Windsor State School

Responsible Behaviour Plan for Students

based on *The Code of School Behaviour*

The Code of School Behaviour
Better Behaviour Better Learning

1. PURPOSE

Windsor State School's purpose is for all students to achieve social, emotional and academic success in an inclusive and challenging learning environment. For this to occur, it is essential that all students and staff are provided with a safe, respectful and disciplined learning environment. Students have opportunities to engage in quality learning experiences and acquire values supportive of their life long well-being.

This Responsible Behaviour Plan for students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively in our school community.

2. CONTEXT FOR LEARNING

Windsor State School is a dynamic school community with a proud history of providing high quality educational outcomes for its students. There is a common belief that for children to learn they need to feel safe, have a love of life and be provided with life skills that will enable them to experience success.

The school culture or **'The Windsor Way'** is achieved through the community's embracing of and adherence to the School Values of **Respect for Self, Respect for Others and Respect for Our School.** Our school values and creed reflect our commitment to inclusiveness and reflect the character and spirit of the thirty ANZACs who attended our school.

School Creed
I love my land
I respect its laws
I'll serve it best, by being true and kind to others.

Queensland Government

The heritage listed school campus is a wonderful mix of magnificent old architecture, modern buildings and quality facilities surrounded by well-maintained grounds and stunning gardens. There is a general belief that the standard of teaching and learning must emulate the quality of the school facilities.

3. CONSULTATION AND DATA

The Responsible Behaviour Plan for students has been developed over time and in consultation with many stakeholders. The plan is an evolving document as it remains responsive to continuous improvement and effectiveness. It is accountable to our community to ensure learning outcomes are maximised and a supportive environment and positive school culture is nurtured.

Our whole-school approach was originally discussed and adopted between teaching staff and a representative body of parents in 2008. Since that time, changes that have resulted from the annual review process have been ratified by the staff, P&C and the School Council since becoming an Independent Public School in 2013. The Windsor SS Responsible Behaviour Plan is a consistent, well-known and fair process for all. Ongoing induction and training for all staff is made available and parents are also inducted at the enrolment interview.

Our school's Pastoral Care program is overseen by our School Culture committee, comprising representatives from year level teaching teams. This team meets each term. The School Culture committee reviews student behaviour; the effectiveness of our Responsible Behaviour Plan for students is constantly referred to within revised interpretations of policy to maintain consistency. The policy is also revised to incorporate emerging initiatives (e.g. Windsor SS Bring Your Own Device Program BYOD). Student data is also analysed, discussed and responded to using OneSchool behavioural statistical reports to determine priorities, implement proactive strategies and influence the whole school strategic planning. Students who require targeted (Tier 2) or intensive (Tier 3) support are referred to the Student Support Services committee for discussion and case management.

4. LEARNING AND BEHAVIOUR

Our school maintains the belief of promoting a strong school culture that focuses on individuals developing strong character and accepting responsibility for their behaviour choices and learning. Our sense of community and belonging are key drivers in shaping our high expectations and our culture of excellence.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school Responsible Behaviour Plan, shared values and expectations for student behaviour are made explicit to all members of the school community, enabling Windsor State School to create and maintain a positive and productive learning and teaching environment. All stakeholders at our school have clear and consistent expectations/understandings of their role in the educational process.

Windsor State School is committed to developing a positive school culture, one in which students, parents and staff feel they are part of a safe and supportive school community. Our community has identified the following values (see diagram below) to teach, promote and maintain our positive, dynamic school culture. At Windsor, we advocate and expect:

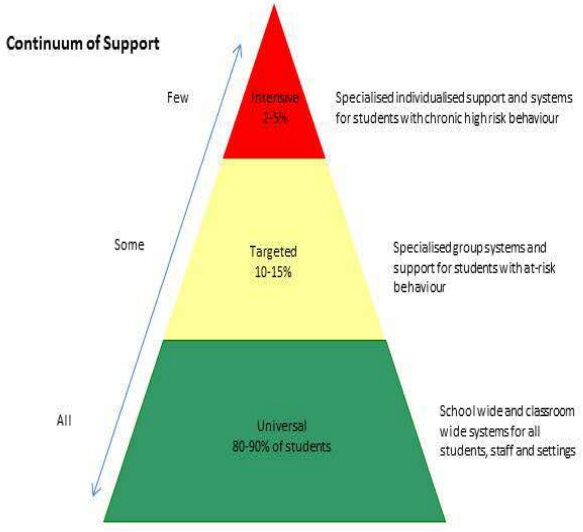
Respect for Self
Respect for Others
Respect for our School

These values were originally endorsed by staff and community and have been consistent since 2008. Over time, the school values have become embedded in the Windsor State School culture through our Pastoral Care program and behaviour specific feedback to students from staff and parents. The values are widely communicated and reinforced to enable all members of our school community to accept responsibility for their actions. They are aligned with the values, principles and expected standards outlined in the Department of Education's Code of School Behaviour.

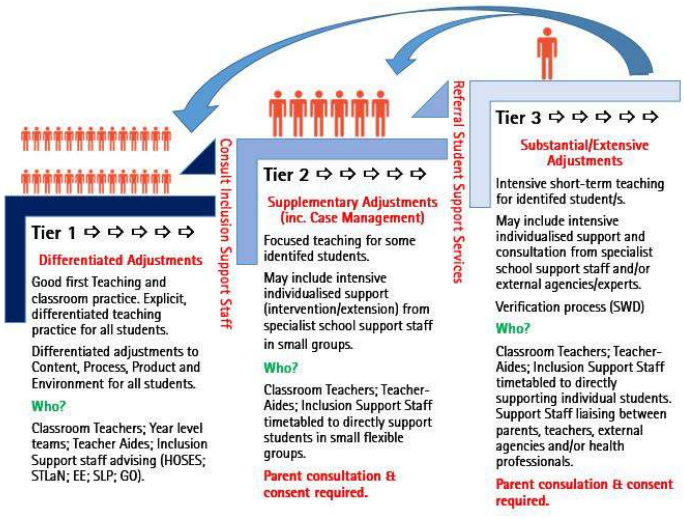
At Windsor State School, we implement the Australian National Curriculum. Through strong pedagogy (teaching), educators at Windsor State School strive to prepare students for 'life-long learning' by providing relevant and challenging learning experiences that encourage all students to develop Confidence, Persistence, Organisational Skills, an ability to Get Along with others and Emotional Resilience. At Windsor SS, teachers implement units of work which have been developed according to Australian Curriculum Assessment and Reporting Authority guidelines, for each year level, to ensure that the Australian Curriculum is delivered consistently for all students to reach the relevant achievement standards. (see ACARA Parent information). Units of work developed by Windsor SS incorporate the need to differentiate and cater for the diverse learning styles of each student. They have a strong focus on developing the knowledge, understandings and skills students will need to participate and shape their social, cultural and economic futures. The learning opportunities provided by these units enable teachers to engage learners to ensure that high expectations are maintained in all classrooms and positive attitudes/social emotional skills are being developed.

