



Seaforth State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

Seaforth State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents and visitors. We aim for our students to have the opportunities to engage in quality learning experiences and acquire values supportive of their lifelong learning and wellbeing.

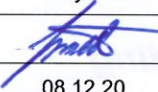
This Responsible Behaviour Plan for Student's is purpose is to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate safely and positively within our school community. It sets out the responsibilities and processes that we use in our school to promote a productive, effective whole approach to discipline.


Our school's approach to behaviour is proactive in nature and we aim to teach and re-enforce the our school wide expectations through Positive Behaviour for Learning (PBL). Seaforth State School considers itself to be a PBL school.

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Endorsement

Principal Name:	Troy Mutton
Principal Signature:	
Date:	08.12.20

P/C President and-or School Council Chair Name:	Angela Gifford
P/C President and-or School Council Chair Signature:	
Date:	08.12.20

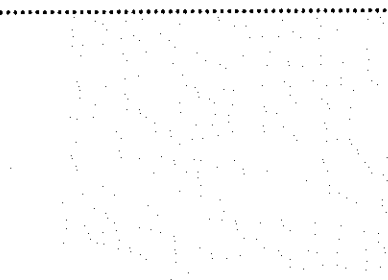
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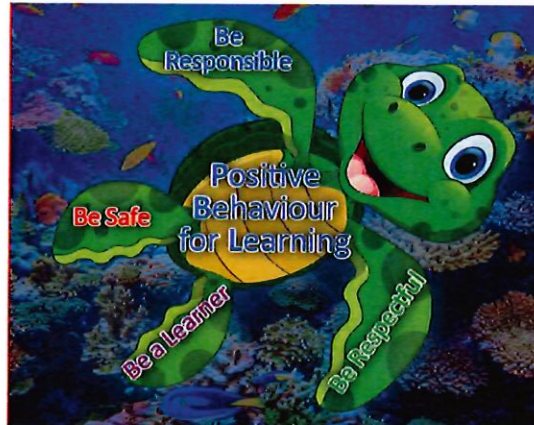
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Principal's Foreword

Seaforth State School, in collaboration with our community, have identified the following school rules to teach and promote our high standard of behaviour through Positive Behaviour for Learning (PBL). Seaforth State School is a proud PBL School. We believe and advocate that all areas of our school are learning and teaching environments and we consider behaviour management to be an opportunity for valuable learning as well as a means of maximising the success of academic education programs. Our PBL logo is the symbol that we use to promote, encourage and reward our positive behaviour and links with the fact that our school is also a Reef Guardian School as we are situated so close to the coast.

-  Be Safe
-  Be Responsible
-  Be Respectful
-  Be A Learner



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 and is located in our Behaviour Matrix. 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, social media 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. PBL assists and supports Seaforth State School 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 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 Seaforth 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 and parents or carers. It is through PBL 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.

P&C Statement of Support





As President of the Seaforth State School P&C Association, I am proud to endorse and be a part of our school's Code Of Conduct. The Principal includes and provides opportunities for engagement and input wherever possible.

The PBL (Positive Behaviour For Learning) system utilised in our school environment shows not only in student behaviour, but also the language used by teachers, staff and administration team. The PBL system has developed a culture of positive behaviour, attitude, language and response. The PBL focus is communicated via the fortnightly newsletter to allow parents and carers an opportunity to build on the school's teaching for the next two weeks or understand our children's conversations as we know the current focus.

The P&C Committee is always involved in Rewards Programs; Wellness weeks or events at the school which helps to encourage involvement, collaboration and engagement with the community. As a parent reading the Code of Conduct for the first time, I encourage you to please join our P&C to become a part of the process in the future.

Data Overview

At Seaforth State School, we believe in making our data open and transparent, if possible, as it allows us to provide a reporting mechanism for the school community on the perceptions of students, staff and parents. There are occasions where this may not be possible due to the possibility that cohorts may be too small (less than five) and individual students could be identified. If this occurs, the information will not be provided due to confidentiality concerns and our Parents and Citizens Association will be contacted. Data provided will be sourced from OneSchool and will include:

Data Type	Source
 School Climate	School Opinion Survey
 Attendance Rates	OneSchool
 Student Disciplinary Actions	OneSchool
 Behaviour Incidents	OneSchool

School Climate – School Opinion Survey

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.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey – Highlights Report (2019)

Department of Education

SCHOOL OPINION SURVEY 2019 – Highlights report for (1479) Seaforth State School

Agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Survey respondents may not respond to all survey items. The survey items displayed below are selected according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown below. Please refer to the relevant section of this report for further detail on the information presented below.

16 parents

participated in the
Parent/Caregiver Survey

Most positive items

Survey Item	Agreement (%)
I can talk to my child's teachers about my concerns	100.0
Teachers at this school are interested in my child's wellbeing.	100.0
Teachers at this school motivate my child to learn.	100.0

Least positive items

Survey Item	Agreement (%)
This school provides useful information online.	71.4
This school asks for my input.	87.5
Student behaviour is well managed at this school.	87.5

Greatest positive and negative change from 2018

Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
Teachers at this school treat students fairly.	44.4	100.0	+55.6
No negative data available.			

30 students

participated in the
Student Survey

Most positive items

Survey Item	Agreement (%)
My teachers expect me to do my best.	100.0
My school is well maintained.	100.0
My school looks for ways to improve.	100.0

Least positive items

Survey Item	Agreement (%)
I can talk to my teachers about my concerns.	72.4
Student behaviour is well managed at my school.	75.9
I feel accepted by other students at my school.	80.0

Greatest positive and negative change from 2018

Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
My school takes students' opinions seriously.	90.5	98.2	+7.7
I can talk to my teachers about my concerns.	90.5	72.4	-18.1

9 staff

(including teaching staff)
participated in the
Staff Survey

Most positive items

Survey Item	Agreement (%)
This school is well maintained.	100.0
I feel a strong personal connection to my school.	100.0
Students are encouraged to do their best at this school.	100.0

Least positive items

Survey Item	Agreement (%)
My school has taken action as a result of last year's School Opinion Survey.	0.0
People are treated fairly and consistently at my school.	33.3
Staff are well supported at this school.	33.3

Greatest positive and negative change from 2018

Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
This school gives me opportunities to do interesting things.	81.8	100.0	+18.2
My school has taken action as a result of last year's School Opinion Survey.	80.0	0.0	-80.0

5 teaching staff

participated in the
Staff Survey

Most positive teaching items

Survey Item	Agreement (%)
My school has the buildings and infrastructure to support teaching and learning practices.	100.0
I feel confident applying evidence-based teaching and learning practices.	100.0
I feel that students receive a good education at my school.	100.0

Least positive teaching items

Survey Item	Agreement (%)
I am able to speak up and share a different view to my colleagues and the school leadership team.	60.0
My school motivates me to help achieve our school objectives.	60.0
I get the opportunity to develop new and better ways of doing my job.	80.0

Greatest differences between staff types

Survey Item	Teaching Agreement (%)	Non-Teaching Agreement (%)	Gap
Information and communication equipment is well maintained at my school.	100.0	25.0	+75.0
This is a good school.	60.0	100.0	-40.0

