



TOOWONG STATE SCHOOL

Student Code of Conduct

2020-2023

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

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Date:	08 February 2021

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Purpose

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

The Toowong State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour with our school community, ensuring learning and teaching occurs in a safe environment, and where all students are able to experience success.

Whole School Approach to Discipline

Our Student Code of Conduct outlines our system for facilitating positive behaviour, preventing problem behaviour and responding to unacceptable behaviour. Shared expectations for student behaviour are clear to everyone, helping to create and maintain a positive and productive learning and teaching environment, where **all** school community members have consistent expectations of student behaviour and understanding their role in managing behaviour.

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

- I am safe
- I am kind
- I am responsible
- I am a learner
- I am respectful

We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our whole school approach has a focus on managing student behaviour using a positive approach.

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

Toowong State School Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Toowong State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations to **all** students is an approach designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The School Wide Expectations Teaching Matrix below outlines a set of specific behavioural expectations in all school settings in relation to each school rule across different settings.

The Schoolwide Expectations Teaching Matrix

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	TRANSITIONS	OUTSIDE OF SCHOOL	TOILETS
I AM SAFE	<ul style="list-style-type: none"> I wear the school uniform I follow the teacher instructions I remain in the school grounds I am in the right place at the right time I use equipment appropriately and safely 	<ul style="list-style-type: none"> I enter and exit the classroom safely I walk and do not run in the classroom I use all equipment safely 	<ul style="list-style-type: none"> I log my electronic device into the office I use approved online sites and educational games I keep any usernames or passwords private I follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> I play safe games I wear a wide brimmed hat and sunscreen I wear shoes and socks at all times unless in the sandpit I make healthy food choices I eat my own food and I do not share with others I stay in my play space 	<ul style="list-style-type: none"> I enter and exit classrooms by the correct entrances I line up in an orderly manner I walk on the concrete I use the stairs safely 	<ul style="list-style-type: none"> I follow the traffic rules I cross roads safely I look after younger students 	<ul style="list-style-type: none"> I enter the cubicle by myself I do not play in the toilets I flush the toilet I wash my hands after using the bathroom
I AM KIND	<ul style="list-style-type: none"> I always speak politely I use manners I give compliments and encourage others I help others 	<ul style="list-style-type: none"> I listen to the ideas and opinions of others I help other children I speak politely and use manners 	<ul style="list-style-type: none"> I only use appropriate language when communicating on-line I do not troll others 	<ul style="list-style-type: none"> I am a good sport I help and invite other children to join in games I take turns I encourage other children 		<ul style="list-style-type: none"> I only use appropriate language I respect all people regardless of difference 	<ul style="list-style-type: none"> I help other children if required E.g turn on and off taps. I speak kindly and use my manners
I AM RESPONSIBLE	<ul style="list-style-type: none"> I ask permission to leave the classroom I am on time I am in the right place at the right time I immediately follow instructions I am honest and take responsibility for my own behaviour I remind others of the school rules 	<ul style="list-style-type: none"> I am prepared I complete set tasks I take an active role in classroom activities I keep work space tidy and organised I look after my belongings I consider the learning needs of others 	<ul style="list-style-type: none"> I report any unacceptable behaviour to a teacher or an adult I post only appropriate content online 	<ul style="list-style-type: none"> I use appropriate conflict resolution skills I leave the eating area clean and tidy I return equipment to appropriate place (sports cage) I follow the rules I care for the environment by putting all my rubbish in the bin I return my lunch box and water bottle to my bag I include others 	<ul style="list-style-type: none"> I stay with my teacher or adult 	<ul style="list-style-type: none"> I follow the school rules at all times 	<ul style="list-style-type: none"> I use the equipment properly eg. sinks, rubbish bins, toilets I use the toilets at break times rather than class time I return promptly back to class
I AM A LEARNER	<ul style="list-style-type: none"> I follow all of the school rules I try to have a positive mindset I strive to learn solutions to problems I accept challenges 	<ul style="list-style-type: none"> I focus on my learning I actively participate in learning activities I stay on task I have a go at all work I do not distract others from their learning I have my work materials ready and organised 	<ul style="list-style-type: none"> I use online activities that are used for learning only I report any inappropriate use of online activity to an adult 	<ul style="list-style-type: none"> I listen to and follow the rules of the game I learn new games and strategies 	<ul style="list-style-type: none"> I am on time for classes I maintain the highest attendance rates 	<ul style="list-style-type: none"> I read at home I complete homework 	
I AM RESPECTFUL	<ul style="list-style-type: none"> I respect others' personal space I use polite language I wait my turn 	<ul style="list-style-type: none"> I allow my teachers and other adults to teach Respect others' right to learn I put my hand in the air to get the teachers attention I take turns to talk / sign 	<ul style="list-style-type: none"> I respect others' right to use online resources free from interference or bullying I am courteous and polite in all online communications 	<ul style="list-style-type: none"> I speak politely to all staff and children 	<ul style="list-style-type: none"> I use an inside voice when in the classroom I ask permission to leave the classroom 	<ul style="list-style-type: none"> I represent my school with pride I respect and include others regardless of difference 	<ul style="list-style-type: none"> I wait my turn I allow others their privacy I use the equipment appropriately

