



# Coningsby State School

# Student Code of Conduct 2020-2024

## ***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

## Contact Information

Postal address:	1312 Bruce Highway, Mount Pleasant.
Phone:	07 49589315
Email:	principal@coningsbyss.eq.edu.au
School website address:	www.coningsbyss.eq.edu.au
Contact Person:	Megan Collins (Principal)

## Endorsement

Principal Name:	Megan Collins
Principal Signature:	
Date:	08.12.2020
P/C President and-or School Council Chair Name:	Darci Andrew
P/C President and-or School Council Chair Signature:	
Date:	8-12-20

# Contents

Purpose	4
Whole School Approach to Discipline	5
Expectations	6
Consideration of Individual Circumstances	7
Celebrating Postive Behaviour	7
Notifying Parents of Behaviour	8
Differentiated and Explicit Teaching	8
Focussed Teaching	9
Intensive Teaching	9
Legislative Delegations	10
Disciplinary Consequences	11
Differentiated	11
Focussed	12
Intensive	12
Student Disciplinary Absnece	14
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	17
Preventing and responding to bullying	20
Appropriate use of social media	29
Restrictive Practices	31
Critical Incidents	32
Replated Procedures and Guidelines	33
Resources	33
Conclusion	34
Appendix	35

## Purpose

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

Coningsby 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.

As all areas of our school are considered teaching and learning environments, our Student Code of Conduct outlines our expectations of behaviour in each area. Our Student Code of Conduct also provides an overview of the school's local policies, including the use of mobile phones, electronic devices, removal of student property and our approach to preventing and addressing incidents of bullying. It details the steps school staff take to educate students about these policies as well as our system for the explicit teaching and facilitation of positive behaviours and expectations. The purpose of the Student Code of Conduct is to create and maintain a positive and productive learning environment, where all school community members have clear and consistent expectations and understanding of their role in the educational process. The Student Code of Conduct guidelines also make it explicitly clear to students and parents, how we report and respond to inappropriate behaviours through a classification of behaviours and continuum of consequences; including possible suspension and/or exclusion.

Lastly, at Coningsby State School, we pride ourselves on creating a positive, disciplined learning environment and believe that this environment is only possible by creating a working partnership between school, school and the community. It is through our clear expectations and our positive partnership that we can encourage our children to become lifelong learners and socially responsible, active and community minded citizens. We would like to thank the students, teachers, parents and community members for their assistance in developing our Student Code of Conduct.



## Whole School Approach to Discipline

Coningsby State School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

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

The development of the Coningsby State School Student Code of Conduct is an opportunity to explain our framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

