Some students will require additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may have trouble with meeting the school's expectations at any time, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level consistent minor behaviours. Consistent minor behaviours interfere with teaching and learning for the whole class, and a decision maybe needed by the class teacher to refer the student to the Behaviour Action Team (a specialised team of administrators and teachers) for further support or directly to administrators for disciplinary action.

Approximately 2-5% of the student population require a high level of differentiated support or intensive teaching to enable them to meet the behavioural expectations. This can happen at any time during the year or on a continuous basis. Determining the needs of the student, will be made by the Principal in consultation with the Behaviour Action Team and the relevant stakeholders. Repetitive major behaviours at the discretion of the Principal may incur an out-of-school suspension or exclusion. Each situation and case is different and will be dealt with accordingly.

Differentiated

Classroom teachers and support staff provide a whole school behaviour management approach (Essential Skills) to direct low-level or minor behaviours:

- Pre-corrections
- Non-verbal and visual cues
- Whole class practising of routines
- Corrective feedback
- Rule reminders
- Explicit behaviour instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour (not the student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Redirection
- Pause and wait time for students to process instructions
- Adjust learning tasks
- Demonstrate expected behaviours
- Restorative discussions with student about expected behaviour
- 3 step behaviour process
- Supported play

Focussed

Classroom teachers are supported by administrators and or specialised behaviour team for consistent minor or in-class behaviours.

- Functional Behaviour Assessment
- Individual behaviour support plan/ strategies
- Targeted skills teaching in small groups
- Temporary removal of school privileges
- Behaviour contract to improve engagement
- Monitoring cards (behaviour, attendance, social/emotional)
- Counselling and guidance support
- Check in Check out strategy
- Teacher coaching and debriefing with leadership members
- Referral to Behaviour Action Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

Leadership members (Principal, Deputy Principal, HOSSES and other supporting leadership roles) work in consultation with Behaviour Action Team to address persistent or ongoing serious problem behaviour.

- Functional Behaviour Assessment
- Complex Case management and review
- Stakeholder meeting with parents and external agencies; including regional specialists
- Temporary removal of student property and/ or privileges.

When all discipline strategies (including tier 1 and 2 strategies) are exhausted, **School Disciplinary Absence (SDA)** may occur:

- short term suspension (up to 10 school days); or
- long term suspension (up to 20 school days); or
- charge related suspension (student charged with a criminal offence); or
- suspension pending exclusion (decision to be made by the Director-General or delegate (Principal) about their exclusion from the school); or
- 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); or
- cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided by the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a disciplinary action to address consistent and ongoing student behaviours. The four types of SDA are as follow:

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

At Sarina State School, the use of any SDA is considered a very serious decision and will only be made as a last resort. Typically, only the Principal makes the decision when all options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety and wellbeing of the school community.

[Process for Suspensions](#) you can find the process in which the Principal or the delegate takes.

Parents and students have the right to appeal a long suspension, charge-related suspension or exclusion decision. The Director-General or their delegate will conduct a review, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision made by the Principal.

An appeal is a very thorough process that reviews all documentation associated with the SDA decision and provides an opportunity for both the school and family to present their case in the matter. A Regional Case Manager is assigned to support the student's family so that there is clear expectations and appropriate supports are in place to ensure the student can continue to access their education while completing their SDA.

All relevant documents related to the processes of suspensions and exclusions can be found on the [Department of Education website in the Student Discipline Procedures.](#)

Re-entry Following Suspension

When a student is suspended from Sarina State School, they will be required to attend a re-entry meeting on the day of their scheduled return to school. The purpose of this meeting is to welcome the student, with their parent/s, back to school. Prior to return, staff will plan and decide on appropriate strategies to action a plan to support the student for future success. It is highly-recommended that parent/s attend the re-entry meeting to ensure consistency around expectations and future planning to ensure the student is re-engaged in their school learning program.