5. PROCESSES FOR FACILITATING STANDARDS OF POSITIVE BEHAVIOUR AND RESPONDING TO INAPPROPRIATE OR UNACCEPTABLE BEHAVIOUR

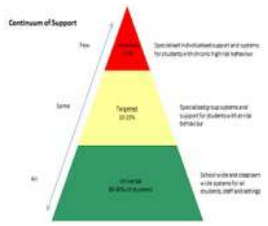
Universal (Tier 1), Targeted (Tier 2), Intensive (Tier 3) supports.



Windsor SS Whole School Approach to Supporting Student Learning



At Windsor State school we recognise/celebrate/reward positive behaviour but also have clearly defined support processes for managing behaviour that is not consistent with the school's code of conduct/behavioural expectations. Windsor State School's approach is consistent with the Statement of expectations for a disciplined school environment policy, the National Safe Schools Framework and existing evidence of effectiveness (see continuum of support above). The Windsor SS Whole School Approach to Supporting Student Learning (see above) supports and recognises appropriate behaviours in all students. A three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, enables whole school provision of **Universal (Tier 1 Differentiated), Targeted (Tier 2 Supplementary),** and **Intensive (Tier 3 Substantial/Extensive)** adjustments.

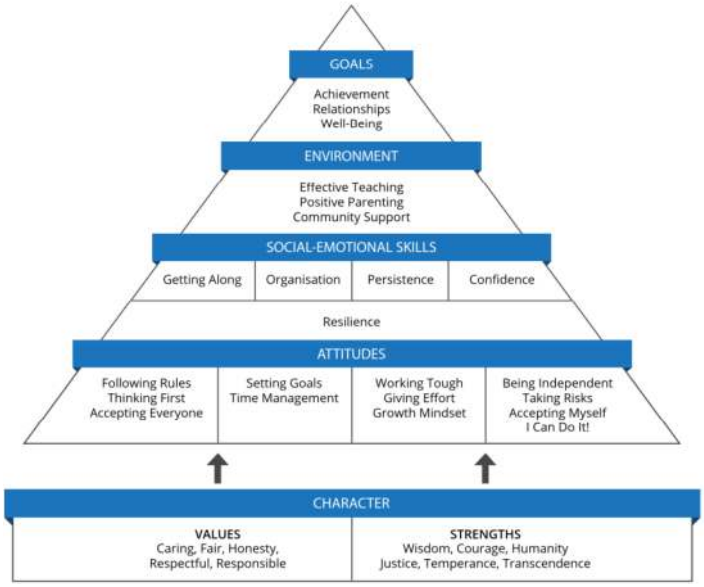


UNIVERSAL (Green Zone) BEHAVIOUR SUPPORT
TIER 1: WHOLE SCHOOL PREVENTION
Pastoral Care & Social Emotional Learning

In Windsor State School's supportive and well-disciplined school environment, approximately 80% to 90% of students require little, if any, additional support to adhere to the school values, follow the school rules and demonstrate appropriate social-emotional behaviours. Universal levels of support are provided to all students. At Windsor State School, we facilitate standards of positive behaviour by teaching and modelling appropriate standards and behavioural expectations to all students through our Whole School Pastoral Care program. We emphasise the importance of Respect for Self, Others and the School by explicitly teaching the social and emotional skills needed to be happy and successful at school and in life. You Can Do It! Education https://youcandoiteducation.com.au/ underpins our Whole School Pastoral Care program. (Appendix 1&2- Theory and Practice of You Can Do It! Education)

By implementing You Can Do It! Education, we are facilitating the development of Positive Attitudes or "Habits of the Mind" that are linked directly to social skills and associated behavioural expectations for all students. Pastoral Care is implemented across all classes with specific skills communicated/taught/reinforced each week during classroom lessons culminating in half hour mixed year level Pastoral Care sessions at the end of each week. This proactive approach to universal behaviour support is designed to prevent/reduce inappropriate choices/behaviour and provide a framework for responding to unacceptable choices/behaviour.

You Can Do It! Education, developed by Professor Michael Bernard PhD., https://youcandoiteducation.com.au/ underpins and strengthens our Responsible Behaviour Plan and our approach to Whole School Universal support for students in developing Positive Attitudes and Social Emotional skills. You Can Do It! Education also reinforces and highlights our school values and behavioural expectations. (see below)



Through our Whole School Pastoral Care program, we teach and assist children in developing the 12 **Positive Attitudes** (previously known as Habits of the Mind) and 5 **Social-Emotional skills** (Getting Along, Organisation, Persistence, Confidence and Resilience) they need to reach the top of the triangle. The ultimate goals (see above) are for all children to achieve to the best of their ability, develop positive relationships and behaviour and experience the highest levels of wellbeing.

For all young people to reach the **Goals** at the top of the triangle, they need to also have moral **Character**; that is, possess **Values/Strengths**, positive attitudes as well as social and emotional learning skills. **Values** generally indicate the degree of importance of some thing or action, with the aim of determining what actions are best to do or what way is best to live, or to describe the significance of different actions. The 6 **Strengths** are what positive psychologists refer to as 'Virtues'; categories consisting of different character strengths (see http://www.viacharacter.org/). There are 24-character strengths (virtues) that are incorporated under the six categories:

1. Wisdom and Knowledge: creativity, curiosity, judgment, love of learning, perspective
2. Courage: bravery, perseverance, honesty, zest
3. Humanity: love, kindness, social intelligence
4. Justice: teamwork, fairness, leadership
5. Temperance: forgiveness, humility, prudence, self-regulation
6. Transcendence: appreciation of beauty and excellence, gratitude, hope, humour, spirituality

Environment is extremely important; therefore, the efforts of family, school and community are recognised as important in helping young children to attain positive outcomes. The unique contribution of this YCDI! Education is in strengthening the mindset and social-emotional strengths all children need to realise their full potential.