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

### **Students**

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

A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOL SETTINGS	SCHOOL WIDE EXPECTATIONS			
	Be Safe	Be Respectful	Be Responsible	Be a Learner
All Settings	<p>I will:</p> <ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself.</li> <li>Walk on concrete.</li> <li>Be in the right place at the right time doing the right thing.</li> <li>Sit quietly in undercover area before and after school.</li> <li>Use all equipment in a safe and appropriate way.</li> <li>Walk directly to and from destination.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use kind words and good manners.</li> <li>Wear appropriate school uniform.</li> <li>Wait my turn.</li> <li>Maintain a clean environment</li> <li>Accept the differences of others.</li> <li>Use a positive tone of voice appropriate for the space and audience.</li> <li>Display positive body language.</li> <li>Promptly follow adult instruction.</li> <li>Treat my own, others and school property with care.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Follow instructions.</li> <li>Make good choices.</li> <li>Attend school every day.</li> <li>Tell the truth.</li> <li>Be in the right place at the right time doing the right thing.</li> <li>Follow agreed rules and routines.</li> <li>Be patient.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Make strong decisions.</li> <li>Arrive on time for school.</li> <li>Participate.</li> <li>Have a go and do my best.</li> <li>Ask for help when needed.</li> <li>Listen and follow instructions.</li> <li>Be organised.</li> </ul>
Learning Environments	<p>I will:</p> <ul style="list-style-type: none"> <li>Ask permission to leave the room.</li> <li>Walk inside.</li> <li>Sit safely</li> <li>Follow directions.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use inside voices.</li> <li>Hands up to answer.</li> <li>Practice active listening</li> <li>Ask permission before borrowing things.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Complete homework and all set tasks.</li> <li>Only enter a classroom with permission.</li> <li>Actively listen.</li> <li>Encourage others.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Have equipment ready.</li> <li>Keep work space neat.</li> <li>Follow routines.</li> <li>Have a go and do my best</li> <li>Strive for personal goals.</li> <li>Accept challenges.</li> <li>Be prepared to learn.</li> </ul>
Play Areas	<p>I will:</p> <ul style="list-style-type: none"> <li>Wear shoes and hat and sun-safe clothing.</li> <li>Follow safety routines on play equipment.</li> <li>Follow all instructions and cues promptly.</li> <li>Sit quietly in undercover area before and after school.</li> <li>Ask permission to go out of bounds.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use positive and appropriate language.</li> <li>Play fairly and be a good sport.</li> <li>Follow the rules of the game being played.</li> <li>Listen to others.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Share equipment.</li> <li>Take turns.</li> <li>Return the equipment.</li> <li>Stop playing at the bell.</li> <li>Walk quickly back to class.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Be prepared and willing to accept playground routines and rules.</li> <li>Accept challenges.</li> <li>Be a problem solver.</li> </ul>
Transitioning	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk.</li> <li>Wait my turn.</li> <li>Tuck chairs in under desk</li> <li>Be aware of others.</li> <li>Hands in laps/arms folded when seated.</li> <li>Stay to left on paths/stairs</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Tidy area and floor</li> <li>Put rubbish in the bin</li> <li>Move in a timely manner</li> <li>Sit or stand where the teacher can see you</li> <li>Walk without disruption to others</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Tidy area and floor</li> <li>Put rubbish in the bin</li> <li>Move in a timely and appropriate manner</li> <li>Sit or stand where the teacher can see me</li> <li>Move with the class</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Learn class transition routines</li> <li>Listen to teacher instruction and follow directions when moving around school</li> <li>Be prepared and willing to transition</li> </ul>
Pathways	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk calmly on pathways</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk quietly along paths and past classrooms</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Give others personal space</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Travel quickly and quietly to and from class</li> </ul>
Eating / Tuckshop	<p>I will:</p> <ul style="list-style-type: none"> <li>Move in an orderly manner.</li> <li>Sit, eat and pack up appropriately.</li> <li>Eat my own food.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use manners.</li> <li>Talk quietly.</li> <li>Hands up to speak, move or ask for help.</li> <li>Hands off other students lunches.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Go straight to my area.</li> <li>Eat my own food.</li> <li>Put rubbish in correct bins.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Make healthy food choices.</li> <li>Practise good hygiene by washing hands.</li> </ul>
Toilets	<p>I will:</p> <ul style="list-style-type: none"> <li>Use toilet paper and taps appropriately.</li> <li>Wash and dry hands</li> <li>Use soap</li> <li>Lock doors</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Give privacy to others.</li> <li>Return to class promptly</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Know and follow the school toilet routine.</li> <li>Flush the toilet.</li> <li>Leave the toilet area clean for others.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk quickly back to class.</li> <li>Practice good hygiene.</li> </ul>
Computers & Library	<p>I will:</p> <ul style="list-style-type: none"> <li>Be e-safe</li> <li>Sit safely</li> <li>Walk inside</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Return all items to the correct place.</li> <li>Respect all school equipment.</li> <li>Ask permission before using equipment.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Ensure computers are charged and connected.</li> <li>When finished, shut down the computer and put chair in.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use technology to assist in work completion</li> <li>Follow library borrowing routines.</li> </ul>
Bus	<p>I will:</p> <ul style="list-style-type: none"> <li>Be on time.</li> <li>Follow the bus rules.</li> <li>Keep belongings nearby</li> <li>Sit quietly and sensibly</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Wait my turn</li> <li>Have my bus notes ready</li> <li>Use good manners</li> <li>Respect the rights of all travellers</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Be on time.</li> <li>Follow the bus rules.</li> <li>Keep belongings nearby</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Learn and follow the rules of safe bus travel.</li> </ul>

## Consideration of Individual Circumstances

Staff at Coningsby 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.

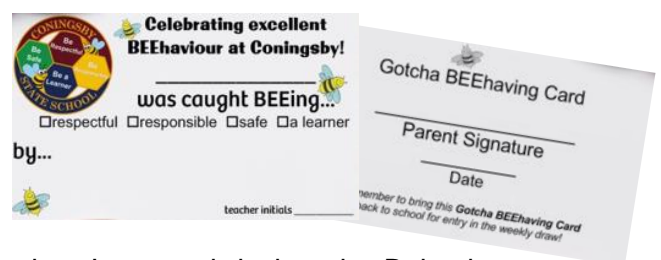
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principles of equality and equity, where every student is given the support they need to be successful. This also means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

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

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

## Celebrating and Reinforcing Positive Behaviour

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



### Coningsby State School Gotcha Cards

As a whole school approach we developed our Behaviour Logo and designed a Behaviour Card to award to students that are demonstrating positive behaviours, both within and outside of the classroom. This reinforcement occurs continuously throughout the day. As students' progress through the term earning Gotcha Cards, they place them in the Gotcha Box and on parade a weekly winner is drawn. Positive behaviour is further celebrated by an end of term draw. Our P & C provide prizes for the winners of the Gotcha draws.