These expectations are communicated to students via a number of strategies, including:

- Class discussions on school and classroom rules
- Explicit teaching of expected behaviours
- Reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Toowong State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Induction programs in the Toowong State School's Student Code of Conduct are delivered to new students, new staff and our regular relief staff.
- Students' positive behaviour is identified and acknowledged using a Gotcha Award.
- Students' behaviour is managed through a range of strategies including, classroom rules, the Behaviour Triangle (Appendix 4), positive praise and vicarious reinforcement.
- Personalised Learning Plans are developed for specific students and may outline strategies that support a student's behaviour.
- Individual Behaviour Plans are developed that identify significant adjustments to support a student with high behavioural needs.

Reinforcing expected school behaviour

At Toowong 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 at a whole school level. 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.

Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances of the student and the needs and rights of school community members are considered at all times.

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

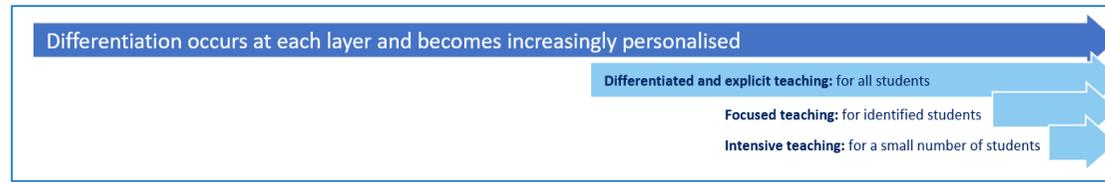
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying consistent, fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their mental health and well-being.
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning as per the Anti-Discrimination Act 1991.

Differentiated and Explicit Teaching

Toowong 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 Toowong 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 three tiers. 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 **School Wide Expectations Teaching Matrix** as a basis for developing their behaviour standards. Using this matrix, the class teacher negotiates a set of class rules each year. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Toowong State School to provide focused teaching. Focused teaching is aligned to the **School Wide Expectations Matrix**, and student progress is monitored by the classroom teacher/s to identify those who:

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

Toowong State School has a range of staff in place both internally and at a regional level to help arrange and deliver focused teaching to students who need more support to meet expectations. These include:

- Guidance Officer
- HOSES
- Inclusion Teacher
- Advisory Visiting Teacher
- Regional Behaviour Team
- Autism Hub.

In addition, the school uses the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- You Can Do It Aspire Program
- Microskills
- Berry Street Practice.

Targeted behaviour support

Each year a small number of students at Toowong State School are identified through our data as requiring additional targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. The Functional Behaviour Online Tool (Autism Hub) supports teachers and Administration in identifying the function of a student's behaviour. <https://ahrc.eq.edu.au/services/fba-tool>

These identified students have increased daily opportunities to receive positive contact with adults, additional support from staff using the check in and check out strategy and increased opportunities to receive positive reinforcement. Where required, adjustments are made to this behaviour support program through academic support, adult mentoring or intensive social skills training. These are reflected in the student's **Personalised Learning Plan**.

This **Personalised Learning Plan** targeting behaviour is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the plan and adjustments for students being supported, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in this personalised plan, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

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 will be made based on data collected from their teacher or teachers, OneSchool behaviour records 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 behaviour support will be assigned an individual case manager, generally the class teacher and a school leader (G.O, HOSES, Inclusion teacher, Deputy Principal) at the school that will oversee the development of their *Intensive Behaviour Support Plan*, and directly consult with the student and parents and communicate with all stakeholders.