Attendance Rates – OneSchool

OneSchool

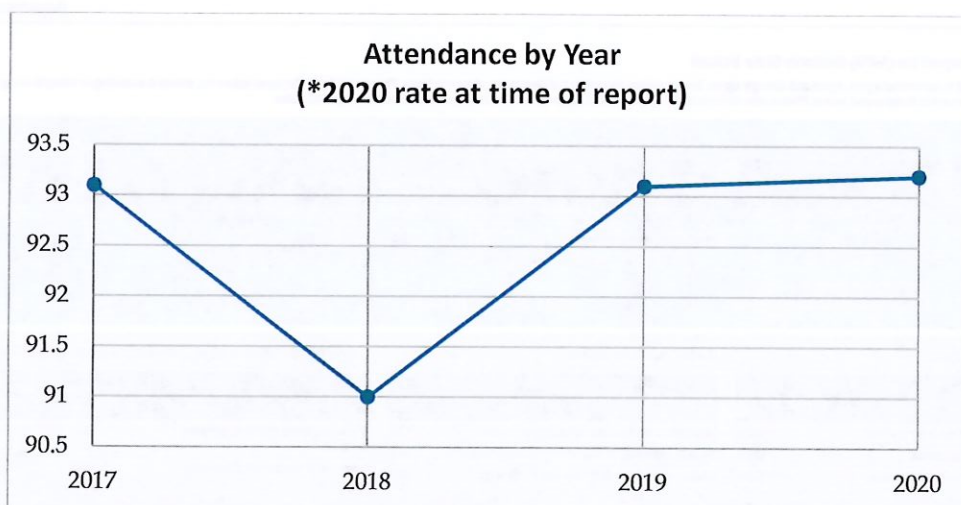
OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services. This system also allows for effective monitoring of attendance and behaviour.

Attendance Rates – OneSchool



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.

Seaforth State School – SDAs			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	0	5	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Behaviour Incidents

At Seaforth State School, our school utilises a combination of Data Trackers and Playground folders to constantly monitor and support student behaviour. When an incident is considered severe enough, either through the behaviour itself, or repeated behaviour, it may be recorded on the Student's OneSchool Profile. Generally, this will only occur if the student, despite multiple opportunities to rectify their behaviour, continues to demonstrate poor behavioural choices. It may also be recorded if the behavioural incident is categorised as 'Major' according to our Minor/Major table (which is available later in this document).

Consultation

In developing this Student Code of Conduct a consultative process was used with all staff through staff meetings. The Parents and Citizens Association was also provided with a draft copy for feedback and consultation at consecutive P&C meetings.

To ensure that members of our school community are informed about the expectations, support and disciplinary options that may be used, our school will regularly update the P&C through the Annual General Meeting, as well as monthly P&C Meetings. The school will also update our School Website to include links to the updated Student Code of Conduct and copies may be requested upon enrolment at our school.

This Student Code of Conduct can be requested to be translated for those families or community members that may need it.

Learning and Behaviour Statement

Our Philosophy

At Seaforth State School, we believe that the first step in facilitating standards of positive behaviour is by communicating and explicitly teaching those standards to all students. We emphasise the importance of directly teaching students the positive behaviours we want them to demonstrate at school and within the wider community using a range of strategies. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour, and provides a framework for responding to unacceptable behaviour.

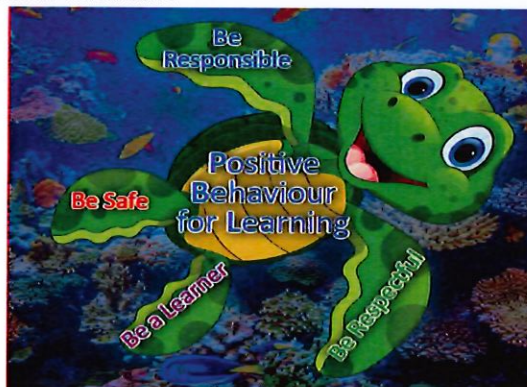
Coinciding with this, all staff at Seaforth State School are trained in the Essential Skills for Classroom Management. What this means is that all teachers will proactively implement management strategies to engage students in their learning, prior to resorting to reactive or consequential strategies. Should these proactive strategies not work, we have also developed a Classroom Management Flowchart (See Appendix...) to assist staff should a student's behaviour need redirecting. For students, we have also developed a Data Tracker (see next page) to assist them to re-engage with their learning.

We pride ourselves on being a Positive Behaviour for Learning School and as such implement a Tiered approach to support our integrated approach to learning and behaviour.

Tier 1 – Universal Support (All Students)

At Seaforth State School we have created 4 succinct school rules, from which all of our behavioural expectations are drawn. Our four guiding school rules are:

- ✚ Be Safe
- ✚ Be Responsible
- ✚ Be Respectful
- ✚ Be A Learner



From these four rules, our PBL system aims to:

- ✚ Set high expectations for the positive behaviour of all students.
- ✚ Establish a positive behaviour culture valued across the school and the community.
- ✚ Provide all students with a system that demonstrates consistency, equity, and transparency for all classes and year levels.
- ✚ Encourage and motivate students to strive for excellence with their behaviour.
- ✚ Acknowledge, reward and celebrate students who consistently follow the school rules.
- ✚ Set consistent, clear and logical consequences for students who do not follow the school rules.
- ✚ Improve the communication between school and home to ensure parents and carers are informed regularly about both positive and negative behaviour.
- ✚ Teach positive behaviours in the settings that they are used (i.e. classroom, toilets, playground etc.)

To assist students with learning our school rules and positive behavioural expectations, we provide:

- ✚ An induction in our PBL processes for all beginning students outlining our rewards system, consequence system and communication protocols
- ✚ A weekly focus, based on behavioural data, and presented at our weekly Parade/Assemblies
- ✚ Explicit teaching, daily, of the positive behaviour that we want to see that week
- ✚ Reteaching of behaviours with a staff member when a minor incident may occur
- ✚ PBL Data Trackers to remind students of the school rules and positive behaviours expected

PBL Data Tracker

As a part of our Tier 1 Universal Support, to assist students who may be having difficulty demonstrating our school's rules in and outside of the classroom, we utilise a PBL Data Tracker. The Data tracker is designed to assist students with rectifying their behaviour and clearly outlines the steps that will be taken to support their own and others' learning. The data tracker includes an opportunity for warnings, reteaching, reset time, time-out time, removal to a buddy class and of course referral to the school office should behaviours not be addressed by the student. The data tracker also clearly outlines at what step parents and the school office are contacted. An example data tracker can be seen to the right. These data trackers are also used to record the type of incident, time of incident, category of incidents and are used to inform which behaviours we need to explicitly focus on or re-teach.

To assist parents and staff members with our PBL system, we:

- ✚ dedicate a section of the school newsletter for school wide behaviour expectations, enabling parents to be actively and positively involved
- ✚ prioritise and support the Positive Behaviours for Learning team members' with regular provision of information to staff and parents
- ✚ provide comprehensive induction sessions of the Seaforth State School rewards system for all new members of our school community – including staff
- ✚ encourage community involvement in rewards days and a range of school activities
- ✚ mentor new staff to assist in the development of behaviour management techniques, knowledge of curriculum and resources to promote quality teaching and learning practices
- ✚ devise plans and programs to promote the school and enhance its reputation
- ✚ build positive partnerships with the whole school community and support agencies contributing to establishing and maintaining positive behaviour
- ✚ consider both the individual circumstances and actions of the student and the needs and rights of school community members in determining responses to inappropriate student behaviour
- ✚ allocate resources (human and monetary) to support our PBL processes, continued learning and development
- ✚ develop specific policies to address Personal Technology, Bullying, Bringing knives to school etc.

Tier 2 Support – Targeted Instruction and Support

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Each year a number of students at Seaforth State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the behavioural errors 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. Furthermore, the frequency of their behaviours may be affecting the learning of others. Tier 2 support builds on Tier 1 and may provide the need for more intensive interventions. At Seaforth State School, we also have clear and transparent process for the referring of students who may need additional support and/or intervention to Tier 2 and this is done through a combination of weekly staff meetings and, if needed, a student referral form is completed by the classroom teacher.