On a classroom level positive behaviour is celebrated and acknowledged through a sticker chart/punch card system. Students receive a sticker for positive behaviour choices and a full sticker chart results in students receiving an award on parade and a choice of reward from our School Reward Board that is constructed by the students.

## Student of the Week

Each week on parade a student is chosen from each class by the teacher to receive a Student of the Week Award. These students are rewarded with a certificate from the school and their photo and achievement is printed in the newsletter.

## Notifying parents of behaviour

Notification to parents may occur in a proactive manner to avoid incidents occurring. For example, a teacher may contact home to let parents know that their child is having an 'off-week' and try to ascertain and understand any possible motivations for their behaviour. In this way, we hope to support and implement strategies to prevent behaviours from occurring or escalating.

However, should behaviour escalate, Coningsby State School staff are required to contact parents and caregivers. This will occur to advise when repeated minor behavioural errors are demonstrated and an incident is recorded on OneSchool as a minor behaviour incident.

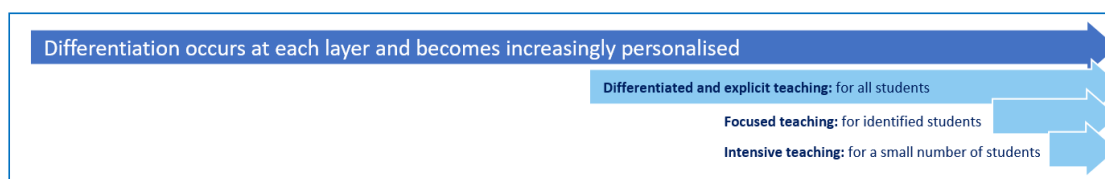
When a major behavioural incident occurs, Administration will then make contact with parents or caregivers to advise of the incident and consequences for the behaviour.

## Differentiated and Explicit Teaching

Coningsby 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 Coningsby 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. In our behaviour framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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



## **Focused Teaching**

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers to provide focused teaching. Focused teaching is aligned to the 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.

Coningsby State School has a range of staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs and professional development to address specific skill development for some students:

- You Can Do It Program/Program Achieve
- Functional Based Assessment
- Positive Behaviour for Learning
- Zones of Regulation
- Essential Skills for Classroom Management (ESCM)

## **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.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

# Legislative Delegations

## Legislation

In this section of the Coningsby State School Student Code of Conduct are links to relevant legislation that inform the overall Student discipline procedure.

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

## Delegations

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

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

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

The disciplinary consequences model used at Coningsby 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.

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## **Focussed**

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

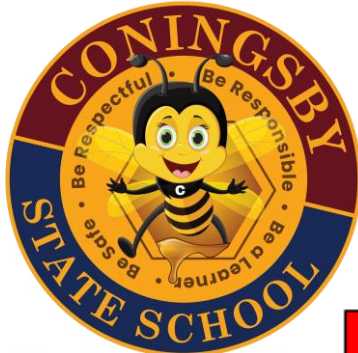
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher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

## **Intensive**

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

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

# Coningsby State School Behaviour Steps



*Experience the Challenge*



## Level 5: Logical Consequences (Admin level)

- Removal from classroom/playground
- Detention
- Behaviour Card
- Phone call to Parent
- Parent/Teacher conference
- Suspension
- Exclusion/Cancellation
- Recorded on Oneschool

## Level 4: Logical Consequences (classroom level)

- Time aside within the classroom/playground
- Lunchtime Detention including Restorative Reflection process
- Phone call home
- Recorded on Oneschool

## Level 3: Clear Choice

- If inappropriate behaviour persists, present the student with a clear choice and their logical consequences learning
- Official warning on Traffic light system
- Initiate break to re-focus

## Level 2: Reminder of Rules and Re-direction

- Non-verbal warning or visual signal
- Verbal reminder of rules and expectations
- Verbal warning for not complying with rules and expectations
- Verbal re-direction to learning

## Level 1: Ready to Learn

- Ready to learn
- prepared for class
- Green zone

\*Steps include optional strategies and consequences.

\*\*If a behaviour is deemed high risk, highly disruptive or unsafe students may automatically be moved to Level 4 or 5.