Intensive behaviour support

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

- facilitates a Functional Behaviour Review for appropriate students; <https://ahrc.eq.edu.au/services/fba-tool>
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with a school leader to achieve continuity and consistency in support for the student.

The need for Intensive Behaviour Support is identified through a simple and quick referral system through the Student Services Committee. Following referral, the class teacher and school leader will contact parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, and regional behavioural support staff.

Disciplinary Consequences

Responding to unacceptable behaviour

Toowong State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

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

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

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask the student to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Responding to minor and major behaviours

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

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- and require the involvement of school Administration. **Major** behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration.

Examples of Minor and Major Incidents:

	Area	Minor	Major
I AM SAFE	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting Punching
	Correct Attire	<ul style="list-style-type: none"> Not wearing a school hat in playground Not wearing correct uniform 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
I AM KIND		<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance e.g. swearing, abusive language, threatening or rude gestures Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
I AM RESPONSIBLE	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	

I AM A LEARNER	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone or other devices switched on in any part of the school at any time without authorisation 	<ul style="list-style-type: none"> Use of a mobile phone or electronic device in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
I AM RESPECTFUL		<ul style="list-style-type: none"> Not following teacher instructions Disruption to teaching or learning 	<ul style="list-style-type: none"> Continued disruption to teaching or learning Damaging equipment used for learning
	Language (Including while on-line)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Major problem behaviours may result in the following consequences:

- Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, parent contact;
- Level Two:** Parent contact, referral to Guidance Officer, referral to Student Services Committee, suspension from school: and/or
- Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Differentiated

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

Tier 1

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Use of Non-verbal and visual cues (e.g. posters, hand gestures)
- Practise whole class routines
- Use Ratio of 5 positive to 1 negative commentary or feedback to class
- Provide corrective feedback (e.g. “Hand up when you want to ask a question”)
- Provide rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Use explicit behavioural instructions (e.g. “Pick up your pencil”)
- Use proximity control
- Tactically ignore inappropriate behaviour (not student)
- Revise student seating plan and relocation of student/s
- Use individual positive reinforcement for appropriate behaviour
- Provide Classwide incentives
- Remind students of incentives or class goals
- Redirect student behaviour
- Use low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Provide peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Have private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warn of more serious consequences (e.g. removal from classroom)
- Use Timeout

Focused

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

Tier 2

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

- Develop a Functional Behaviour Assessment (refer to online tool)
- Develop individual student behaviour support strategies (e.g. Student behaviour plan)
- Use targeted skills teaching in small group
- Use a token economy
- Use timeout
- Develop a behavioural contract
- Provide counselling and guidance support
- Develop a self-monitoring plan
- Use a Check in Check Out strategy
- Use teacher coaching and debriefing
- Refer to Student Services Team for team based problem solving
- Provide stakeholder meeting with parents and external agencies

Intensive

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

Tier 3

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Toowong State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Members of the school community should familiarise themselves with the responsibilities of 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, and to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students and 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 Toowong State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons

- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)
- No knives of any type are to be brought to school by students. This includes 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.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Toowong State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- must gain consent from the student or parent 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;
- In emergency circumstances 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);
- must gain consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Toowong State School should

- ensure their 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 Toowong State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect.
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Toowong State School

- must not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Toowong State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and devices by students

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Toowong State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Responsibilities

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

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

- use ICT devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using an electronic communication device
- switch off and place the mobile device in their school bag or check in at the Administration Office
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment

- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. The positive engagement of parents in 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.

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 Toowong State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying Response Flowchart for school staff

The following flowchart explains the actions Toowong 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 and actions will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Key contacts for students and parents to report bullying

- Prep to Year 6 - Class teacher/s
- Deputy Principal
- Principal

Responsibilities

The class teacher and a school leader will cooperatively manage the bullying incident/s, communication and the support required for the students.