Tier 2 supports are provided in range of ways and are catered to the student. These supports may include offering more time and/or detailed instruction on the Australian Curriculum, reteaching particular aspects of our PBL expectations, using time-out or chill-out zones prior to lessons commencing, explicit Zones of Regulation lessons or increased access to support staff. Essentially, the types of interventions offered at this level will vary according to the needs of the student and each school's student body.

Tier 3 - Intensive Support

At Seaforth State School we are committed to educating all students, including those with the highest behavioural support. Tier 3 support and intervention continues to build on our Tier 1 and Tier 2 support but becomes more individualised and intensive. Students referred to this level will be case managed by a team of people, including (where possible) parents. Tier 3 supports are based on the underlying reasons for a student's behaviour and will consider all factors. This may include:

- Historical Background/information
- Current contextual information that be impacting behaviour
- Medical Information
- Functional Behaviour Assessment (FBA) Results
- Academic Career

Furthermore, our Tier 2/3 team for students that require Intensive Behaviour Support may include school staff, parents and external agencies – for example, Paediatricians. A complex-case management process may also be initiated through OneSchool that closely monitors the strategies recommended and whether they are achieving success. This team will meet regularly with all information (agendas, minutes, referrals, reports, etc.) recorded on OneSchool.

As a team, our goal at Tier 3 is to implement strategies based on data that will assist the student to reduce the problem behaviour/s so that they can re-engage with learning and achieve individual success.

Celebrating and Reinforcing Positive Behaviour

At Seaforth 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.

Seaforth State School PBL (Positive Behaviour for Learning) Tickets

Our school has developed our PBL Logo and designed a PBL Ticket to hand 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 reward tickets, they are able to accrue them in order to trade them in for a reward from their reward menu.



Each class develops their own Reward Menu. This Menu displays a choice of rewards students can select when they achieve a specified amount of tickets. The Reward Menus offer incentives in increments (10 tickets, 20 tickets, 30 tickets etc..) and once the student decides which reward they want, they can either trade them in or save up their tickets if they want something from a higher reward bracket.

Each week a new behaviour expectation is identified by staff to be explicitly taught to students. This expectation is introduced on parade, taught in classrooms daily, explained in the newsletter and displayed on posters throughout the school. Whilst any positive behaviour displayed by a student can be rewarded with PBL tickets, there is a concentrated effort to "catch" students who display the positive behaviour for the week and reward that behaviour with PBL tickets in order to encourage this particular behaviour.

Positive Behaviour for Learning (PBL) Tickets are never removed from students as a consequence for problem behaviour. These tickets are also used to participate in an end of term or year celebration days.

Student of the Week – PBL Award

Each week on parade a student is chosen from each class by the teacher to receive a Student of the Week Award – PBL Award, for displaying positive classroom behaviour linked to the previous week's focus. These students are rewarded with a small gift from the school, an award, and their photo and achievement is printed in the newsletter.

Term Celebrations

At Seaforth State School, students save and collect PBL tickets in order to allow them to participate in reward days each term as an acknowledgement of their active contribution in Positive Behaviour for Learning. Students can show kindness to others during this process and can, for example, bestow their PBL tickets upon another student for this day. Students cannot however, sell or trade their PBL tickets.

Awards Ceremony

At Seaforth State School's Annual Award Ceremony, a PBL Award will be presented to the student from each class who has earned the most tickets throughout the year. A whole school perpetual award may also be presented. This award will be voted on by all staff in a secret ballot.

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 reasons for their behaviour. In this way, we hope to support and implement strategies to prevent behaviours from occurring or escalating.

However, should behaviour escalate, Seaforth 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. It will also occur when students reach Step 4 of their Data Tracker.

When Administration enters a major behavioural incident, Administration will then make contact with parents or caregivers to advise of the incident and consequences for the behaviour. Staff may use various media for advising of behavioural errors, including but not limited to,

- Parent advice form (APPENDIX E)
- Email (from EQ email account)
- Phone call

Student Wellbeing

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

At Seaforth State School, we offer a range of programs and services to support the wellbeing of students in our school. Many aspects of student wellbeing are taught through our school's focus on Positive Behaviour for Learning processes, however, there are many other opportunities we aim to provide to ensure that our students' wellbeing is optimised. Some of these opportunities are:

- Explicit lessons through our Health and Physical Education Curriculum Area
- Targeted Zones of Regulation lessons
- Student Wellbeing Week (held once per semester)
- Intervention lessons delivered by Guidance Officer (when accessible)
- Access to a 'Chill-Out Zone' provided by our Learning Support Teacher
- Access to specialised programs to support students – arranged through our Learning Support Teacher and Guidance officer
- External 3rd Party Incursions/Excursions

We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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-12 curriculum, assessment and reporting framework](#).

Schools acknowledge 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 Seaforth State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages, including a broader sexuality and relationships education program for senior students.

Policy and expectations

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

Drug education and intervention

Seaforth State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Seaforth State School works closely with parents 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. This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Seaforth State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, our administration office 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.

Seaforth State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Seaforth State School implements early intervention measures and treatments 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](#).

Suicide prevention

Seaforth State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

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

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

Student Support Network

Seaforth State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have access to a team of professionals who are available to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Seaforth State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the school Principal to discuss further.

Role	What they do
Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • liaises with parents, teachers, or other external health providers as needed • monitors and enacts case management of students as needed
PBL Coach	<ul style="list-style-type: none"> • continual monitoring and analysis of student data to identify areas for targeted behavioural learning, i.e. Focus of the weeks • assists students with regulating behaviour by continually focusing on positive behaviour • assists students with general difficulties, acting as a mediator or providing information on other life skills
Teachers	<ul style="list-style-type: none"> • continual monitoring of students for signs of distress/concern • liaising with parents, teachers or Principal as needed to support students • teach positive behaviours, strategies and the General Capabilities of the Australian Curriculum
Learning Support Teacher	<ul style="list-style-type: none"> • embeds 'Zones of Regulation' across the whole school to assist students with their emotional regulation and strategies • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • assists staff with learning support plans, differentiation strategies, referrals to specialist and other. • liaises with parents, teachers, specialist staff and external agencies as needed to support student wellbeing and learning
Guidance Officer	<ul style="list-style-type: none"> • provides student support within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental health Coach, Autism Coach, Inclusion Coach, Advising Visiting Teachers and Senior Guidance Officers.

For more information about these services and personnel, please speak with the school Principal.



Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

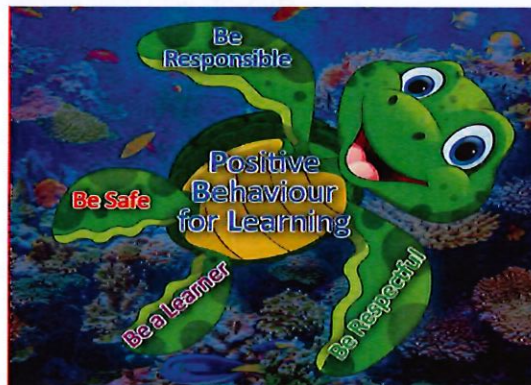
At Seaforth State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive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

The development of this Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

Whole School PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe that all adults in the school, whether visiting or working, should lead by example and meet the same four PBL expectations we have in place for our students. Our PBL Expectations, or school rules, are:

- Be Safe
- Be Responsible
- Be Respectful
- Be A Learner



On the next page, you will see our PBL Behaviour Matrix, which provides examples of the types of lessons that are explicitly taught and how it is has been differentiated depending on the learning area of the school. Individual classes may have slightly different 'Classroom Rules', however, for students and parents, there should be a very clear and strong link to our four PBL Expectations

Whole School PBL Behaviour Matrix

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

Consideration of Individual Circumstances

Staff at Seaforth State School take into account student's individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. These individual circumstances are wide and varied but may include:

- behaviour history
- disability
- mental health and wellbeing
- religious and cultural considerations
- home environment or care arrangements.