The You Can Do It! Education Social and Emotional Learning frameworks (see below) address aspects of the psychological functioning of young people that lead to poor learning, behaviour and social and emotional outcomes. **Negative Attitudes** and **under-developed Character** (values and strengths) create negative **Social-Emotional Blockers** (Anger, Worry, Feeling Down, Procrastination, Not Paying Attention).

Symmetrically, the frameworks also represent the corresponding Positive Attitudes and Character (values, strengths) that support five essential Social-Emotional Skills all contributing to positive Social-Emotional Skills (Getting Along, Organisation, Persistence, Confidence, Resilience). It is important for students to fully understand both sides of the framework to be able to counteract the blockers and develop the positive attitudes and skills (see below).

(Appendix 3- "The Windsor Way!"- based on YCDI Education! Social & Emotional Framework)

Windsor State School utilises You Can Do It! Education Program Achieve Early Childhood, 2nd Ed. (Ages 4 - 6; Foundation Year) and Program Achieve Primary (years 1-6): A Social-Emotional Learning Curriculum (see below). The lesson and content in these programs derive from a comprehensive framework that incorporates the latest research into the social and emotional characteristics of students and how they influence their positive and negative outcomes (e.g., achievement, relationships, wellbeing). The version of the framework below (see diagram) is written specifically for students using familiar terminology (e.g. 'Working Tough'"; "I Can Do It!"). (Appendix 1&2- YCDI Scope & Sequence)

Windsor SS	YCDI! Early Childhood Program Achieve PREP	YCDI Primary Program Achieve YEARS 1-6
Term 1	INTRODUCTION SOCIAL-EMOTIONAL SKILLS *Getting Along; Organisation; Confidence; Persistence and Resilience - characters*	ACHIEVEMENT- *Work Confidence, Persistence, Organisation, Teamwork.*
Term 2	ORGANISATION & GETTING ALONG *Oscar Organisation and Gabby Get Along*	RELATIONSHIPS- *Values, Character Strengths and Getting Along Skills.*
Term 3	CONFIDENCE & PERSISTENCE *Connie Confidence and Pete Persistence*	WELLBEING- *Resilience and Happiness.*
Term 4	RESILIENCE AND CONSOLIDATING SOCIAL AND EMOTIONAL SKILLS	SOCIAL-EMOTIONAL BLOCKERS- *Anger, Anxiety, Feeling Down, Not Paying Attention, Procrastination.*

6. CODE OF CONDUCT AND BEHAVIOURAL EXPECTATIONS

POSITIVE BEHAVIOUR SYSTEM – REINFORCING UNIVERSAL BEHAVIOURAL EXPECTATIONS

Over time, stakeholders at Windsor State School have also developed the following Behavioural Expectations that align with YCDI! Education's Positive Attitudes and Social Emotional Skills. These Behavioural Expectations outline a Code of Conduct (see below) for students and are also used to determine the level of behaviour that students have achieved. We recognise and reward students in our school who demonstrate these and model to others our school values and good character, like the ANZACs.

How does our Positive Behaviour System work?

- All students in the school begin each school year on **Bronze Behaviour Level (Satisfactory = C achievement rating)** for two-weeks. After two-weeks, students can begin an application for Silver once they have been verified as a Bronze student by their class teacher.
- Over the next month (4-weeks), Students strive to demonstrate, often/frequently, the appropriate behavioural expectations achieve their **Silver Behaviour Level (High Standard/Very Good = B achievement rating)**.
- Over the following 6-weeks, self-motivated students endeavour to demonstrate, consistently/constantly, the appropriate behavioural expectations to achieve their **Gold Behaviour Level (Very High Standard/Excellent = A achievement rating)**.

All students have the opportunity to achieve the highest behaviour level to receive a Silver/Gold badge and certificate; however, it relies on them being intrinsically motivated towards accomplishment through application of the positive attitudes and social emotional skills. (i.e. there is no Bronze badge as a Satisfactory standard of behaviour is expected at all times). The Silver and Gold badges are a small extrinsic reward that students may wear to celebrate their achievement.

Behaviour at Windsor State School is NOT simply related to compliant/obedient children, our goal is to fully develop all positive attitudes and social emotional skills. Behaviour results on end of semester report cards are directly linked to each student's ability to achieve a particular Behaviour Level (see below> A = Gold; B = Silver; C = Bronze). Students are encouraged/coached to use the criteria sheet (Appendix 4- Positive Behaviour System Silver & Gold Application) to strive for positive growth and excellence.

The behavioural expectations criteria (see below) are used by teachers to teach, encourage, reinforce and coach students to improve and become happy and successful. Teachers use these criteria to directly assess and assign a Behaviour rating at the end of each semester. (Appendix 5- Code of Conduct & Positive Behaviour poster)

Windsor State School also celebrates positive student behaviour and achievement in a variety of ways:

- Positive phone calls home to parents, from Principal/Deputy Principal/s and Teachers, at appropriate times.
- ACE Awards for Citizenship and Commitment to Learning each term and Academic achievement (Term 4 only).
- Student Leadership opportunities/program and Student Council.
- You Can Do It! Awards for encouragement/recognition/achievement, during school assemblies, which link directly to our school values, positive attitudes and the five social skills (i.e. Getting Along, Organisation, Persistence, Confidence, Resilience).
- "Gotchas"- cards which are handed out weekly to students who are observed modelling the school values, positive attitudes and social skills in both the classroom/playgrounds. "Gotchas" are drawn each week on assembly and the winners receive a reward.
- Extra-Curricular activities for students and/or those whose interests are HPE/Sports, The Arts, Technology and others. Some activities are before/after school and/or during breaks. Students may participate individually, in friendship and/or house/school groups depending on the activity. (e.g. Chess club; Innovators of Tomorrow)
- Excursions and Camps (Yrs. 3-6) enable students to develop positive attitudes and social skills in an alternate context; positive achievements are celebrated throughout/post excursion/camp.

These programs, coupled with a wide variety of strategies and reward systems developed by teachers for their own classes, ensure Windsor State School is a safe and supportive environment in which to learn, work or visit.