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

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

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

### Arrangements

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

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

### Structure

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

Possible agenda:

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

### **Reasonable adjustments**

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

## School Policies

Coningsby State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

### **Temporary removal of student property**

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Coningsby 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 Coningsby 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 Coningsby 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 Coningsby 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;
- Parents agree to 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 Coningsby 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 Coningsby 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 our school community, Coningsby 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.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

In consultation with our School's Parent and Citizen's Association, Coningsby State School has determined that, given the age of our children that ***our school be a device free zone***, this excludes the use of school devices for teaching and learning.

***All personal devices such as phones, mp3, iPads, tablets, wearable technology etc. should not be at school.***

The only exception to the above is where the student may need a personal device to support their learning – e.g. personal assistive technology and this will be through consultation with the teacher and principal.

### **Responsibilities**

#### **State School Staff**

- Monitor students for possession of personal devices and confiscate until end of day, unless required for the purpose of a disciplinary consequence/investigation.
- Inform parents if personal devices are brought to school and request for them stay at home in future
- Ensure privacy and confidentiality of the student is maintained if device is confiscated (i.e. not open, search or read messages) OR advise Principal if device is suspected to have images/video/audio in breach of Behaviour Expectations
- Ensure they are familiar with the [Advice for state schools on acceptable use of ICT facilities and devices](#)
- Inform parents of possible cyberbullying or other I.T. misconduct that may be occurring and record contact on OneSchool

## **Parents/Guardians**

- Monitor child/ren school bags and ensure that personal devices are not brought to school
- Monitor child/ren use of personal devices at home. Students may receive disciplinary consequences for online behaviour if it affects the good order and management of the school
- Ensure that you and your child/ren have read and signed our Coningsby State School's Acceptable Use of Information Technologies Form – available from our school office.
- Understand that access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- Understand that the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- Understand that schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- Understand that 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 and/or other disciplinary actions including suspension or expulsion
- Understand that despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed and should be reported to staff if this occurs

## **Students**

- At all times students, while using ICT facilities and devices supplied by the school, act in line with the requirements of the Coningsby State School Student Code of Conduct
- At all times students, while using ICT facilities and devices supplied by the school, act in line with the Coningsby State School's Acceptable Use of Information Technology Form
- 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
- Do not bring personal devices such as phones or tablets to school, unless, permission has been sought from the classroom teacher or Principal – e.g. Show and Tell

## **Other**

### **Consequences**

Personal technology devices used contrary to this policy on school premises will be in consultation with parents, confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once may be given a 'Major' behaviour as it constitutes repeated behaviour – as such, student disciplinary action may be undertaken in line with our Student Code of Conduct

## **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 a conversation to which s/he 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.

### **Recording voice 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 Seaforth State School. For this reason, all personal devices are not to be brought on school premises.

Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony and any incident will be dealt with in accordance with our Student Code of Conduct policy. Furthermore, a school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. The school will not tolerate images or sound captured by personal technology devices.

Students involved in recording and/or disseminating material (through text messaging, display, internet uploading etc), and/or knowingly being a subject of a recording are in breach of this policy may be subject to discipline action (including suspension and exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

### **Inappropriate behaviour outside of school hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

*\* Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the iPhone, iPod, iPod Touch or iPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

## Preventing and responding to bullying

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

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

### 1. Leadership

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

### 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, resilient and safe.

### 4. Partnerships

Families and communities collaborating 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.

A priority for the school is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.



## What is 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 Coningsby State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour and that it will not be tolerated. Therefore, any allegations of Bullying will be investigated promptly.

This may include but is not limited to:

- name-calling
- taunting
- mocking
- making
- offensive comments
- kicking
- hitting
- pushing
- taking belongings
- inappropriate text messaging
- sending offensive or degrading images by phone or internet
- producing offensive graffiti
- gossiping
- excluding people from groups,
- spreading hurtful and untruthful rumours

At Coningsby State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Any incident, whether it is a single incident or not, will be investigated to substantiate any allegations. In instances where it cannot be substantiated, staff will continue to monitor and observe, as Bullying behaviours are, as mentioned above, generally observable and measurable. During this time, support will be offered to any student that reports Bullying.

### **Preventing Bullying**

Coningsby State School promotes positive behaviour, relationships and the wellbeing of all students, staff and visitors at the school. We 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.