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. We aim to reflect the principles of equality and equity, where every student is given the individual support they need to be successful. This also means that not everyone will be treated the same. For example, some students may need additional support to understand an expectation or may benefit from more opportunities to practise a required skill or behaviour. Other students may have difficulty understanding or demonstrating expectations due to circumstances beyond their control. i.e. disability.

Importantly, for a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective. This may be due to (but not limited to) disability, complex trauma or family circumstances. As an example, although a suspension may be warranted in a certain instance, if that suspension may place the child at further risk of harm due to family circumstances, then it may not be undertaken by the school staff or Principal and an alternative consequence may be implemented. These are all matters that our teachers and principal consider and each situation will be assessed on a case by case base, allowing for the consideration of individual circumstances.

As issues of student discipline can be quite controversial, it is also very important to note that our teachers are obliged, by law, to respect and protect the privacy of individual students. We understand that in situations, students, staff and parents may want to know what punishment another student might have received, however, 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 their families.

If you have any 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. At Seaforth State School we believe that communication and understanding is the key to resolving any conflict that may arise.

PBL Expectations for Adults Matrix

As mentioned earlier, at Seaforth State School we believe that all adults in the school, whether visiting or working, should lead by example and meet the same four PBL expectations that we expect of our children. For that reason, we have developed a PBL Expectations for Adult Matrix, in conjunction with our school's P&C, to assist staff, parents and visitors to our school understand their role in supporting our students learning of positive behaviour. The list below is not intended to be mandatory or exhaustive, rather an example of the types of behaviours that you may consider to support our school.

PBL EXPECTATIONS FOR ADULTS				
	Be Safe	Be Respectful	Be Responsible	Be a Learner
At School	<p>I will lead by example and ensure that I demonstrate being safe at school by:</p> <ul style="list-style-type: none"> Reporting to the school administration block upon arrival, if outside of normal drop-off/pick-up times Adhering to the instructions of staff at all times, particularly during an emergency procedure Using appropriate body-language with all staff and students Adhering to the speed limit within and around our school grounds Reporting inappropriate or concerning behaviour to the School Office and/or Police link if necessary Using the stop-drop and go zone as intended during drop-off/pick-up 	<p>I will lead by example and ensure that I demonstrate being respectful at school by:</p> <ul style="list-style-type: none"> Making an appointment with staff (via email or phone) to discuss any matters relating to your child (if wanting an extending meeting) Speaking to staff with a polite and calm manner at all times Informing staff if your child will be departing early or arriving late due to appointments (or other) Informing staff of any health and/or wellbeing issues that may be affecting your student's ability to engage in their learning Being understanding of the requirement for staff to maintain confidentiality 	<p>I will lead by example and ensure that I demonstrate being responsible at school by:</p> <ul style="list-style-type: none"> Ensuring that my child/ren are attending school every day, unless there is a legitimate reason Contacting the school to inform them of your child/ren's absences AND providing a reason for that absence Recognising that schools are diverse places and be non-judgemental, fair and equitable to others in the school community Supporting your child to meet the learning and behavioural expectations of our school Supporting your school and/or teacher when disciplinary action is required Speaking with your child's teacher and/or Principal, if concerned about the behaviour of a staff member, student or parent 	<p>I will lead by example and ensure that I demonstrate being a learner by:</p> <ul style="list-style-type: none"> Attending Parent P.D., if offered, to learn how to support your child's education – whether academic, social or behavioural Taking a positive, solution-orientated approach to resolving issues or potential conflict, understanding or learning the diverse needs of our students Assisting or volunteering in the classroom (where possible) to assist our teachers to teach and to learn aspects of the Australian Curriculum that your child/ren are learning
At Home	<p>I will lead by example and ensure that I demonstrate being safe at home by:</p> <ul style="list-style-type: none"> Supporting the school's decisions when disciplinary issues relating to student safety occur at school Reporting issues within the community that may negatively impact the local community, people or individuals within it Monitoring my child/rens access to and use of electronic devices to ensure safe and proper use Encourage safe behaviours at home, where possible. E.g. Wearing Personal protective equipment when moving 	<p>I will lead by example and ensure that I demonstrate being respectful at home by:</p> <ul style="list-style-type: none"> Speaking about school staff and volunteers respectfully in front of children Trying to resist using profanities around young children, or assisting children to understand the importance of time and place Trying to demonstrate polite language and manners in front of children when within the community or attending events 	<p>I will lead by example and ensure that I demonstrate being responsible at home by:</p> <ul style="list-style-type: none"> Assisting with my child's homework if possible Establishing a routine at home for children to complete homework and/or study Encouraging the completion of homework each week to consolidate concepts taught at school Encouraging children to read every night, or model reading for them if possible Monitor my child/ren use of and time spent on electronic devices, games and social media and report any issues 	<p>I will lead by example and ensure that I demonstrate being a learner at home by:</p> <ul style="list-style-type: none"> Staying informed of school news, activities and events by: <ul style="list-style-type: none"> reading the school newsletter, reading materials and notes sent home staying up to date through social media and/or school website Attending P&C Meeting (if possible) to learn about school priorities, projects and initiatives

Lastly, we consider our school to be a safe and supportive environment for everyone, students and staff alike. Although not explicitly stated above, any visiting adults, parents, volunteers or staff are expected to demonstrate appropriate behaviour, at all times, whilst on the school site.

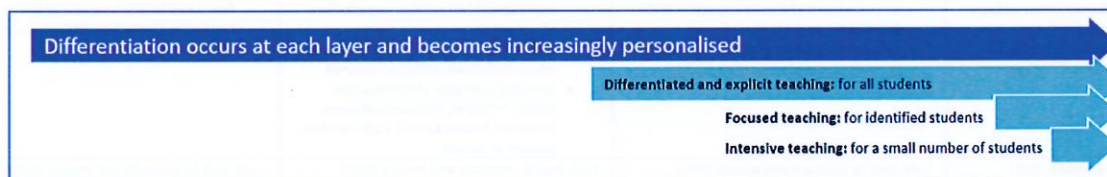
Any adult that is behaving in an aggressive manner, in any way, including threats of violence, will be asked to leave the school grounds immediately and will be reported to the School Principal. Failure to do so, after direction to leave, will result in Police being contacted for the safety of all students. After which, further action may be taken.

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL 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. In addition, each week one element is chosen, based on data, to become our Behavioural Focus of the Week.

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.

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

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 PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Seaforth State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. 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
- Trauma Informed Practise
- Functional Based Assessment
- Positive Behaviour for Learning
- Zones of Regulation
- Essential Skills for Classroom Management (ESCM)

For more information, please speak with the Principal.

Intensive Teaching

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

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

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

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 Seaforth 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

At Seaforth State School, the majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Teachers will utilise their essential skills for classroom management and provide opportunities to continually review and reteach behavioural expectations when they occur.

However, on occasions where our behaviour expectations are not met and a disciplinary consequence is needed, our school has developed a system that will categorise behaviour as either 'Minor' or 'Major'. This information will be collected through our school developed 'Data Trackers' (see appendix I) and will be recorded either through our PBL spreadsheet or through the Queensland Government software, OneSchool. This allows us to support the individual student with their needs, while simultaneously allowing us to track whole school data to identify emerging needs.