School Policies

In this sections of the *Student Code of Conduct*, will provide copies of any specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment. This will also outline the clear expectations of staff, parents and students around particular policies of the school. (Note there are more current policies the school has and can be provided on request from the administration office.) In this document you will find the following policies:

- Temporary Removal of Student Property
- Technologies Policy
- Mobile Phone
- Anti-Bullying and Cyber Safety
- Safety use of Social Media

As mentioned above, if you require or would like to learn more about our policies at Sarina State School you can request a hard copy from the school administration office or can be found online on our school website. Any concerns around the following policies should be addressed to the Principal.

Sarina State School- Temporary Removal of Student Property Policy

Sarina State School holds high expectations for all students to be responsible for their belongings. There is an expectation that parents are aware and responsible for what their child brings to school. The school advises to all parents and students, that items of value are not brought to school, as there is potential for theft and/ or damage. The school will not be responsible for any incidences that occur to personal items unless the item was specifically requested by the school.

Removal of Property

The Principal, or a staff member of Sarina State School, may remove property in the student's possession if the Principal or staff member deems it necessary:

- to promote the caring, safe and supportive learning environment of the school; or
- to maintain and foster mutual respect between staff members and students at the school; or

- to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- to provide for the effective administration of matters relating to students of the school.

Some examples of staff removing property belonging to a student may be due:

- to breaching a school policy or procedure made under the school discipline plan or *Student Code of Conduct*; or
- to a direction given by the Principal; or
- to approved policies that have been implemented by the Principal; or
- to the possibility of damage, harm, destruction or serious injury to self, other school members or property.

Items that are confiscated will usually be available to pick up by the end of the day. Depending on the circumstance of the removed item, the item may only be available for an adult to collect. Repetitive removal of the same object may incur longer waiting periods. Consideration of this will depend on:

- the condition, nature and value of the property; and
- the safety of the student, other students and staff members of the school; and
- the good management, administration and control of the school.

It is also important to note that for some instances, objects can be referred to Queensland Police Services (QPS) depending on its severity. Therefore, it will be the parents or caregivers responsibility to communicate with QPS for the return of the property.

Any confiscated property items will be in the same condition as it was in when the property was removed from the student. For more information about the temporary removal of student property, please refer to [Education \(General Provisions\) Regulation 2017 Part 2 Division 2](#).

At Sarina State School, we closely align our procedures around the current regulations provided by the Department of Education.

The Principal does not require consent:

- to search school property such as desks, laptops, computers, ipads supplied to the student through the school; or
- if there is suspicion that the student has a dangerous item in their school bag (the bag should be seized immediately and removed from the student and QPS should be contacted); or
- if under urgent circumstances only, such as a needing to access an EpiPen for an anaphylactic emergency.

Students must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that:

- is prohibited according to the Student Code of Conduct; or
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines); or
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs or replica firearms); or
- does not preserve a caring, supportive or productive learning environment; or
- does not maintain and foster mutual respect (e.g. printed materials with offensive language).

[Process for Removing Student Property](#) outlines the process to ensure consistency between schools.

Sarina State School Technologies Policy

Sarina State School places high importance on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices. All personal devices brought to the school should be submitted to the School Administration Office where it will be placed



in safekeeping. These devices can be collected at the end of the day. Parents are advised to contact the school to pass on any messages. Any student caught with personal devices during school hours, will be reported to administration who will then investigate.

Recording voices and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Sarina State School. Students using their iPad to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). A student at school who uses an iPad to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be a breach of this policy.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the Principal or Deputy Principal. As outlined within the cyberbullying policy, Sarina State School will not tolerate this behaviour regardless if it is an out-of-school incident.

Assumption of cheating

Personal technology devices may not be taken into or used by students at examinations or during class assessments unless expressly permitted by staff. Staff will assume students in possession of such devices during exams are cheating. Disciplinary action will be taken against any student who is caught using personal technology during examinations or assessments.

Recording private conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, "a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation". It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to which he or she is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Internet User Agreement

Every student who enrolls at Sarina State School are required to sign an *IT User Agreement*. Students and staff are required to demonstrate safe, lawful and ethical behaviour when using the departments' services. Without this agreement, the student will not have permission to use any school technological devices, so it is important that parents carefully read through the arrangements for this agreement.