Bullying Response Flowchart

<p>Step 1 Listen</p>	<ul style="list-style-type: none"> • 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
<p>Step 2 Document</p>	<ul style="list-style-type: none"> • 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
<p>Step 3 Collect</p>	<ul style="list-style-type: none"> • 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
<p>Step 4 Discuss</p>	<ul style="list-style-type: none"> • 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 • Engage the student as part of the solution • 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
<p>Step 5 Implement</p>	<ul style="list-style-type: none"> • Document the plan of action in OneSchool • Complete all actions agreed with student and parent within agreed timeframes • Monitor student and check in regularly on their wellbeing • Seek assistance from student support network if needed
<p>Step 6 Review</p>	<ul style="list-style-type: none"> • 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
<p>Ongoing Follow up</p>	<ul style="list-style-type: none"> • 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 Toowong 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 or the Deputy Principal or Principal.

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

Students enrolled at Toowong 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.

Toowong State School - Cyberbullying response flowchart for school staff – Appendix 2

How to manage online incidents that impact your school

Student protection

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

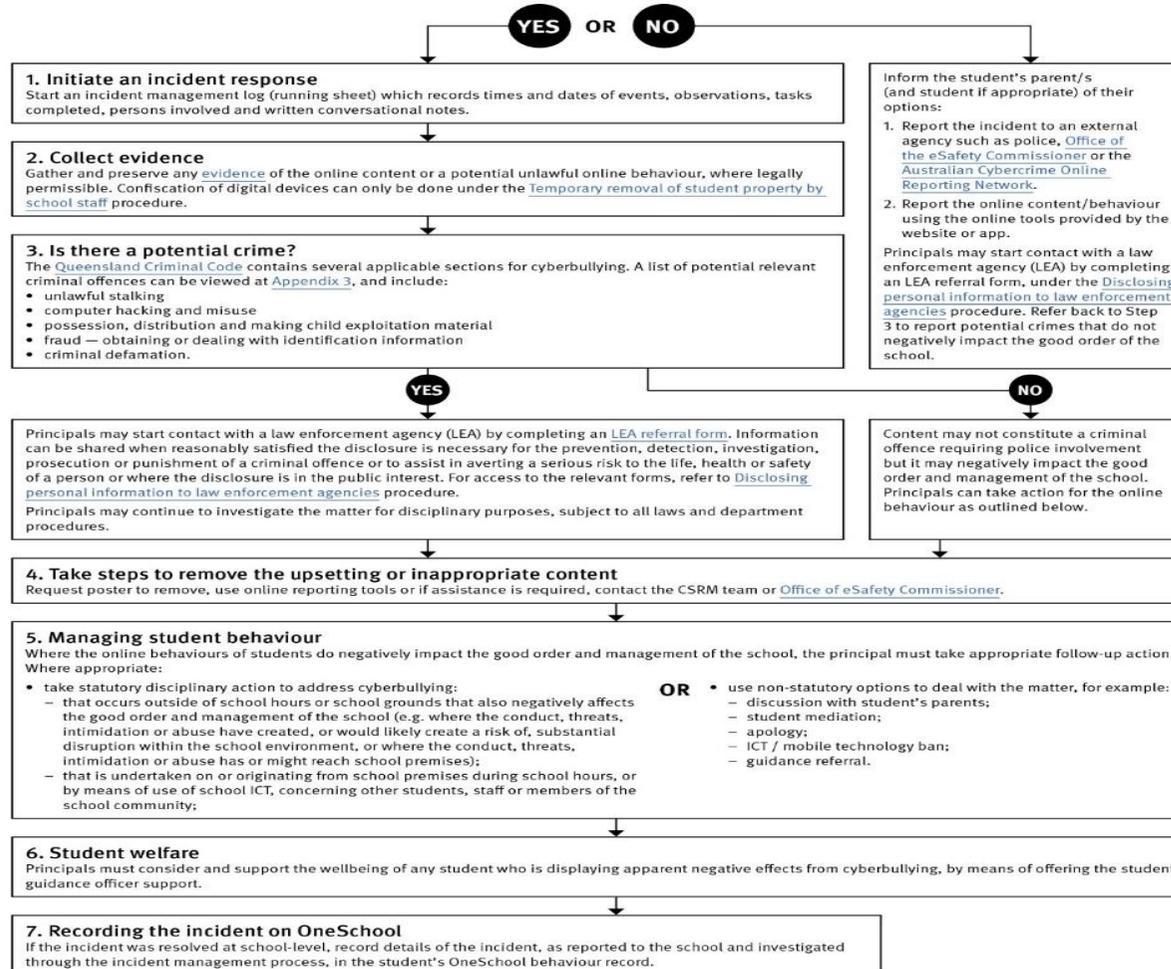
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what they can do if their 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.