When responding to behavioural incidents, particularly where consequences have been determined, our school seeks to ensure that responses to behavioural incidents are consistent and proportionate to the nature of the behaviour demonstrated. Each behaviour incident will be assessed individually so that 'natural justice' can occur:

When responding to behavioural errors, staff members ensure that students understand the relationship of the error to expected school behaviour. One method that staff members might use to achieve this is to have students:

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

Should behavioural errors be repeated, the staff member may not repeat the discussion or explanation process but simply remind the student of the consequences of their error.

At Seaforth State School staff members authorised to issue consequences for behavioural errors are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school. In our school, all staff are authorised to issue consequences for minor behavioural behaviours.

Students also receive training about how to respond when other students display behavioural errors and the courteous way to respond when a staff member re-directs their behaviour.

Minor and Major Behaviours

When responding to behavioural errors the staff member first determines if the behaviour is major or minor, with the following agreed understanding:

- Minor behavioural errors are handled by staff members at the time it happens
- Major behavioural errors are referred directly to the school Administration team.

Minor behaviours

Minor behaviours are those that:

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

All staff will exhaust their Essential Skills for Classroom Management to redirect minor behaviour, from least intrusive to most intrusive. However, should these strategies not yield positive results, a logically connected consequence may be issued. This may include but is not limited to:

- reteaching of the rule or value that has been breached
- removal from an activity in full or in part
- individual meeting with the student
- apology, restitution or make up time for work completion
- a re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour the student is displaying,
 2. asks the student to name the expected school behaviour
 3. states and explains expected school behaviour if necessary
 4. gives positive verbal acknowledgment for expected school behaviour
- a Behaviour Tracker form for ongoing demonstration of minor behavioural errors.

Minor behaviour or incidents that are being repeated, after intervention and support, may be escalated and become a 'Major' behaviour.

Major behaviours

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school Administration
- can be immediate or delayed

When a major behaviour occurs, staff members calmly state the major behavioural error and remind the student of expected school behaviour. Major behaviours result in an immediate or delayed referral to Administration because of their seriousness and the staff member will escort the student to Administration and record the incident on OneSchool.

The administration team will then consider the incident on its merits, considering the individual circumstances of the student/s. After consideration of the factors, a logically connected consequence will then be issued. These consequences might include, but are not limited to:

- time in office
- alternate lunchtime activities
- loss of privileges
- restitution to person/s affected
- loss of break times
- warning regarding future consequence for repeated offence
- referral to alternate school based programs
- School Disciplinary Action (SDA) – Suspension 1-20 Days
- referral to Guidance Officer
- referral to Intensive Behaviour Support Team
- School Disciplinary Action – Charge Related Suspension
- School Disciplinary Actions - Exclusion

It should be noted, that for all behavioural errors that are considered 'Major', a OneSchool Record will be made of the incident and parents will be notified via phone call or email.

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 Seaforth 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, however, short suspensions are unable to be appealed.

If a request from the parent to appeal a long decision is made, the Director-General or their delegate will conduct a review, and a decision will be 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.

When making a decision to suspend a student or not, the Principal and Administration team will consider the individual circumstances of the student. If a SDA may place a child at risk of harm, for example, an alternative to an SDA may be considered.

Re-entry following suspension

Students who are suspended from Seaforth 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. The invitation to attend the re-entry meeting will be communicated via telephone or in writing but is usually via email or post. 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.

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

Seaforth State School 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.

The school staff and Principal may search school owned property – e.g. lockers, tidy trays, sheds. However, in the event that an item may be in a school bag, the bag will be confiscated (but not searched), until either consent is provided by parents/caregivers, or Police undertake a search. Similarly, if a student is suspected of carrying a prohibited item on their person and they refuse to hand it over, a search of their person will not occur until Police arrive.

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 Seaforth 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).

Responsibilities

State school staff:

- 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/Guardians

- 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 Seaforth 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 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

- 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 Seaforth 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.

** 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)*

Use of mobile phones and other devices by 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, Seaforth State School has determined that, given the age of our children that ***our school be a device free zone***, unless those devices have been provided to students by staff.

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

Wearable technology, such as FitBits or Apple Watches are at the discretion of parents, however, the school takes no responsibility if they go missing, are lost or are broken or damaged in any way.

The only exception to the above is where the student may need a personal device to support their learning – e.g. personal assistive technology

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 PBL 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 Seaforth 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 Seaforth 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 Seaforth 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 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.*

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

At Seaforth 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.

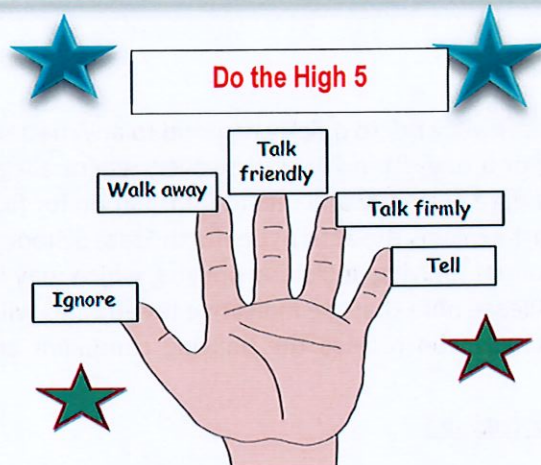
Preventing Bullying

Seaforth State School uses the Positive Behaviour for Learning to promote 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.

Therefore, at Seaforth State School we believe strongly that our evidence based approach to behaviour - PBL, is our strongest asset in teaching appropriate social skills and in deterring Bullying.

However, there other 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
- Student Council, comprised of representatives in each year level (from year 3 to year 6) as well as our School Captains and Sports Captains that meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.
- Focused Health and Wellbeing Lessons through the Australian Curriculum and other resources



How?

Ignore	Walk away	Talk friendly	Talk firmly
<ul style="list-style-type: none"> Pretend you didn't hear Avoid eye contact Think positive statements Keep busy doing something Count to 5 in your head Take 3 calming breaths 	<ul style="list-style-type: none"> Stand tall Hold your head up high Avoid eye contact Look ahead Walk confidently Walk to a crowded place 	<ul style="list-style-type: none"> Use a calm voice Maintain eye contact Look confident Maintain close body proximity Use 'I' statements e.g. 'I feel...when you...because...' 	<ul style="list-style-type: none"> Use a firm voice Tell them to 'Stop' Repeat 'I' statement e.g. 'Stop it, I don't like it.' Tell them you are going to tell someone
Tell ...tell, tell, tell until somebody listens!			

REMEMBER: Nothing is so bad you cannot talk about it!



How?

Stay calm	Keep yourself safe	Talk firmly	Get help
<ul style="list-style-type: none"> Take deep breaths Relax Refuse to join in bully behavior Keep your comments to yourself 	<ul style="list-style-type: none"> Keep hands and feet to yourself Avoid language that may encourage the bully Stand clear of danger 	<ul style="list-style-type: none"> Use a firm calm voice Only talk about the inappropriate behavior Think about what you will say Only say what you need to Use the language e.g. 'You need to ... I need to tell...' 	<ul style="list-style-type: none"> Tell, tell, tell until someone listens e.g. teacher on duty or class teacher Have all the information... WHERE did it happen? WHO is involved, names, grades, witnesses? WHAT happened? WHEN did it happen?
Befriend the victim <ul style="list-style-type: none"> Ask - are you OK? Assist the victim to access a teacher / first aid Check on them regularly to see if there have been any further incidents 			

REMEMBER: Nothing is so bad you cannot tell somebody about it!