Department of Education carefully monitor all student and staff internet usage and will flag any inappropriate links, photos or messages sent or accessed. The Principal will then follow this up. It is

also important to note that disciplinary consequences will vary and depending on the severity, the matter could be referred to QPS.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (i.e. to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal. An arrangement will be made to meet the needs of the student.

Sarina State School Mobile Phone Policy

Many parents now feel the need to have their child have a phone at times for safety/security, however phones are not needed during the school day, and if a parent needs to contact a child once they are on the school grounds, the office and class teachers are the best and most direct way of doing so. It is the School's responsibility to contact you should your child be ill or need to contact you for any reason.

In a primary school setting, there are no appropriate reasons for a child to have their phone with them during the day other than:

1. The phone is linked to a medical device that monitors a medically approved device as part of a Queensland Health approved Health Plan; or
2. has written permission from the Principal due to extenuating circumstance.

Sarina State School takes no responsibility for mobile phones and smart devices (including watches) brought to school, and parents are advised to insure against their theft, loss, damage or health affects as a part of their personal property.

The school does, however, have a system for storing and safe-keeping mobile phones so that children can collect them in the afternoons.

*All phones are to be handed into the office
where it will be stored in a secure and safe location.*

Consequences for incorrect use of mobile phones:

Phone identified	Possible Consequence
1 st time	Warning and told to take phone to correct area
2 nd time	Phone taken to office and parent called
3 rd time	Phone taken to office for Parent to collect only
4 th time	Phone taken to office, Parent to collect at end of week, and not to be brought to school again.

Sarina State School Anti-Bullying Policy 2020

The aim of the policy is to signal to all members of the school community that we take bullying seriously and that we will intervene in a way to deal with incidents of bullying in the school in a timely and consistent fashion. The policy will outline basic approaches and strategies that will be used when dealing with bullying when they occur. The Anti-Bullying Policy supports the Student Code of Conduct.

Values and Beliefs

At Sarina State School, we believe that students have a right to learn in safety. Where students are not safe their capacity to learn is affected. Adults, in the setting of the school, have a right to teach and work in safety. Where adults do not feel safe they cannot teach and work effectively. All members of the school community have a right to respectful, fair and decent treatment. We value diversity and tolerance. Despite our differences (ability, gender, race, appearance or background) we can learn and work together in a productive way. We believe that individuals who have been harmed by bullying need to be believed and protected from further harm. We believe that the harm done by bullying can be repaired, in general, through taking educative, non-punitive responses, which aim at restoring the balance in relationships, which have been affected by bullying. We also believe that in the case of repeat offences, firm and unequivocal action needs to be taken at home and at school.

Rationale

Unfortunately, bullying behaviours can occur at any time. At Sarina State School, bullying behaviours are not accepted or tolerated. Bullying which goes unchecked can have a negative impact on teaching and learning in a school. We have a duty of care to all members of the school community to take action against bullying. For those who try to intervene, it can be difficult without an effective plan of how to do so. Research and practice indicates that for intervention to be effective it must be consistent across the whole school. Research and practice also indicate that intervention must be both preventative as well as reactive.

Definition of Terms

Bullying may be defined as:

- **repeated** violence, physical or psychological; and/or
- against a victim unable to defend herself/himself; and/or
- teasing, threats, assault, property theft/damage and/or gestures; and/or
- **sexual, racist or disability harassment**; and/or
- a pattern of victimizing behaviour on the part of an individual.

*The key features of bullying are **repeated**; **causes hurt and distress**; and involves **the use of power in an unfair way**.*

Behaviours that do not constitute bullying are:

- **mutual** disagreements and arguments; or
- not liking someone or single social rejection; or
- one-off acts of meanness; or
- isolated incidents of aggression, intimidation or violence.