Departmental Employees can contact the [team](#) for more information about cybersafety sessions, or for assistance with issues relating to online behaviour.

Student Intervention and Support Services

Toowong 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, depending on the nature of the incident. 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 Toowong 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 Timeout, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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.
- Parents also have a role in supervising and regulating their child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — they will learn online behaviours from the example set for them.

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

Parental and community feedback is important for schools and the department. If parents 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.

If a parent has 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?

Parents and staff should be mindful when uploading photos of children /students who might be in the background. The consent from parents/ caregivers of all children identifiable in a photo needs to be confirmed before posting.

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 Toowong 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. Safeguard students, staff and others from harm
3. Ensure transparency and accountability
4. Place importance on communication and consultation with parents and carers
5. Maximise the opportunity for positive outcomes, and
6. Aim to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

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

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

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

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

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

Appendix 1

Toowong State School Inclusion and Diversity Policy

Toowong State School is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, ethnicity, religion, health, disability or socioeconomic background.

As a school community, we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and communities through transparent policy communication, learning partnerships, participation and consultative decision-making.

Inclusive education means that every day, in every classroom, every student is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

At Toowong State School, we will:

- provide high-quality education for all students
- respond constructively to the needs of educationally disadvantaged/marginalised students
- view difference as a resource to support learning
- ensure that all school community members feel safe and free from discrimination, bias and harassment
- promote locally negotiated responses to student, family and community needs through effective community engagement processes and cross-agency collaboration.

Gender Diversity

Rationale:

Children are entitled to respect and to flourish regardless of gender. It is unlawful to discriminate against a person on the basis of sex, gender or gender-identity.

Aim:

To ensure all students are provided with equal opportunities to reach their potential, irrespective of sex, gender, gender variance or expectations about gender.

Implementation:

1. Toowong State School works to ensure all students receive equal respect and equal opportunities to succeed.
2. Learning and teaching programs are inclusive and enhance the capacity of gender diverse children to participate in all aspects of schooling.
3. Professional development provided for staff on topics including gender-equity and gender identity.
4. Students are encouraged to express and celebrate their individuality, whether or not it conforms to gender stereotypes.
5. Inclusive and non-sexist language is used within the school, and gender based segregation will generally be avoided. Any segregation on the basis of gender (e.g. for sports teams) is not creating a supportive environment for students.
6. Students are entitled to use the bathroom associated with their gender identity.
7. Students will be supported in their choice of personal pronoun in school records and everyday usage.
8. Toowong State School supports the right of each child to dress in accordance with their gender identity. The student dress code provides all students with safe and comfortable uniforms with unisex options.
9. Toowong State School acts on any identified incidents of discrimination, harassment or bullying, including gender-based bullying.
10. This policy is to be read in conjunction with Toowong State School's Student Code of Conduct.

Evaluation:

This policy will be reviewed collaboratively with the P&C Association as part of Toowong State School's four-year review cycle.

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](#).