Responding to Bullying

At Seaforth State School, our staff will work to quickly respond to any matter, regardless of whether it is considered to be Bullying or a one-off incident. However, where allegations of Bullying have been made our staff will investigate promptly and record information for further consideration and actions. The following flowchart explains the actions Seaforth State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Troy Mutton, 07 4966 3111

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The school Principal can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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](#).

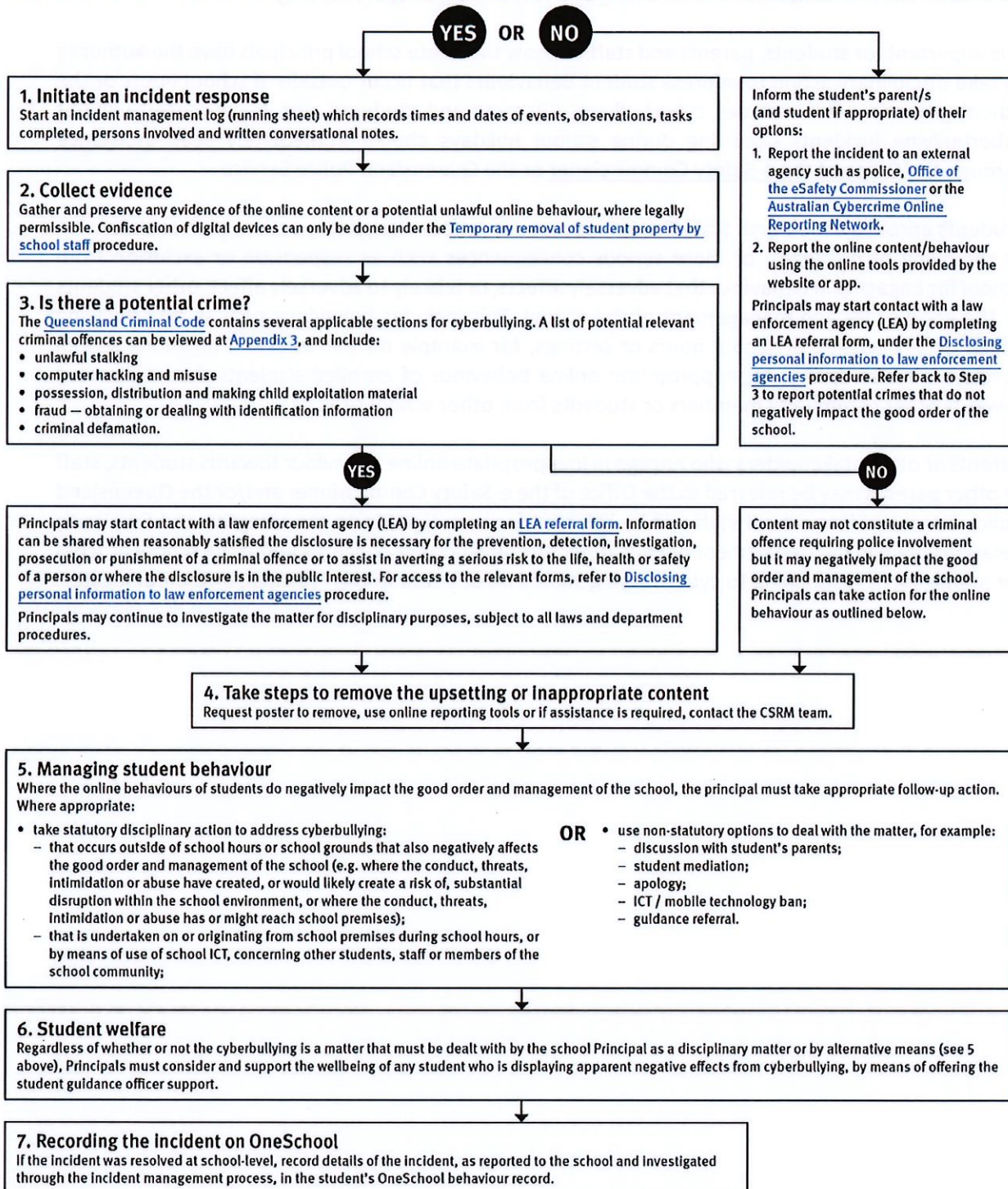
Explicit images

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](#).

Help

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 3034 5035 or Cybersecurity.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 cyber safety and reputation management issues, effectively leading the development and implementation of departmental cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Seaforth 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, as identified in the Student Support Network section earlier in this document. 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 Seaforth 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.

Seaforth State School – Anti-Bullying Compact

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

Seaforth State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Seaforth 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 Seaforth 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.

This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices procedure in preparation of this element of the document.

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!](#)
- [eheadspace](#)
- [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

Seaforth 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.

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](#).

Appendices

Appendix A – School Wide Expectations

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


Appendix B – PBL Expectations for Adults

PBL EXPECTATIONS FOR ADULTS				
	Be Safe	Be Respectful	Be Responsible	Be a Learner
At School	<p>I will lead by example and ensure that I demonstrate being safe at school by:</p> <ul style="list-style-type: none"> Reporting to the school administration block upon arrival, if outside of normal drop-off/pick-up times Adhering to the instructions of staff at all times, particularly during an emergency procedure Using appropriate body-language with all staff and students Adhering to the speed limit within and around our school grounds Reporting inappropriate or concerning behaviour to the School Office and/or Police link if necessary Using the stop-drop and go zone as intended during drop-off/pick-up 	<p>I will lead by example and ensure that I demonstrate being respectful at school by:</p> <ul style="list-style-type: none"> Making an appointment with staff (via email or phone) to discuss any matters relating to your child (if wanting an extending meeting) Speaking to staff with a polite and calm manner at all times Informing staff if your child will be departing early or arriving late due to appointments (or other) Informing staff of any health and/or wellbeing issues that may be affecting your student's ability to engage in their learning Being understanding of the requirement for staff to maintain confidentiality 	<p>I will lead by example and ensure that I demonstrate being responsible at school by:</p> <ul style="list-style-type: none"> Ensuring that my child/ren are attending school every day, unless there is a legitimate reason Contacting the school to inform them of your child/ren's absences AND providing a reason for that absence Recognising that schools are diverse places and be non-judgemental, fair and equitable to others in the school community Supporting your child to meet the learning and behavioural expectations of our school Supporting your school and/or teacher when disciplinary action is required Speaking with your child's teacher and/or Principal, if concerned about about the behaviour of a staff member, student or parent 	<p>I will lead by example and ensure that I demonstrate being a learner by:</p> <ul style="list-style-type: none"> Attending Parent P.D., if offered, to learn how to support your child's education – whether academic, social or behavioural Taking a positive, solution-orientated approach to resolving issues or potential conflict, understanding or learning the diverse needs of our students Assisting or volunteering in the classroom (where possible) to assist our teachers to teach and to learn aspects of the Australian Curriculum that your child/ren are learning
At Home	<p>I will lead by example and ensure that I demonstrate being safe at home by:</p> <ul style="list-style-type: none"> Supporting the school's decisions when disciplinary issues relating to student safety occur at school Reporting issues within the community that may negatively impact the local community, people or individuals within it Monitoring my child/ren's access to and use of electronic devices to ensure safe and proper use Encourage safe behaviours at home, where possible. E.g. Wearing Personal protective equipment when mowing 	<p>I will lead by example and ensure that I demonstrate being respectful at home by:</p> <ul style="list-style-type: none"> Speaking about school staff and volunteers respectfully in front of children Trying to resist using profanities around young children, or assisting children to understand the importance of time and place Trying to demonstrate polite language and manners in front of children when within the community or attending events 	<p>I will lead by example and ensure that I demonstrate being responsible at home by:</p> <ul style="list-style-type: none"> Assisting with my child's homework if possible Establishing a routine at home for children to complete homework and/or study Encouraging the completion of homework each week to consolidate concepts taught at school Encouraging children to read every night, or model reading for them if possible Monitor my child/ren use of and time spent on electronic devices, games and social media and report any issues 	<p>I will lead by example and ensure that I demonstrate being a learner at home by:</p> <ul style="list-style-type: none"> Staying informed of school news, activities and events by: <ul style="list-style-type: none"> reading the school newsletter, reading materials and notes sent home staying up to date through social media and/or school website Attending P&C Meeting (if possible) to learn about school priorities, projects and initiatives