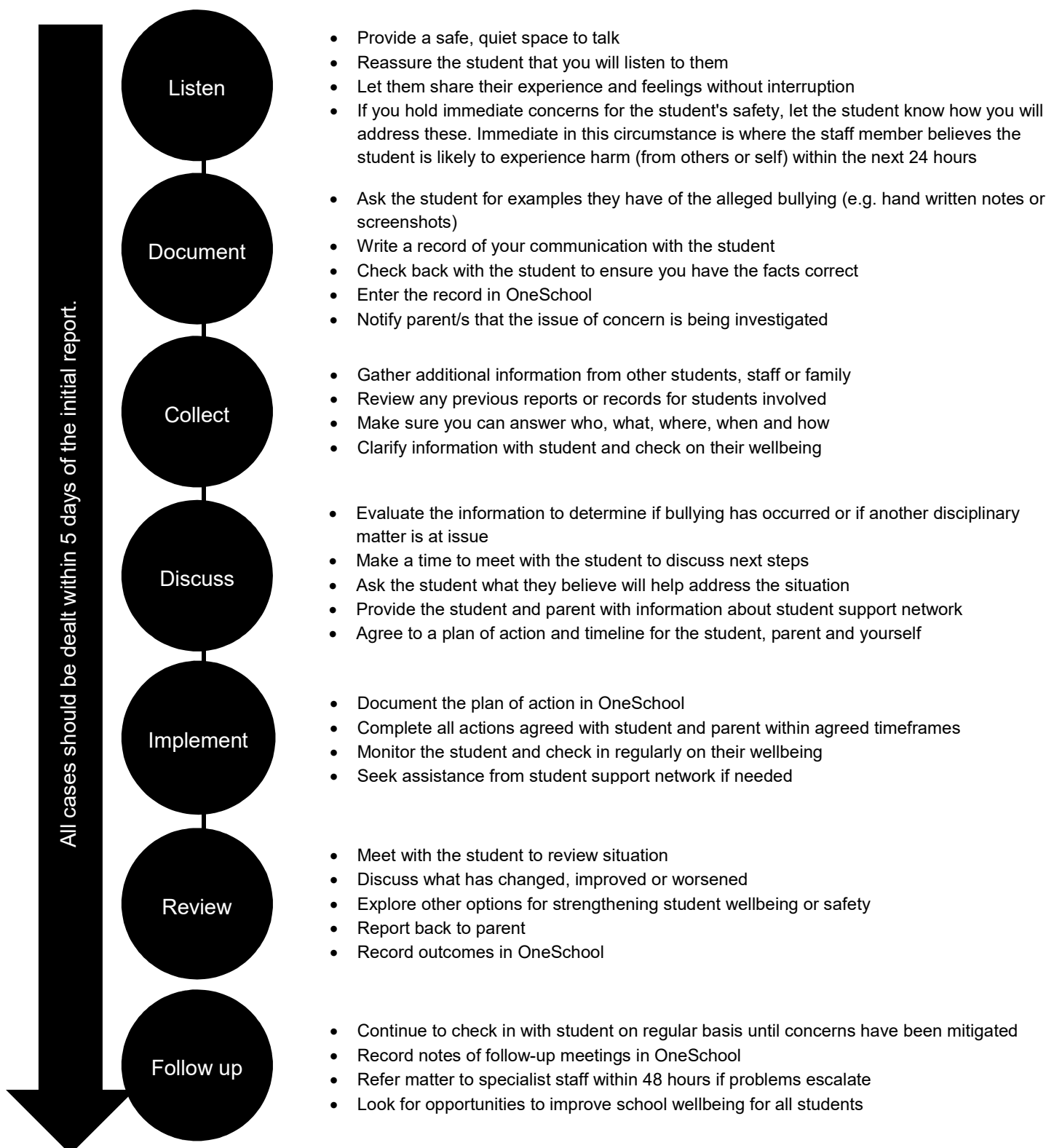
The terms bully and victim are shorthand terms that we use, because most people understand, through the use of those terms, the dynamic that we are addressing. We do not seek to negatively label individuals who are involved in bullying. We acknowledge that individuals who bully others are not bullies in every situation. We similarly acknowledge that victims of bullying are not victims in every situation. The processes for following up a bullying claim is outlined in the flowchart below:

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – all cases should be reported to the classroom teacher, the Deputy Principal will be notified to investigate.