Strategies that we have adopted to prevent bullying. These include:

- All students are receiving high levels of positive reinforcement for demonstrating expected, positive behaviours
- Students are explicitly taught the difference between Telling and Reporting, so that they are confident and capable in reporting issues, including Bullying
- Students have access to an anonymous reporting tool, should they wish to maintain confidentiality
- Every year we participate in the *National Day of Action Against Bullying and Violence*, embracing the key theme to complement our ongoing work to counter bullying.
- Students participate in Anti-Bullying programs – such as the National Day of Action against Bullying
- Students are taught specific strategies to deal with negative or unwanted behaviour – 'The High 5'
- Students participate in targeted lessons on the Zones of Regulation to assist with their own emotions and feeling and how to deal with them – emotional regulation
- A high level of active supervision ensure that staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors
- Focused Health and Wellbeing Lessons through the Australian Curriculum and other resources

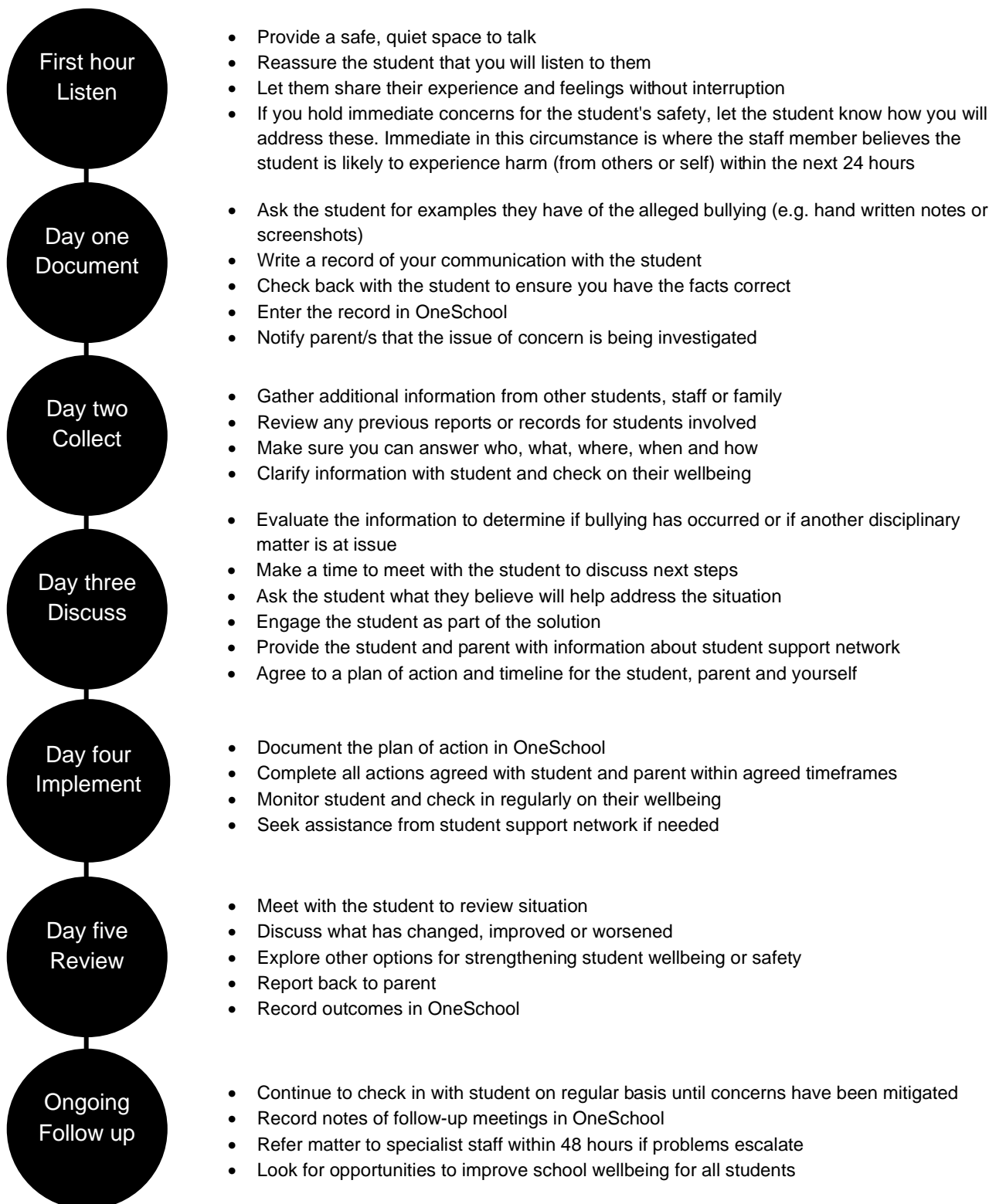


IGNORE	TALK FRIENDLY	TALK FIRMLY	WALK AWAY	REPORT
<ul style="list-style-type: none"> <li>Do not make eye contact</li> <li>Maintain positive body posture (calm and confident)</li> <li>Think positive self-esteem statements</li> <li>Count to 5 in your head slowly</li> <li>Take deep breaths</li> </ul>	<ul style="list-style-type: none"> <li>Use a calm