Windsor State School's Pastoral Care Program was established to support and develop the personal and social wellbeing of the children in our care to cultivate a strong and respectful school community. The school also implements the following proactive/preventative practices to support student behaviour:

- A dedicated section of the school fortnightly newsletter communicating the whole school social and emotional skills focus to parents, enabling them to be actively involved by using behaviour specific language, at home, to reinforce positive attitudes/social skills and behavioural expectations.
- Teaching/Sharing of the weekly focus area/s, by Principal/Deputy Principal/s on assemblies. Sharing of focus, research/readings with the entire school community through newsletters, newsflashes and emails.
- School Culture committee provide information to staff/parents/community sharing successful practices. (e.g. YCDI! Education; cyber-safety/common sense media; iPad information etc; psychologists/experts etc.)
- Comprehensive Pastoral Care/RBP induction program to update new staff and yearly training updates.
- Case Management and individualised support plans, developed with students, parents and relevant specialists (where appropriate), for students who demonstrate repeated inappropriate/unacceptable behaviour. Individualised support plans provide a personal framework of positive behaviour expectations and actions and enable staff to apply consistent strategies/adjustments.
- Implementation of policies to specifically address:
  1. procedures for preventing/responding to incidents of bullying (including cyberbullying and recording incidents for data collection) http://behaviour.education.qld.gov.au/cybersafety/Pages/parents.aspx
  2. procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school (Appendix 6- Knives and Weapons at School)
  3. procedures for responding to sexualised behaviours in school https://www.true.org.au/Traffic-Lights-App
  4. the use of personal property technology devices at school (Appendix 7- Personal Devices at School)

7. CONSEQUENCES FOR INAPPROPRIATE AND UNACCEPTABLE BEHAVIOUR

NEGATIVE CONSEQUENCES – REINFORCING UNIVERSAL BEHAVIOURAL EXPECTATIONS

Students come to school to learn. The aim of our school culture is for everyone to take responsibility for their actions. Whilst respecting the needs and rights of all members of the school community, there may be times when a response to inappropriate behaviour is necessary. At Windsor State School, students understand that modelling the positive attitudes and social emotional skills/making appropriate choices will enable them to move beyond Bronze Behaviour Level to achieve Silver and Gold. Similarly, exhibiting the five Social-Emotional Blockers (i.e. Anger, Worry, Feeling Down, Procrastination, Not Paying Attention) and negative attitudes may lead to inappropriate choices/behaviour which will result in Level 1 (Yellow Zone), Level 2 (Orange Zone) or Level 3 (Red Zone) negative consequences. All negative/inappropriate classroom and playground behaviours are classified Minor, Level 1, Level 2 or Level 3 (Appendix 8- Inappropriate Behaviour Levels/Consequences Poster) and are categorised on a Student's Behaviour

Record as Physical Misbehaviour, Verbal Misbehaviour, Vandalism, Non-Compliance, Anti-Social Behaviour, Information Technology Abuses and Other. These negative/inappropriate behaviours have established consequences which include parental contact by school staffs, written/oral reflection/s about the negative behaviour/s, consequences (e.g. no play) and a plan for future actions and behaviour. (Appendix 9- Responsible Thinking Plans and Goal Setting- Lower and Upper School examples)

A consequence of inappropriate behaviour may result in a Gold or Silver level student descending a level. Students who descend levels are able to reapply to ascend to Silver or Gold after exhibiting appropriate behaviour for the usual periods of time **(Bronze 2-weeks; Silver 4-weeks; Gold 6-weeks)**

While we foster and expect a culture of respect, we also believe that children must recognise there are consequences for inappropriate/negative behaviour choices. Primary school, while the stakes are low, is an opportune time to learn appropriate attitudes, skills and behaviour to avoid difficult lessons in high school and adulthood, when the stakes are much higher. In all instances/incidents of inappropriate behaviour, the principles of natural justice will be maintained, ensuring an unbiased, fair investigation. The needs of the child and context of the behaviours will determine the consequences. The school will endeavour to implement restorative justice practices to enable the child to recognise the impact of their choices, on individuals and the school community, and to repair damaged relationships. At all times, students will be treated fairly, consistently and with respect/dignity.

When students exhibit low-level and infrequent behaviour, the first response of school personnel is to remind the student of expected school behaviour, then redirect or ask them to change their behaviour so that it aligns with school values and expectations. At Windsor State School, our preferred method of redirecting low level minor behaviours is to ask them to identify the inappropriate behaviour (**What were you doing?**) and ask what the expected behaviour is (**What are our school rules/values?**), reiterate and remind them of the school expectations and request that they change their behaviour so that it aligns with school values and expectations. This is often reinforced with some discussion about strong/weak choices (**What happens when you break the rules?**) before "responsible thinking time" or "reflection time" (time-out) to come up with an action plan/goals for the future. Asking students how they might act more safely, respectfully or more responsibly encourages students to reflect on their own behaviour. It also gives them the opportunity to evaluate it against expected behaviour and plan how their behaviour could be modified to align with the school values, and expectations of the school community.

Relate inappropriate/unacceptable behaviour to expected behaviours, redirecting students back to learning

Teachers/staff members, when responding to inappropriate or unacceptable behaviours, ensure that students understand the relationship of the behaviour to expected school behaviour. Teachers/staff members might also ask students to:

- 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.
- discuss the importance of staying in their learning zone (i.e. focus and concentration)

Should inappropriate/unacceptable behaviour be repeated, staff members may not repeat this process but simply remind the student of the consequences of their problem behaviour, or act to impose a consequence.

Consequences for inappropriate behaviour vary according to the severity, the context of the behaviours and available evidence. Low level inappropriate behaviour will attract less intrusive consequences. High level inappropriate behaviour (e.g. physical assault, sexual harassment, vandalism and gross abuses of technology devices) may result in detentions, suspension and or exclusion refer Department of Education Disciplinary Consequences.

Students who show an inability to abide by the school's Code of Conduct and Behavioural Expectations will be considered for Tier 2 (Targeted) support and/or referred to the Student Support Services committee for Tier 3 (Intensive) support. A full explanation of Tier 2 and 3 support is outlined further on in this document.