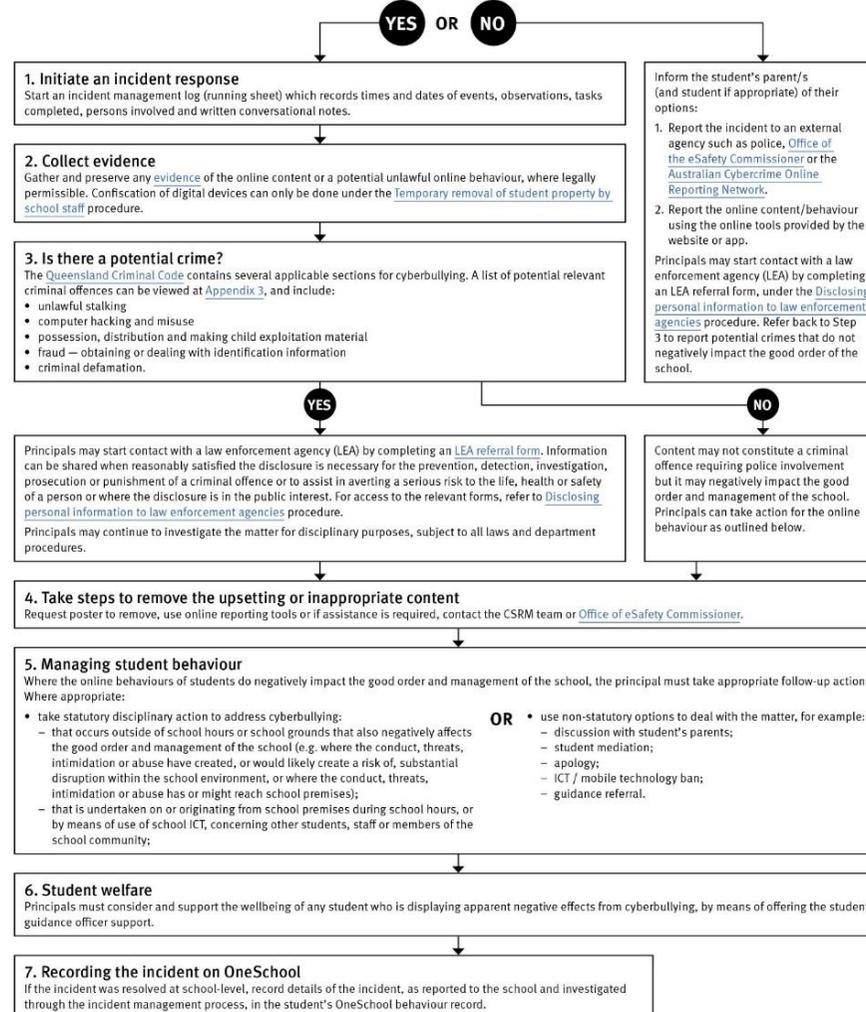
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Report

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

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



Appendix 3

Managing Behaviour and Critical Incidents:

POSITIVE BEHAVIOUR	MINOR INCIDENT		MAJOR INCIDENT		CRITICAL INCIDENT	
<p>Classroom Incidents Classroom teachers will compose their class their rules and their rewards with their students. These rules will be displayed in the classroom. Students should receive a range of positive rewards in their class from positive praise, vicarious feedback, extrinsic rewards, end of term rewards and class parties. Use of whole school Gotcha System may be incorporated.</p> <p>Weekly Awards On assembly teachers will prepare certificates for two students in their class that are aligned to the You Can Do It strategies or for academic or behavioural achievement.</p> <p>Whole School Award Students will be recognised across the school on assembly with the Gotcha system. Each week three students from P-2 and three from 3 - 6 will have their Gotcha ticket drawn from a container. They will be eligible for a prize from the office. Teachers or support staff will write a student's name on a Gotcha which will be placed in one of two containers kept outside the office/library. Gotchas will be kept in classrooms and in Playground Duty Bag.</p> <p>End of Year Award On the final assembly a student from Prep – Year 5 will receive an Academic and an Encouragement Award.</p>	<p>Behaviour</p> <p><u>Classroom</u></p> <ul style="list-style-type: none"> ❖ Pause Prompt Praise ❖ Behaviour Triangle ❖ Zone of Regulations ❖ Micro Skills ❖ Berry Street Strategies <ul style="list-style-type: none"> ○ Chill Out Zone ○ Movement Breaks ○ Circle Time <p><u>Playground</u></p> <ul style="list-style-type: none"> ❖ Reminder of Rules ❖ Timeout ❖ Complete Incident Referral Form – ensure form goes to class teacher <p><u>Play Ground Duty Equipment</u></p> <ul style="list-style-type: none"> ○ Staff wear Fluoro Vest ○ Carry bag with: <ul style="list-style-type: none"> ○ Red Card – Behaviour ○ Red Card – Medical ○ Student Health Overview ○ Behaviour Incident Form (yellow) ○ Gotchas, pen ○ Band Aids 	<p>Medical or Injury</p> <ul style="list-style-type: none"> ❖ Administer band aides ❖ Send to Office for ice pack or first aid 	<p>Behaviour</p> <ul style="list-style-type: none"> ❖ Red card or call office ❖ Evacuate students and staff ❖ Lock In ❖ Complete Incident Referral Form ❖ Enter Incident Details into OneSchool Behaviour Incident ❖ Notify parents or carers <p>Seclusion or Physical Restraint</p> <ul style="list-style-type: none"> ❖ The staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident by email. ❖ The Principal will email the template to be completed and the incident must be recorded in OneSchool as soon as practicable (e.g. within 24 hours) ❖ Principal complete Focused Review 	<p>Medical or Injury</p> <p><u>Student Injury</u></p> <ul style="list-style-type: none"> ❖ Red card or call office ❖ Evacuate students from area ❖ Administer first aid ❖ Call ambulance ❖ Call parents or carers ❖ Complete WH&S (Pink) Form ❖ Notify Regional WH&S Team ❖ Notify QLD Health and Safety <p><u>Staff Injury or Trauma</u></p> <ul style="list-style-type: none"> ❖ Contact Injury Hotline ❖ Complete WH&S (Pink) Form (within 24 hrs) 	<p>Behaviour</p> <ul style="list-style-type: none"> ❖ Evacuate School ❖ Lockdown School Call 000 ❖ Ambulance – Fire Rescue –Police ❖ Notify Principal ❖ Notify Regional Director ❖ Complete Incident Referral Form - information to be entered into OneSchool ❖ Post Incident discussion with students <p>Seclusion or Physical Restraint</p> <ul style="list-style-type: none"> ❖ The staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident by email. ❖ The Principal will email the template to be completed and the incident must be recorded in OneSchool as soon as practicable (e.g. within 24 hours) ❖ Principal complete Focused Review 	<p>Medical or Injury</p> <p><u>Student Injury</u></p> <ul style="list-style-type: none"> ❖ Evacuate Area ❖ Call 000 ❖ Ambulance – Fire Rescue –Police ❖ Complete WH&S (Pink) Form ❖ Notify Regional WH&S Team ❖ Notify QLD Health and Safety ❖ Post Incident discussion with students <p><u>Staff Injury or Trauma</u></p> <ul style="list-style-type: none"> ❖ Contact Injury Hotline ❖ Complete WH&S (Pink) Form (within 24 hrs)