Principal – Samantha Moore



Note: all reported cases will be taken seriously, and appropriate disciplinary actions will take place. The timelines may be adjusted due the unique circumstances and risk of each situation.

Cyber Bullying

Cyber bullying is a growing problem in society. Modern technologies empower the individual, even the most unlikely of individuals, with an immense capacity to cause harm. It is also an attractive means of bullying for it can, under certain conditions, be carried out with relative anonymity. Cyber bullying can be particularly damaging because of the capacity it has to humiliate, hurt and harm a person in front of a huge 'audience'. Many students are too young to be aware of the impact of their words and the posting of images online. The bully feels protected by the distance and has little understanding of the awfulness of their behaviour and the impact on others. Cyber bullying includes but is not limited to:

- Sending hateful words, images, filmed images or texts
- Stealing the identity of someone
- Sending messages of hate or sharing confidential information
- Referring to your school/other students/teachers in a negative way
- Using an alias to hide behind in order to bully another

It is important to note that the Principal has the authority to provide disciplinary consequences to students who display bullying behaviour outside of school hours or school grounds. At Sarina State School we take these situations very seriously and will not tolerate these actions from any student enrolled at the school. We advise that parents should seek advice and information from the QPS or [Office of the e-Safety Commissioner](#).

Students at Sarina State School are generally not old enough to be able to participate in most social media sites, where the age of consent is thirteen years of age. Parents should monitor the access their children have to these sites and take responsibility for their children's actions by being in control of passwords, having devices used by children not located in bedrooms, limiting screen time and ensuring parents can have access to all devices that your children use. It is also very important to note that parents or guardians can be held accountable for the actions of their child/s inappropriate behaviours of any form of bullying.

Preventative Action and Strategies

The policy provides both preventative and responsive strategies.

It is important that the school community address the underlying causes of bullying relating to school organizational issues, learning and teaching issues and relationship issues:

- Learning the 'High 5' strategies for conflict resolution
- Education and promotion of the school's Anti-Bullying Policy through Social Skills Programs, Parade and Posters.
- Productive and respectful working relationships established between all members of the school community.
- Classroom rules, routines and processes negotiated and applied consistently.
- Adequate supervision of students during breaks, on playground ovals etc.
- Modelling of appropriate problem-solving, non-aggressive behaviours by adults in the school.
- Skilling of students and staff in conflict resolution strategies including peer mediation.

Intervention Pathways for Dealing with Reported Incidents

All students have the RITE to feel safe.

- R** **RECOGNISE** you have the right to feel safe and to operate in an environment free of bullying.
I **INFORM** the bullies that you want them to stop. Do this in a polite but firm way.
T **TELL** a responsible adult about the bullying.
E **EVALUATE** the situation. If it does not improve, seek further help.

All cases of bullying, which are reported, will be followed up. Members of the school community are encouraged to report bullying and can do so through a number of people:

- Parents
- Teachers and Aides
- Guidance officer and Chaplain
- Deputy Principal and Principal

Reported cases can be dealt with immediately and in several ways. It is recognised, however, that each case is different and may require a special approach. In all cases it is important to ensure:

- that victims are believed and made safe; and
- that the principles of natural justice and due process are followed in regard to students reported for bullying.

Resources

[Bullying No Way](#)

[Alannah and Madeline Foundation](#)

[Kids Help Line](#)

[Beyond Blue](#)

Appropriate use of Social Media Policy

At Sarina State School, we understand that the internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. We also understand that there are a quite a number of social media outlets that have specific age requirements to which students at our school are not of that age (which is typically 14 years of age). It is therefore an expectation that parents are fully aware of their child's participation on social media platforms. Furthermore, while these technologies provide a positive platform for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

Our school expectations for students enrolled at Sarina State School is that they are:

- using the social media platforms with the expectation that their parents/caregivers are aware of;
- not using the platform to cause harm or hate to another student;
- not participating in cyberbullying;
- sharing appropriate information about self, others and school; and
- refraining from producing comments or posts that identify or purposefully tarnish the reputation of staff, the school community, other students of the school or the principals.