LEVELS OF CONSEQUENCE – What to expect from inappropriate behaviour/s…
LEVEL 1 – Minor Incident/s
LEVEL 2 – Major Incident/s
LEVEL 3 - Serious – Dangerous - Unlawful

Windsor State School makes systematic efforts to prevent inappropriate or unacceptable student behaviour by universally teaching and reinforcing expected behaviours constantly and consistently at weekly assembly, throughout weekly classes and during Pastoral Care lessons. Through clear and comprehensive dissemination of school (playground and classroom) expectations via classroom posters, the school newsletter, the Pastoral Care program and class and school lessons/dialogue, students have a clear understanding of what defines inappropriate/unacceptable behaviour, the defined level of unacceptable behaviour (i.e. Minor>Level 1> 2> 3) and the associated negative consequences. This aims to ensure responses to inappropriate/unacceptable behaviour are consistent and fairly/impartially imposed to the type of behaviour. (Appendix 8- Inappropriate Behaviour Levels/Consequences Poster)

When responding to behaviour incidents, the staff member determines if the problem behaviour is Minor, Level 1 (Minor) or Level 2 (Major), with the following agreed understandings:

MINOR BEHAVIOURS
Universal Behaviour Support

Two people required to manage student's behaviour

Students given chances to change/correct their behaviour

1. Student
2. Teacher

A Level 1 Minor behaviour student has:

- demonstrated a minor infringement of the school's Code of Conduct which requires corrective feedback/reminder/warning/minor consequence.
- demonstrated a commitment to the Windsor SS Code of Conduct and Behavioural Expectations by changing/correcting their behaviour.

At Level 1 Minor:

- students may be given a warning/time/classroom consequence by a teacher/staff member in conjunction with a teacher.
- Upper school students requiring correction by the teacher may receive one warning for inappropriate behaviour. (Lower school varies from the upper school in that more warnings may be provided, especially early in the school year). If these warnings are not heeded and inappropriate behaviour continues, a consequence deemed appropriate by the teacher/staff member may be applied.
- a staff member may take a student aside to initiate a redirection process:
    1. names the behaviour that the student is displaying.
    2. asks the student to name the expected behaviour.
    3. states and explains the expected behaviour if necessary.
    4. gives positive verbal acknowledgement for expected behaviour.

LEVEL 1
Universal Behaviour Support

Three people required to manage student's behaviour

1. Student
2. Class Teacher
3. Parent/s

A Level 1 student has:

- continued demonstrating minor inappropriate behaviours following the warning/s and classroom consequences and/or;
- breached the school's Code of Conduct and behavioural expectations within the school grounds.
- not seriously harmed others or caused staff to suspect that another student may have been harmed.
- not violated the rights of others in any other serious way.
- not required the immediate involvement of specialist support staff or/Administration.

At Level 1:

1. Behaviours incidents are handled by teachers/staff members at the time of the incident and a yellow card completed and given to the child's class teacher (for playground incidents) and entered on OneSchool (classroom and playground). Level 1 Behaviours must be recorded on OneSchool to establish a 'pattern of behaviour' that may require further support later. Classroom Teachers are responsible for tracking/monitoring the Level 1 behaviours in their own class.

In the classroom:

- A yellow card is started. An incident is recorded as the first of three possible incidents for a week (a week is five consecutive school days).
- If the first citation is followed by further inappropriate behaviour within the same week, a second citation is made on the yellow card and a consequence deemed appropriate by the teacher will also be applied. This may include time out from play to complete school-work.

In the playground:

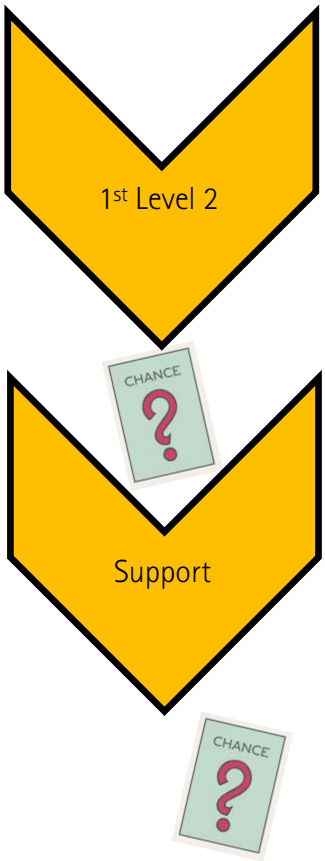
- Students are issued with a "yellow card" from the playground duty folder ('Record of Inappropriate Behaviours'). This card is completed by the playground duty teacher, a time out consequence immediately applied, and the yellow card placed in the classroom teacher's pigeon hole by the playground duty teacher (e.g. Level 1 consequence - thinking bench).
- Teacher/Staff member imposes minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away/out), discussion with the student, apology, restitution.

LEVEL 2

Targeted Behaviour Support

Four support mechanisms required to manage student's behaviour

1. **Student**
2. **Teacher**
3. **Deputy Principal**
4. **Parents**



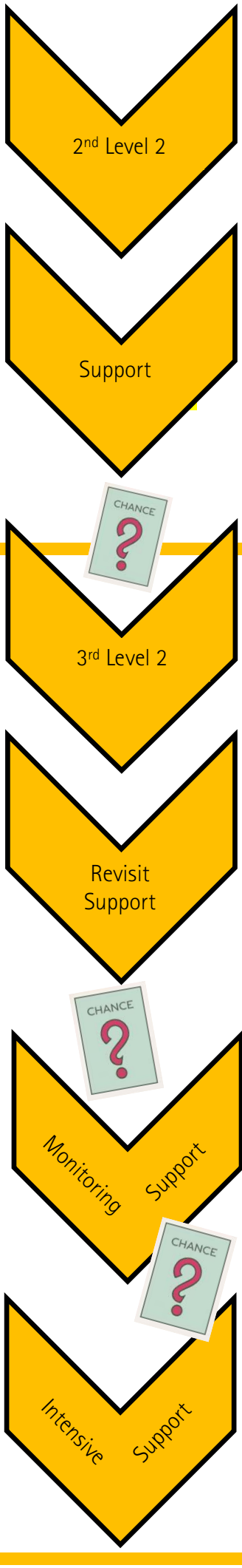
A Level 2 (Step 1) student has:

- continued to display inappropriate behaviours resulting in a third offence being entered onto their yellow (Level 1) card in a one-week period, or
- committed one serious incident/several incidents at the same time.
- significantly violated rights of others (refer inappropriate behaviour/s chart)
- put others/self at risk of harm.
- required the involvement of school Administration (Principal/Deputy Principal/HOSES).

At Level 2 (Step 1):

In the classroom and/or playground:

1. Teacher/staff member investigates the incident, calmly states the behaviour and reminds the student of expected school behaviour according to the WSS Code of Conduct.
2. Teacher/staff member follows process to impose a Level 2 Behaviour Referral form (**Orange slip**) and refers the incident to Admin through OneSchool referral process from orange slip.
   (Appendix 10- Windsor SS Orange Slip for Inappropriate Behaviour- detention)
3. Teacher/staff refer Level 2 behaviour/s to school Administration (Principal and/or Deputy Principal/HOSES) because of their frequency and/or seriousness.
4. Teacher/staff member may need to escort the student to Administration for further investigation/consequences depending on the severity of the incident.
5. Orange slip placed in detention box, in staffroom once entered onto OneSchool.