Trial of Whole School Reward System Gotchas Term 1, 20215

Gotchas are a positive reward given to students who demonstrate behaviours linked to our five school rules:

- I am safe
- I am kind
- I am responsible
- I am a learner
- I am respectful

Students learn the school's behavioural expectations and the five school rules via a number of strategies, including:

- Class discussions
- Explicit teaching of expected behaviours
- Reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Step 1: Gotcha Rewards

- Gotcha Rewards can be given to any student by teaching, support and office staff in all learning environments. When giving the Gotcha Reward staff should ensure:
 - The behaviour aligns to one of our school rules
 - The reason for the Gotcha Reward is explained immediately to the student
- There are Senior and Junior Gotcha Rewards which are located in the duty bags and in classrooms

Step 2: Posting the Gotcha Rewards

- Students put their Gotcha Rewards into the Gotcha boxes located outside the library. This is their responsibility.
- Senior students can post their Gotcha Rewards in their own time. For junior students, it maybe that the teacher collects them in a box and at the end of the day; they are placed in a Senior or Junior Gotcha box.

Step 3: Drawing out of the Gotcha Rewards

- On assembly, the student leaders will draw three Gotcha Rewards from the junior box and three Gotcha Rewards from the senior box.
- Students will collect their prize from the prize box in Mr Madden's office on Friday.

Step 4: Counting the Gotcha Rewards

- On Friday mornings, the Gotcha Rewards from the boxes will be collated and counted including the six drawn from the boxes the day before.
- The names will be recorded and if a student has more than one gotcha these are tallied and sent back to the classroom on a daily record sheet. The Gotchas will be sent back to the students with a stamp on it so it cannot be reused. Eg refer to table below

- The Record Sheet remains in the room for the week.
- On Friday mornings, a student will collect the sheets ready for the counting and return the counted Gotcha Rewards.

Students	Week 3	Week 4	Week 5
Year 4 K			
Bill Smith	3	-	3
Jaiden Brown	1	3	2
Ari	4	2	1

Step 5: Giving a Prize

When a student receives the following number of Gotcha Rewards, they receive a wristband and a One School certificate to take home.

- 25 Gotchas = bronze wristband and certificate
- 50 Gotchas = silver wrist band and certificate
- 100 Gotchas – gold wrist band and certificate

Years 5 and 6 as models and leaders – Year 5 and 6 teachers to actively encourage them. Link with the buddies.

Appendix 5

Classroom Behaviour Triangle -2018