voice</li> <li>Maintain eye contact</li> <li>Confident body language</li> <li>Maintain relatively close body proximity</li> <li>Use "I" statements (I feel... when you ... because)</li> </ul>	<ul style="list-style-type: none"> <li>As per talk friendly</li> <li>Use an assertive voice, slightly raised</li> <li>Tell them to stop it</li> <li>Restate your "I" statement (eg I said)</li> <li>State the consequences of continued bullying</li> </ul>	<ul style="list-style-type: none"> <li>Stand tall, head up high</li> <li>Mouth closed</li> <li>Look confident</li> <li>Do not make eye contact</li> <li>Walk somewhere, preferably towards a busy area to a safety zone (teacher).</li> <li>Do not look back and don't run.</li> </ul>	<ul style="list-style-type: none"> <li>Walk away and tell a staff member</li> <li>Go to a safety zone</li> <li>Bystanders – support and report</li> <li>REPORT until someone listens.</li> </ul>

## Coningsby State School - Bullying response flowchart for teachers

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

Prep to Year 6 – Class teacher/Principal





## Cyberbullying

Cyberbullying is treated at Coningsby 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 class teacher or contact the principal.

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

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

# Coningsby State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

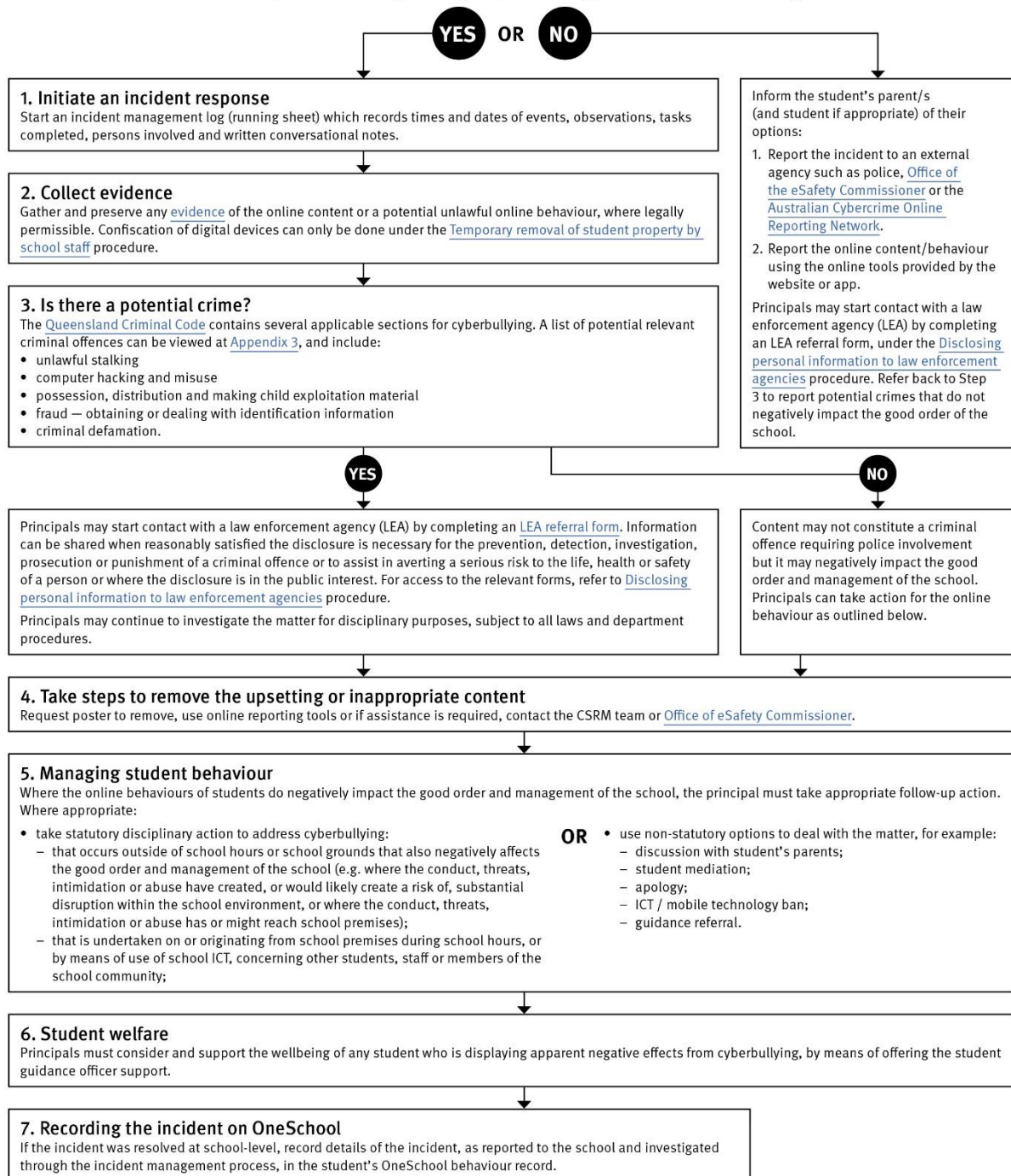
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Coningsby 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.