6. Teacher/staff member contacts the student's parent/caregiver in all incidents by phone/email. (Class teacher/s responsible for tracking/monitoring own class)
7. Teacher/staff member sends the Orange slip home and follows up the parent acknowledgement, which must be returned the following day.
8. Student completes a detention and a Responsible Thinking Action plan.

At Level 2 (Step 1):

- Gold students move down to Silver for a period of 6 weeks before they can re-apply.
- Silver students move to Bronze for a period of 6 weeks (2 weeks on Bronze then 4-weeks before they can re-apply for Silver).
- Bronze students are referred to Admin for further Targeted Behaviour Support.
- Where applicable, the student is advised that they are at risk of losing a leadership position (e.g. School/House Captain, Student Councillor) if their behaviour does not return to Gold within one week (Student Leaders are all expected to reach Gold in Term 1 and remain there for the entire school year). Student Leaders will lose a position if their behaviour moves to Level 2 twice during the school year and if they move to Level 3 at any stage of the year.

At Level 2 (Step 2):

- Continued to display inappropriate behaviour; behaviour is worsening!
- Has received 3x Level 2 Orange Slips in same term. (Class teacher/s monitor).

At Level 2 (Step 2):
In the classroom and/or playground:

1. The Principal/Deputy Principal/s arrange a meeting between the parents/students, the class teacher and other relevant staff.
2. The Principal/Deputy Principal/s communicate the possibility of suspension or exclusion as a consequence of worsening inappropriate behaviour.
3. The behaviour/s and consequences are discussed with parents as well as a plan for support. (Personalised Learning Plan/Individualised Support Plan)
4. The student is placed on class and/or playground monitoring tracker to be signed by all stakeholders for one or more weeks.
5. The Principal/Deputy Principal/s may refer the student to Student Support Services for Tier 3 Intensive Support as the student is at risk of Level 3 behaviour/consequences. (Suspension/Exclusion process)
6. Student may be removed from the playground during both or one break.
7. The Principal/Deputy Principal/s may decide upon or negotiate other consequences with parents. (e.g. after school detentions)

At Level 2 (Step 2):

- Any leadership position held by the student is forfeited for the remainder of the year.
- The student may be ineligible to attend activities outside the school grounds. This includes such activities as excursions, some sporting activities, including Representative Sport out of school hours, and other specialised events. The reasons for this are:
    1. Students need to be able to demonstrate socially acceptable self-discipline and behaviour in public;
    2. Student behaviour is expected to uphold the excellent name and reputation of Windsor State School in the community;
    3. The higher degree of risk management involved in activities outside of the school grounds.
    4. Once the Student returns to Bronze (2 weeks), the Deputy Principal/s and/or Principal may decide that the student is eligible to participate in activities outside the school grounds.

LEVEL 3

Intensive Behaviour Support

Five support mechanisms required to manage student's behaviour

1. Student
2. Class Teacher
3. Principal (Suspension/Exclusion)
4. Parents
5. SSS Committee

Final Warning

SUSPENSION

EXCLUSION

A Level 3 student has:

- continued to display worsening inappropriate behaviour and receives another Level 2 Orange Slip (4th in one term - Final Warning!)
- repeatedly failed to correct their inappropriate behaviours and adhere to their behaviour plans and received multiple Level 2 orange slips/detentions.
- committed an incident requiring suspension or exclusion such as truancy, dangerous items (knives, weapons accessed with intent to harm), vandalism, drug-related incidents, significant physical, verbal or sexual abuse.

At Level 3:

1. Parents are contacted by the Principal and advised to attend the school as a matter of urgency for a meeting.
2. The student is placed on suspension and parents are asked to escort their child from the school, following a suspension meeting.
3. Advisory suspension letters as per Education (General Provisions) Act are completed.
4. Students will return from suspension and, following a re-entry meeting, return at Level 2 with either a revised Personalised Learning/Behaviour Plan or an Individual Management Plan. This choice will be at the discretion of the Principal or Principal's delegate.
5. A recommendation for exclusion may be sought if serious incidents re-occur and/or Level 3 reached on more than one occasion.
6. The Police will be called for incidents of a significant illegal/unlawful nature.

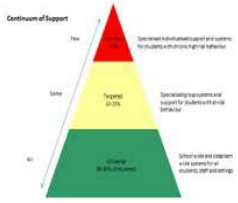
IMPORTANT POINTS TO NOTE!

- Teachers move students between Level 1 and 2 as a classroom management strategy.
- Teachers/staff members are authorised to issue consequences for behaviour incidents and are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.
- Students also receive training about how to respond when other students display inappropriate or unacceptable behaviour. (High-5 strategy: Ignore; Talk Friendly; Talk Firmly; Walk Away; Report/Get Assistance from an Adult).
- The courteous way for other students to respond, when a staff member redirects/corrects a student's behaviour, is taught/practised by all to reduce the impact of peer engagement in a behaviour incident.
- Level 2 (Step 2) consequences may only be applied by an Administrator in consultation with Teachers.
- Level 3 may only be applied by the Principal or delegate. Student disciplinary absences (suspension and exclusion) may be considered in the event of a serious, one-off behaviour incident or after consideration has been given to all other information/student behaviour data/responses.
- In cases of significant or serious incidents, the matter will be referred to the Principal or Deputy Principal/s who may:
    - Assign Level 2 (Step 2) or Level 3 as appropriate.
    - Take action according to the level assigned.
    - Refer to Student Support Services (SSS) committee for assistance, guidance and case management.
    - Contact the family by phone or letter on the same day where possible and deemed necessary.
    - Undertake suspension or exclusion as per legislation.
- Student behaviour outside of the school environment, which affects the good order and management of the school will be assessed and responded to in accordance with Windsor State School's Code of Conduct. Responses may include support by relevant staff (e.g. Guidance Officer) and/or suspension or exclusion.

Definition of consequences *refer Safe, Supportive and Disciplined School Environment for further details.