Appendix C – Parent/Guardian Advice Form (if not contactable via phone/email)

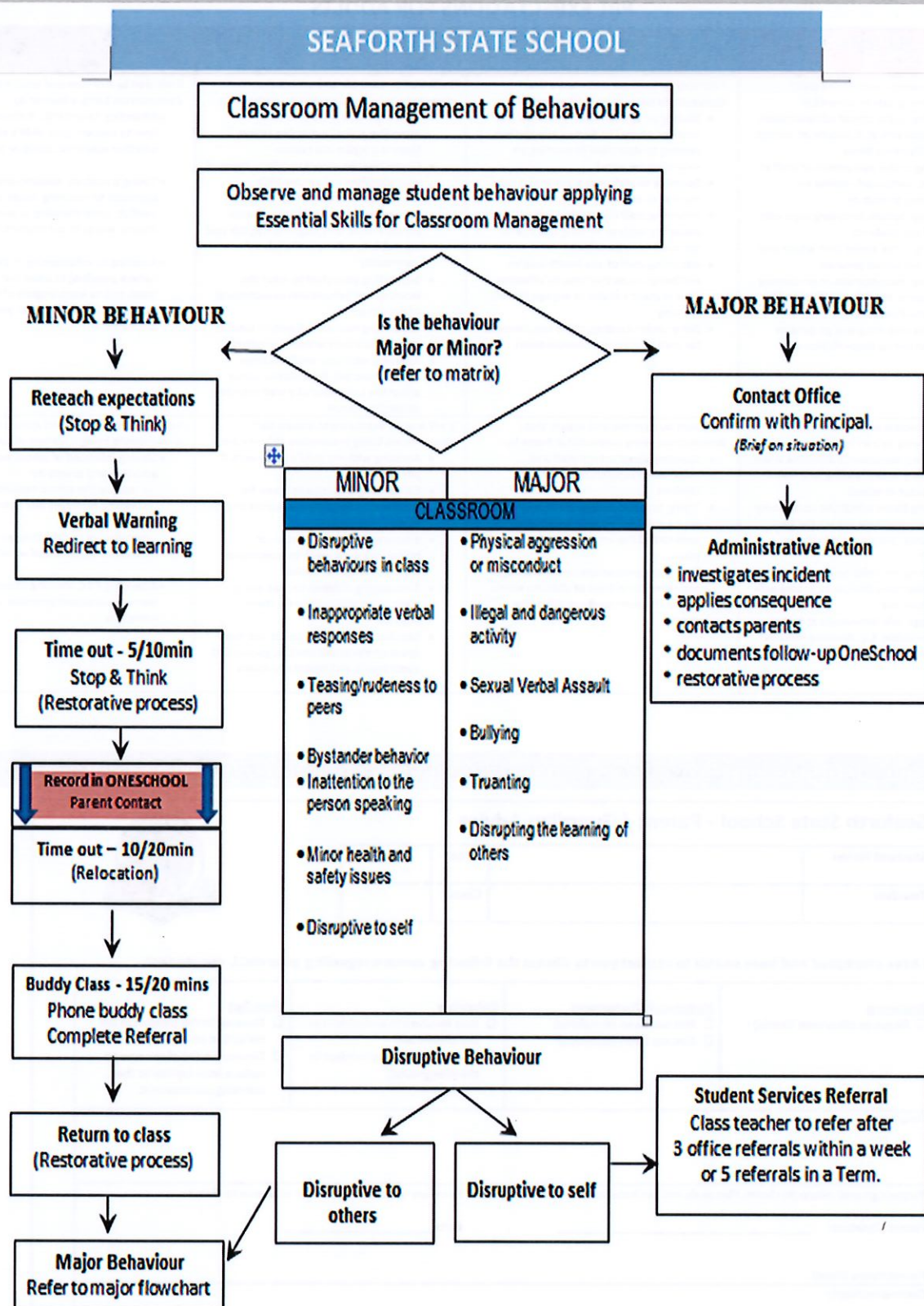
Seaforth State School - Parent / Guardian Advice

Student Name		Date	
Teacher		Class	



I have attempted and been unable to contact you to discuss the following concern regarding your child, our student.

Resources <input type="checkbox"/> Requires classroom item(s) :	Homework/Assessment <input type="checkbox"/> Has not been completed <input type="checkbox"/> Has not been submitted	Behaviour <input type="checkbox"/> Was involved in an incident in the classroom. <input type="checkbox"/> Was involved in an incident in the playground.	Time Out <input type="checkbox"/> Timeout in the classroom for reflection on own behaviour. <input type="checkbox"/> Timeout in the classroom to reduce interruption to the learning environment.
Details:			
Please sign and return this form. Please do not hesitate to contact me should you have any questions or further concerns to discuss.			
Parent Signature: _____		Date: _____	
Parent Name (Print)			
Comments/Reply:			



Students with an individual behaviour plan do not move sequentially through this process

2

Do the High 5

How?

Ignore	Walk away	Talk friendly	Talk firmly
<ul style="list-style-type: none"> Pretend you didn't hear Avoid eye contact Think positive statements Keep busy doing something Count to 5 in your head Take 3 calming breaths 	<ul style="list-style-type: none"> Stand tall Hold your head up high Avoid eye contact Look ahead Walk confidently Walk to a crowded place 	<ul style="list-style-type: none"> Use a calm voice Maintain eye contact Look confident Maintain close body proximity Use 'I' statements e.g. 'I feel...when you...because...' 	<ul style="list-style-type: none"> Use a firm voice Tell them to 'Stop' Repeat 'I' statement e.g. 'Stop it, I don't like it.' Tell them you are going to tell someone

Tell
...tell, tell, tell until somebody listens!

REMEMBER: Nothing is so bad you cannot talk about it!

Do the bystander 5

How?

Stay calm	Keep yourself safe	Talk firmly	Get help
<ul style="list-style-type: none"> Take deep breaths Relax Refuse to join in bully behavior Keep your comments to yourself 	<ul style="list-style-type: none"> Keep hands and feet to yourself Avoid language that may encourage the bully Stand clear of danger 	<ul style="list-style-type: none"> Use a firm calm voice Only talk about the inappropriate behavior Think about what you will say Only say what you need to Use the language e.g. 'You need to ... I need to tell...' 	<ul style="list-style-type: none"> Tell, tell, tell until someone listens e.g. teacher on duty or class teacher Have all the information... WHERE did it happen? WHO is involved, names, grades, witnesses? WHAT happened? WHEN did it happen?

Befriend the victim

- Ask - are you OK?
- Assist the victim to access a teacher / first aid
- Check on them regularly to see if there have been any further incidents

REMEMBER: Nothing is so bad you cannot tell somebody about it!