## Coningsby State School – Anti Bullying Compact



We agree to work together to improve the quality of relationships in our community at Coningsby 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:

## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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

### ***Possible civil or criminal ramifications of online commentary***

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

### ***What about other people's privacy?***

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

### ***What if I encounter problem content?***

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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



## 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

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [ehespace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Coningsby State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education. All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process. The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

- 1. Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- 2. Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

# Coningsby State School Behaviour Steps



*Experience the Challenge*



## Level 5: Logical Consequences (Admin level)

- Removal from classroom/playground
- Detention
- Behaviour Card
- Phone call to Parent
- Parent/Teacher conference
- Suspension
- Exclusion/Cancellation
- Recorded on Oneschool

## Level 4: Logical Consequences (classroom level)

- Time aside within the classroom/playground
- Lunchtime Detention including Restorative Reflection process
- Phone call home
- Recorded on Oneschool

## Level 3: Clear Choice

- If inappropriate behaviour persists, present the student with a clear choice and their logical consequences learning
- Official warning on Traffic light system
- Initiate break to re-focus

## Level 2: Reminder of Rules and Re-direction

- Non-verbal warning or visual signal
- Verbal reminder of rules and expectations
- Verbal warning for not complying with rules and expectations
- Verbal re-direction to learning

## Level 1: Ready to Learn

- Ready to learn
- prepared for class
- Green zone

\*Steps include optional strategies and consequences.

\*\*If a behaviour is deemed high risk, highly disruptive or unsafe students may automatically be moved to Level 4 or 5.



IGNORE	TALK FRIENDLY	TALK FIRMLY	WALK AWAY	REPORT
<ul style="list-style-type: none"> <li>Do not make eye contact</li> <li>Maintain positive body posture (calm and confident)</li> <li>Think positive self-esteem statements</li> <li>Count to 5 in your head slowly</li> <li>Take deep breaths</li> </ul>	<ul style="list-style-type: none"> <li>Use a calm voice</li> <li>Maintain eye contact</li> <li>Confident body language</li> <li>Maintain relatively close body proximity</li> <li>Use "I" statements (I feel... when you ... because)</li> </ul>	<ul style="list-style-type: none"> <li>As per talk friendly</li> <li>Use an assertive voice, slightly raised</li> <li>Tell them to stop it</li> <li>Restate your "I" statement (eg I said)</li> <li>State the consequences of continued bullying</li> </ul>	<ul style="list-style-type: none"> <li>Stand tall, head up high</li> <li>Mouth closed</li> <li>Look confident</li> <li>Do not make eye contact</li> <li>Walk somewhere, preferably towards a busy area to a safety zone (teacher).</li> <li>Do not look back and don't run.</li> </ul>	<ul style="list-style-type: none"> <li>Walk away and tell a staff member</li> <li>Go to a safety zone</li> <li>Bystanders – support and report</li> <li>REPORT until someone listens.</li> </ul>