(Appendix 8- Specific examples Inappropriate Behaviour; Minor Level 1 and Major Level 2&3 Behaviour Incidents)

Time out	Principals, Deputy Principal/s and/or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.
Detention	Principals, Deputy Principal/s and/or school staff may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is usually 30-minutes during school lunch/play or after school (parent will be contacted before after school detention is imposed).
Temporary Removal of Property	Principals, Deputy Principal/s and/or school staff of Windsor State School have the power to temporarily remove property from a student, as per the procedure Temporary Removal of Student Property by School Staff.
School Disciplinary Absences (SDA) http://behaviour.education.qld.gov.au/disciplinary-consequences	
Suspension	A Principal and/or delegate may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.
Behaviour Improvement Condition	A Principal and/or delegate may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.



TIER 2: Targeted (Yellow Zone) Behaviour Support

In a supportive and well-disciplined school, approximately 10 to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population. At times, individual students who demonstrate an inability to manage their own behaviours may be identified, through school data, as needing targeted behavioural intervention.
In most cases the inappropriate behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social/emotional development and success at risk if not addressed in a timely manner. These students will be supported through the use of Individual Behaviour Management/Support Plans or Personalised Learning plans. These plans will be discussed with the student, class teacher, parent and a member of the school administration team with a focus on select behaviours including goals, positive strategies and consequences.

At Windsor State School, bullying behaviours, including cyber-bullying are taken very seriously. Student who have an established pattern of bullying other will need targeted or intensive support to challenge and resolve these behaviours.
The school undertakes to:

- establish a positive school culture with non-acceptance of bullying and harassment.
- teach children to understand the correct definition of bullying and recognise legitimate bullying when it occurs.
- teach children confidence and resilience strategies to respond to bullying/harassment (e.g. High-5 strategy: Ignore; Talk friendly; Talk firmly; Walk Away; Report).
- establish clearly articulated steps to respond to bullying which are understood by the whole school community.
- educate students and parents about Cybersafety. Cybersafety specifically refers to online behaviour that is safe, appropriate and responsible. https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss

What is Bullying?

The national definition of bullying for Australian schools says:

"Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders".

https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying

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 still need to be addressed and resolved.
Download the national definition of bullying for Australian schools (PDF, 136KB)

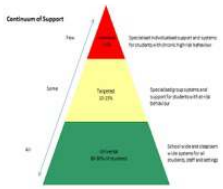
Versions of the definition of bullying suitable for students at various ages are available at https://bullyingnoway.gov.au/Resources/FactSheets/Pages/For-students.aspx

Targeted support is provided to students who have not responded to the universal (whole-school) behaviour support processes and strategies employed by the school (e.g. Pastoral Care). Student behavioural data from OneSchool is used to accurately identify students requiring targeted support.

Students who require targeted support may be referred, to the Student Support Services committee, by teachers seeking assistance to support students with significant needs. This ensures a team approach to supporting students on targeted support programs. The Student Support Services team may recommend a range of adjustments/strategies to address the individual student's needs. The committee may also access Metropolitan Behaviour Support Services to access a range of research-based program options; including but not limited to:

- adult mentoring
- targeted/small group social skilling
- "newcomer" programs for new students.
- Rock and Water program https://www.rockandwaterprogram.com.au/
- Positive Learning Centres (PLCs) for students at risk of suspension/exclusion.

More information about Metropolitan North Behaviour Support Services is provided below or by contacting the school Administration.



TIER 3: Intensive (Red Zone) Behaviour Support

In a supportive and well-disciplined school, approximately 2 to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments may also be undertaken, by trained specialist staff, to assist with the development of intensive support options.

Windsor State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

The Student Support Services and School Culture committees/teams will endeavour to:

- work with other staff members to ensure consistent expectations and develop appropriate behaviour support strategies;
- monitor the impact of support for individual students through continuous data collection (OneSchool);
- provide consistent strategies and adjust as required to support the student as outlined within an Individual Plan, and
- work with the Principal, Deputy Principal/s and Head of Special Education Services (HOSES) and staff to achieve continuity and consistency.

Through a Student Support Services referral system, the Principal/Deputy Principals/HOSES, as representatives of the committee, will contact parents and any relevant staff members to identify a case manager, form a support team and begin the assessment and support process. The support team may also include the Guidance Officer, district-based Behavioural Support Specialist (e.g. psychologists) and other external agencies that may already be working with the student and his/her family (e.g. Act for Kids; Headspace etc.)

The Student Support Services team may access support from Metropolitan Region Behaviour Services. Metro North Behaviour Services is a needs-based service which supports school communities in Brisbane's northern suburbs to engage in positive learning experiences. The Met North team work from a Positive Behaviour Support framework to build strong productive relationships within and beyond school communities to support student outcomes.

Schools refer to Metro North Behaviour Services for a range of services. Programs include Keperra Positive Learning Centre (PLC), primary/secondary suspension and at-risk programs, such as LASER, Girls Going Great (GGG) and STAR. Services include individual support, targeted groups, professional development, consultancy and whole school behaviour support. Some students at Windsor State School require high levels of support to ensure the development of appropriate behaviours. These students may include Students with a Disability (SWD). Consequently, behavioural goals are regularly part of planning for these students. Strategies are developed and implemented to facilitate behavioural skill development. A student profile is developed to fully inform staff about the appropriate methods of working with the student. Personalised Learning Plans or Individualised Support plans may also be developed.

8. MANAGING COMMUNICATION TECHNOLOGIES

Communication technologies such as mobile phones, email, internet instant messaging programs such as Messenger, web blogs and social networking websites are now an indispensable part of social life for many young people. These communication technologies are generally positive in nature and provide further options for connecting people and friends through networks. Sometimes, though, the use of these communication technologies can be disruptive and potentially unsafe.

Mobile phones, iPads and the internet have become an issue in escalating the risk of bullying as their use by young people increases. Cyberbullying is when one person is targeted by another using digital technology, mobile communication devices and through the internet. This can involve students using (for example) websites, blogs, mobile phones, chat rooms, email or SMS to send messages or images intending to threaten, harass or humiliate their peers. Access to the internet within schools is carefully managed, with inappropriate sites blocked, either locally or centrally. Additionally, schools can request changes to blocked or unblocked sites (either temporarily or permanently) to ensure these filters are appropriate for each setting. Windsor State School manages all iPads using Classroom 2.0, an app which enables teachers to control iPads whilst they are in the classroom on the DET network.

We strongly encourage parents to regularly discuss the use of communications technology with their children. At Windsor State School we support parents to discuss on-line safety with their children through forums such as parent information nights. It is important for parents to know who their child talks to on-line and to find out if they ever speak to strangers. It is imperative that parents monitor everything that children are doing on-line and establish rules at home to keep children safe from on-line bullying and predators. Several excellent resources exist to support parents and provide advice.