As outlined in the *Student Code of Conduct*, consequences may apply if there is a clear breach to current legislations or procedures. Administrative staff members will investigate the matter and disciplinary consequences may be applied. As stated throughout the *Student Code of Conduct*, the school does not tolerate inappropriate behaviours that may hinder the reputation of our staff, students and school.

It is important to remember that negative comments sometimes posted about the school community have a greater impact than expected. This school policy will offer some information about how to use social media in relation to comments or posts about the school community. Reputations of our students, teachers, school, principals and even parents can be permanently damaged – and in some cases, police and the court system deal with serious instances of inappropriate online behaviour.

Here are some simple strategies that can help keep the use of social media stay 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.



- Be a good role model. If things get heated online, consider logging off and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, avoid posting anything that could identify individuals
- Nowadays, people tend to vent online to their friends which now can be shared with a much wider audience, potentially far larger than intended
- Consider others who may be affected by your post
- Consider the example you are setting, remembering that your child learns online behaviours from the people around them first.

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

Sarina State School values any feedback from parental and community members. If you have a compliment, complaint or enquiry about an issue or the school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum. The school uses social media to update parents of school notices, the Department of Education, however, prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. If you have any concerns, consider refraining from discussing online, particularly the names of anyone involved. However, if you do find any content online that 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:

It is important to note that 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*). Staff will be advised to contact their union or obtain personal legal advice if they feel that online content seriously affects their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005 (QLD)*.

Safety Considerations

We kindly ask that when you upload photos of your children, please be mindful of who might be in the background. There are privacy considerations for some students, so before naming or tagging other students, check that you have the permission of the parents before doing so. If you do come across any inappropriate behaviours online that affects the school community or students, we ask that you send a copy of the URL to the school or QPS for further investigation.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

A critical behaviour incident is defined as an occurrence that is sudden, urgent, often unexpected, unsafe and/or requires immediate action.

Our staff have a consistent understanding of how to respond to critical behaviour incidences. Appropriate responses include both non-physical and physical intervention. This consistency ensures that appropriate actions are taken to maintain the safety of all members of our school community.

Basic defusing strategies

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 or frustration through body language.

Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non-threatening manner

Move slowly and deliberately toward the 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.

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 if unacceptable behaviour continues.

Debrief

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.

Co-regulation and Self-regulation

"Helping students regain their calm after misbehavior doesn't mean there are no consequences—it ensures that the right lesson is learned." (Lori Desautels October 15, 2019)

Schools are seeing an increase in students of all ages carrying anxiety, adversity, and trauma from a variety of experiences. Social and emotional learning programs are critical for addressing these emotional and mental challenges. Traditional discipline works best with the children who need it the least, and works least with the children who need it the most. Discipline ideally is a quality Sarina State School wants to develop within them.

Traditional punishments can unintentionally re-traumatize and reactivate stress response systems. School discipline emphasizes the significance of relationships. These relationships begin with an adult in a regulated, calm brain state. It takes a calm brain to calm another brain—this co-regulation is something that students may have missed out on. The school can be an environment where students feel safe and connected even when they make poor choices.

This doesn't mean giving students a pass for misbehavior: there are still consequences for poor choices, but regulating the feelings and sensations a student is experiencing is the initial step, one that is critical for a sustainable change in behavior.

Emotions are contagious, therefore, when a teacher is able to model a calm presence through the tone, facial expression, and posture, students are less likely to react defensively. When the teacher listens to what is beneath the behavior, focusing on the student's feelings, this type of validation says to the child that the teacher sees them and is trying to understand. By taking deep breaths, getting a drink of water, and creating space for reflection for a minute or two, regulation skills are modelled to students.

[Co-Regulating Behaviour with Students](#) click for more information on how to co-regulate with students.

Record Keeping

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

- Incident report recorded onto One School
- Health and safety incident record
- Student debriefing report