Seaforth State School

Proactive Management Strategies

Learning Environment Toolkit

To increase likelihood of successful and effective behaviour intervention:

- Explicitly teach strategies to whole class
- Use clear student friendly language
- Use visuals
- Acknowledge all compliance to instruction.
- Use a common consistent language of management – ‘When...then..’ ‘I can see...’ ‘At Seaforth we...’ ‘Do you need me to help you?’
- Differentiate management strategies for individuals and circumstance

Avoid:

- Using emotional / personalised words / phrases
- Responding to secondary behaviours
- Over correcting - enforcing several consequences for behaviour incident

REMEMBER: Proactive strategies are not punitive – they are designed to retain students in the learning environment preventing behaviour escalation.

‘In Class, On Task and Learning’

	Strategy	Implementation Synopsis	Implementation tips
Essential Skills – Not recorded as tally mark.			
	Set clear expectations	<p>Beginning of the year explicitly teach</p> <ul style="list-style-type: none"> • ‘My Job/Your Job’ • Schoolwide STAR lessons and routines • Consequences for behavioural errors <p>Refer to expectations if one is broken</p> <p>Reteach lessons and expectations at the start of term and when needed.</p>	Ensure consistent implementation of STAR expectations
	Give clear instructions	<ul style="list-style-type: none"> • Introduce lesson and have children ‘doing’ within the first 3-5 min • Make instructions clear and concise 	<p>The following describes an effective process</p> <ul style="list-style-type: none"> - Give the instruction - Wait and scan - Give 2 descriptive encouragers - Move in - Acknowledge or offer choice
	Pause and wait	If students are not listening... pause and wait.	<p>Stop mid sentence</p> <p>Don’t acknowledge inappropriate choices, acknowledge others STAR behaviours.</p>
	Proximity	<p>Move closer to the child</p> <ul style="list-style-type: none"> • Gently touch the students book or pencil • Stand closer to the child 	Acknowledge student through body gestures such as nod or thumbs up when on task.
	Parallel acknowledgement	Acknowledge the desired behaviour of nearby students. “I love the way you are sitting... well done great (sitting, listening).”	<p>Talk calmly</p> <p>Award stars for desired behaviour.</p>

		Acknowledge students when they take up desired behaviour.
Positive feedback	<ul style="list-style-type: none"> Give positive feedback individually, to groups and whole class – regularly 	Speak using a calm, firm, friendly tone.
Redirect to task	<ul style="list-style-type: none"> Verbal redirection to the task. (Which question are you working on?) Ask student “Are you doing your job?” “Show me what you should be doing.” 	<p>Allow take up time when redirected.</p> <p>Acknowledgement when on task.</p>
Offer choice	<p>Offer students a choice.</p> <p>“You can complete your work now or in your own time.” “Are you choosing to finish your work here or at the time out table?”</p>	<p>Talk positively and respectfully</p> <p>Follow through</p>
Rule reminder	<p>Asking students “Are you doing your job?”</p> <p>“What is your job?” “What do we do when...?”</p> <p>“How should we do...?” “Show me how STARS...</p>	<p>Talk positively and respectfully</p> <p>Acknowledge when student redirects self. “Well done. I like the way...” “Great listening”</p>
Selective attending	<ul style="list-style-type: none"> Pay minimal attention to off-task behaviour if it is not seriously disrupting the class or lesson. 	<p>Avoid engaging with secondary behaviours</p> <p>Acknowledge student when making appropriate choices.</p>
This is where we start recording tally marks.		
Offer help	<p>“I can see that you are really having trouble with _____. “Who is going to fix the problem – you or me?” You – “What do you need to do to fix the problem?” (child self-corrects own behaviour and tells what they need to do) or Me – “You will need to sit in the spare square until you can show me that you are ready to _____.” (child choses teacher to assist with fixing the problem)</p>	<p>Tally mark</p> <p>Use visual in classroom.</p> <p>Acknowledge choice and self-correction of behaviour with thumbs up/great job.</p>
Natural Consequences	<p>When/then language</p> <p>“When you don’t finish your work during class, THEN you need to do it at lunch time.”</p> <p>“When you show me you have forgotten how STARS line up, THEN we will practice at lunch time.”</p>	<p>Reinforce desired behaviour.</p> <p>Acknowledge when students demonstrate desired behaviour.</p> <p>Avoid engaging in conversation.</p>
Community Service	<ul style="list-style-type: none"> Rubbish collection Walk with teacher on duty Teacher directed errands 	<p>Use gloves for rubbish</p> <ul style="list-style-type: none"> Time Amount Clear direction Set limits
Time out/ Buddy Class	<p>“I can see you are still having trouble managing your behaviour. You are showing me you need to go to..... When you are ready to show me how STARS behave you may come back.” (Put hand up.)</p> <p>Remember time in time out is time you need to make up.</p> <p>Conference with student when they return.</p>	<p>Provide timer</p> <p>Talk positively and respectfully</p> <p>Follow through</p> <p>Previously taught time out procedure</p>

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved?
- What happened?
- Where it happened?
- Why it happened?
- What we learned?

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to modify to accommodate their specific receptive and expressive needs.

Positive Behaviour Reward Flowchart

Seaforth State School

Positive Behaviour Flowchart

PBL - Individual Student

10 PBL tickets = 1 Golden Ticket

Choose Reward from Class Menu

PBL – WHOLE CLASS

Weekly Class Reward

Chosen by the teacher when the class consistently follow the Class and PBL rules throughout the week.


Eg. # Stars = game on the oval.

PBL – WHOLE SCHOOL

End of term Reward

Entry = each student has to contribute 1 Golden Ticket

Plus an additional 10 golden tickets comprised of PBL tickets from the class

 Data Tracker	
Student: _____	
Teacher: _____	
Date: _____ Time: _____	
Class: _____	
STEP 1 RULE REMINDER	STEP 2 WARNING
<input type="checkbox"/> Non-Compliance <input type="checkbox"/> Property Misuse <input type="checkbox"/> Interrupt. Learn. S / O <input type="checkbox"/> Inappropriate Lang <input type="checkbox"/> Physical contact <input type="checkbox"/> Other _____	<input type="checkbox"/> Non-Compliance <input type="checkbox"/> Property Misuse <input type="checkbox"/> Interrupt. Learn. S / O <input type="checkbox"/> Inappropriate Lang <input type="checkbox"/> Physical contact <input type="checkbox"/> Other _____
STEP 3 TIME-OUT SELF-REGULATION Jnr 5min / Snr 10min	
<input type="checkbox"/> Non-Compliance <input type="checkbox"/> Property Misuse <input type="checkbox"/> Interrupting Learning of Self / Others <input type="checkbox"/> Inappropriate Language <input type="checkbox"/> Physical contact <input type="checkbox"/> Other _____	
<div style="display: flex; align-items: center;"> <div> STEP 4 TIME-OUT RELOCATION Jnr 10min / Snr 20min OneSchool Recording <input type="checkbox"/> Parent Contacted <input type="checkbox"/> </div> </div>	
<input type="checkbox"/> On-going Non-compliance <input type="checkbox"/> Other: _____	
STEP 5 BUDDY CLASS Jnr 15min / Snr 30min OneSchool Recording <input type="checkbox"/> Parent Contacted <input type="checkbox"/>	
<input type="checkbox"/> Continued Bullying / Harassment <input type="checkbox"/> Overt defiance/Non-compliance <input type="checkbox"/> Failure to self-regulate/ follow instructions <input type="checkbox"/> Other _____	
STEP 6 OFFICE REFERRAL OneSchool Recording <input type="checkbox"/> Parent Contacted <input type="checkbox"/>	
Principal signature: _____	
Non-Compliance / Comments:	