These include:

1. Australian Communications and Media Authority Cybersmart website http://www.cybersmart.gov.au/
2. Queensland Police Surf Safely www.police.qld.gov/programs/personalSafety/surfsafely.htm
3. Bullying, No Way! http://bullyingnoway.com.au/talkout/spotlight/cyberbullyingmain.shtml
4. Common Sense Media https://www.commonsensemedia.org/ (see below)
5. Cybersafety Resources to teach online behaviour that is safe, appropriate and responsible. https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss

Additionally, teachers play an important role in improving internet safety through equipping students with a wide range of skills through the curriculum. We also facilitate internet safety presentations for our students annually.

Common Sense Media helps families make smart media choices. CSA offer the largest, most trusted library of independent age-based and educational ratings and reviews for movies, games, apps, TV shows, websites, books, and music. Their Parent Concerns and Parent Blog help families understand and navigate the problems and possibilities of raising children in the digital age. Windsor State School uses common sense media across all year levels to teach students about smart media choices and cyber-safety. Digital Citizenship Curriculum

The school's Enrolment Agreement Windsor SS Enrolment Agreement and Acceptable Usage Guidelines, which are signed by students and parents upon enrolment, are used as a means of ensuring students are aware that they:

- Accept the consequences of breaching the agreement
- Know what constitutes inappropriate sites and do not visit them
- Do not publish personal information on the internet and
- Report all unacceptable material, conduct or behaviour they encounter on the Internet to their teacher.

Students and Mobile Phones (Appendix 7- Personal Devices at School)

It is assumed that any child bringing a mobile phone (cellular devices) to school needs it for safety in travelling to and from home but not during the school day. Therefore:

- Phones must be delivered, turned off, to the office on arrival at school where they are checked in via a register.
- They are to be collected and signed out at the end of the school day.
- No student mobile phones are permitted on school camps or excursions as the children are in the direct care of Windsor SS staff.

Other Communication Technologies

- Assistive technologies (including but not limited to iPads, iTouch, laptop computers and digital cameras) that form part of an individualised plan or program may be used at school, with Principal approval, to support teaching and learning.
- From 2019, all students in Years 4, 5 and 6 involved in the Windsor SS BYO program bring an iPad to school each day as per the WSS BYO policy (see Windsor SS BYO policy and guidelines).
- All other technologies should remain at home and will be confiscated by teachers if found at school.

9. EMERGENCY RESPONSES OR CRITICAL INCIDENTS

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed at serious risk.

Immediate strategies

- *Avoid escalating the unacceptable 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).
- *Maintain calm, respect and detachment*
  (Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally).
- *Approach the student in a non-threatening manner*
  (Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates).

Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  1. assisting any distressed student/s to access appropriate support (e.g. Guidance Officer, Admin, Behaviour Support Services)
  2. assisting the individual 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).
  3. Recording a reflection or individual action plan to assist the student to develop a personal framework of expectations and appropriate actions.

Physical Intervention

Staff may make legitimate the use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member.
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Windsor State School's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of self and/or others is threatened and the strategy is used to prevent injury.

Physical intervention strategies may involve, but are not limited to, coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint. Staff who work with students who may, at times, require physical intervention have completed Non-Violent Crisis Intervention Training.

Any physical intervention made must:

- be reasonable in the particular circumstances.
- be in proportion to the circumstances of the incident.
- always be the minimum force needed to reduce the risk of harm to self and others.
- consider the age, stature, disability, understanding and gender of the student.

A time-out space/room may be used when behaviour of a student is threatening harm to the student themselves or to other students or staff. Time in the room is strictly monitored and supervised by the Principal, Deputy Principal or HOSES.

Record keeping

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

- School incident report on OneSchool database.
- Health and Safety Incident Record entered on the Department of Education MyHR website.
- Record of Incident/Debriefing Report on OneSchool (for student and staff as per process for Natural Justice)

10. NETWORK OF STUDENT SUPPORT

A team approach to Behaviour support for students at Windsor State School through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

School-Based/Departmental	External
• Parents • Principal • Deputy Principal/s • HOSES • Teachers/Teacher-Aides • Specialist Staff • Support & Administration Staff • Guidance Officer • Student Support Service committee • Regional Senior Guidance Officer • Regional Behaviour Support	• Child Youth and Mental Health • Department of Child Safety • Disability Services Queensland • Child and Youth Mental Health • Queensland Health • Department of Communities (Child Safety Services) • Police • Local Council • Neighbourhood Centre • Headspace

11. CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

All students are expected to adhere to our Code of Conduct and Behavioural Expectations. To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student will be considered, alongside the needs and rights of school community members, when deciding and applying consequences. Consistency will be achieved in responding to the behaviour, but not necessarily in the type of response/consequence. http://education.qld.gov.au/inclusive_education

Windsor State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is inclusive and responsive to the diverse needs of all students;

- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code, ranging from the least intrusive sanctions to the most stringent;
- recognising and considering information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised action plans or individual support plans); and,
- considering the previous behaviour record for related incidents, including records from previous schools that demonstrate a pattern of behaviour;
- considering the quantity and reliability of evidence;
- considering the intent of the action;
- considering honesty and remorse demonstrated;
- considering the context of the incident;
- recognising the rights of all students to:
    1. express opinions in an appropriate manner and at the appropriate time.
    2. work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation.
    3. receive adjustments appropriate to their learning and/or impairment needs.
    4. provide written or verbal statements that will be taken into consideration in the decision-making processes.
    5. ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.
- considering the safety and well-being of others.

12. RELATED LEGISLATION

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

13. RELATED POLICIES AND PROCEDURES

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

14. RESOURCES

- You Can Do It! Education Home
- National Safe Schools Framework
- QSAAV Resources: Working Together Against Violence
- CYBERSAFETY
- Cybersafety in Queensland State Schools
- Office of the eSafety Commissioner
- The Cyber Heroes!
- Bullying No Way!
- Hey Sigmund! Where the Science of Psychology Meets the Art of Being Human
- Bullying: Take a Stand Together!
- Safe Schools Hub
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- Triple P Parenting - free on-line courses
- Dr Michael Carr-Gregg Child and Adolescent Psychologist
- Steve Biddulph - Raising Boys and Raising Girls
- True Relationships and Reproductive Health

15. ENDORSEMENT

Mr. Grant Baker Principal	Mr. Lee Davis School Council Chair	Mr. Craig Thompson P&C Association President

Queensland Government

Date effective: January 2019 – January 2022