SCHOOL SETTINGS	SCHOOL WIDE EXPECTATIONS			
	Be Safe	Be Respectful	Be Responsible	Be a Learner
All Settings	<p>I will:</p> <ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself.</li> <li>Walk on concrete.</li> <li>Be in the right place at the right time doing the right thing.</li> <li>Sit quietly in undercover area before and after school.</li> <li>Use all equipment in a safe and appropriate way.</li> <li>Walk directly to and from destination.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use kind words and good manners.</li> <li>Wear appropriate school uniform.</li> <li>Wait my turn.</li> <li>Maintain a clean environment</li> <li>Accept the differences of others.</li> <li>Use a positive tone of voice appropriate for the space and audience.</li> <li>Display positive body language.</li> <li>Promptly follow adult instruction.</li> <li>Treat my own, others and school property with care.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Follow instructions.</li> <li>Make good choices.</li> <li>Attend school every day.</li> <li>Tell the truth.</li> <li>Be in the right place at the right time doing the right thing.</li> <li>Follow agreed rules and routines.</li> <li>Be patient.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Make strong decisions.</li> <li>Arrive on time for school.</li> <li>Participate.</li> <li>Have a go and do my best.</li> <li>Ask for help when needed.</li> <li>Listen and follow instructions.</li> <li>Be organised.</li> </ul>
Learning Environments	<p>I will:</p> <ul style="list-style-type: none"> <li>Ask permission to leave the room.</li> <li>Walk inside.</li> <li>Sit safely</li> <li>Follow directions.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use inside voices.</li> <li>Hands up to answer.</li> <li>Practice active listening</li> <li>Ask permission before borrowing things.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Complete homework and all set tasks.</li> <li>Only enter a classroom with permission.</li> <li>Actively listen.</li> <li>Encourage others.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Have equipment ready.</li> <li>Keep work space neat.</li> <li>Follow routines.</li> <li>Have a go and do my best</li> <li>Strive for personal goals.</li> <li>Accept challenges.</li> <li>Be prepared to learn.</li> </ul>
Play Areas	<p>I will:</p> <ul style="list-style-type: none"> <li>Wear shoes and hat and sun-safe clothing.</li> <li>Follow safety routines on play equipment.</li> <li>Follow all instructions and cues promptly.</li> <li>Sit quietly in undercover area before and after school.</li> <li>Ask permission to go out of bounds.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use positive and appropriate language.</li> <li>Play fairly and be a good sport.</li> <li>Follow the rules of the game being played.</li> <li>Listen to others.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Share equipment.</li> <li>Take turns.</li> <li>Return the equipment.</li> <li>Stop playing at the bell.</li> <li>Walk quickly back to class.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Be prepared and willing to accept playground routines and rules.</li> <li>Accept challenges.</li> <li>Be a problem solver.</li> </ul>
Transitioning	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk.</li> <li>Wait my turn.</li> <li>Tuck chairs in under desk</li> <li>Be aware of others.</li> <li>Hands in laps/arms folded when seated.</li> <li>Stay to left on paths/stairs</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Tidy area and floor</li> <li>Put rubbish in the bin</li> <li>Move in a timely manner</li> <li>Sit or stand where the teacher can see you</li> <li>Walk without disruption to others</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Tidy area and floor</li> <li>Put rubbish in the bin</li> <li>Move in a timely and appropriate manner</li> <li>Sit or stand where the teacher can see me</li> <li>Move with the class</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Learn class transition routines</li> <li>Listen to teacher instruction and follow directions when moving around school</li> <li>Be prepared and willing to transition</li> </ul>
Pathways	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk calmly on pathways</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk quietly along paths and past classrooms</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Give others personal space</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Travel quickly and quietly to and from class</li> </ul>
Eating / Tuckshop	<p>I will:</p> <ul style="list-style-type: none"> <li>Move in an orderly manner.</li> <li>Sit, eat and pack up appropriately.</li> <li>Eat my own food.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use manners.</li> <li>Talk quietly.</li> <li>Hands up to speak, move or ask for help.</li> <li>Hands off other students lunches.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Go straight to my area.</li> <li>Eat my own food.</li> <li>Put rubbish in correct bins.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Make healthy food choices.</li> <li>Practise good hygiene by washing hands.</li> </ul>
Toilets	<p>I will:</p> <ul style="list-style-type: none"> <li>Use toilet paper and taps appropriately.</li> <li>Wash and dry hands</li> <li>Use soap</li> <li>Lock doors</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Give privacy to others.</li> <li>Return to class promptly</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Know and follow the school toilet routine.</li> <li>Flush the toilet.</li> <li>Leave the toilet area clean for others.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Walk quickly back to class.</li> <li>Practice good hygiene.</li> </ul>
Computers & Library	<p>I will:</p> <ul style="list-style-type: none"> <li>Be e-safe</li> <li>Sit safely</li> <li>Walk inside</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Return all items to the correct place.</li> <li>Respect all school equipment.</li> <li>Ask permission before using equipment.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Ensure computers are charged and connected.</li> <li>When finished, shut down the computer and put chair in.</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Use technology to assist in work completion</li> <li>Follow library borrowing routines.</li> </ul>
Bus	<p>I will:</p> <ul style="list-style-type: none"> <li>Be on time.</li> <li>Follow the bus rules.</li> <li>Keep belongings nearby</li> <li>Sit quietly and sensibly</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Wait my turn</li> <li>Have my bus notes ready</li> <li>Use good manners</li> <li>Respect the rights of all travellers</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Be on time.</li> <li>Follow the bus rules.</li> <li>Keep belongings nearby</li> </ul>	<p>I will:</p> <ul style="list-style-type: none"> <li>Learn and follow the rules of safe bus travel.</li> </ul>