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Humpybong 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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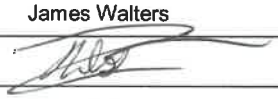
Principal Name:	Catherine Waldron
Principal Signature:	
Date:	18.08.2020

School Council Chair Name:	James Walters
School Council Chair Signature:	
Date:	18.08.2020

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Purpose

Humpybong State School vision is "Working together to support all students to develop skills, compassion and innovation to navigate their future".

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

All members of our school community are expected to uphold the responsibilities defined in the Student Code of Conduct to ensure the best possible outcomes for students, staff and parents.

Humpybong State School's Student Code of Conduct is designed to facilitate positive support for high standards of achievement and behaviour combined with an overview of responses and consequences to inappropriate behaviour so that the teaching and learning in our school can be most effective and students can participate positively within our school community.

This Student Code of Conduct is aligned with the Redcliffe Peninsula state schools, early education centres and community groups agreement which supports the *Respect: Commit to it!* Project.

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Principal's Foreword

Humpybong State School has a long and proud tradition of providing high quality education to students on the Redcliffe peninsula. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

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

Consideration
Appreciation
Respect
Effort

These are articulated under the focus areas of:

- Care for Self
- Care for Others
- Care for Learning
- Care for Property

Alongside the school's four CAREs, the Redcliffe Peninsula *Respect: Commit to it!* Project identifies three distinct ways of being:

> *Listening Ears*: To show respect we should always have our listening ears turned on when our staff, friends and family are talking to us
> *Kind Words*: To show respect we use kind words when talking to our staff, friends and family
> *Gentle Hands*: To sho respect we use gentle hands so that our staff, friends and family don't get hurt

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and develop the skills of our students to be confident, self-disciplined and compassionate young people. Our school staff believe that character, communication, creativity, critical thinking, collaboration and citizenship are the most valuable skills our communities need now and in the future.

Humpybong State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Humpybong State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

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Consultation

The consultation process used to inform the development of the Humpybong State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings between May and June in 2020, led by our *Positive Behaviour for Learning (PBL)* team, who meet regularly to consult with staff and community. During these meetings, we examined a range of data sets on student and staff attendance, absenteeism; school disciplinary absences (SDA); outcomes from the most recent School Opinion Survey and behaviour (both positive and incident records). We identified strengths and successes from our previous Responsible Behaviour Plan for Students, and areas for further development.

In the second phase, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

The third phase of consultation was completed in August 2020, and the finished version, incorporating suggested changes and feedback, was sent to the School Council for endorsement. The School Council unanimously endorsed the Humpybong State School's Student Code of Conduct for implementation in Semester Two 2020.

Review Statement

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

Data Overview

Throughout the development of this Student Code of Conduct, school staff reviewed relevant school data including School Opinion Surveys, School Disciplinary Absences and behaviour data. Staff undertake ongoing data reviews to reflect on and amend practice.

To view the school's current data sets, please visit our website or view our School Annual Report.

For more information, refer to frequently asked questions page.

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Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

All areas of Humpybong State School are learning and teaching environments. 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.

Humpybong State School implements the research validated *'Schoolwide Positive Behaviour Supports / Positive Behaviour for Learning'* framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour.

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviours (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Humpybong State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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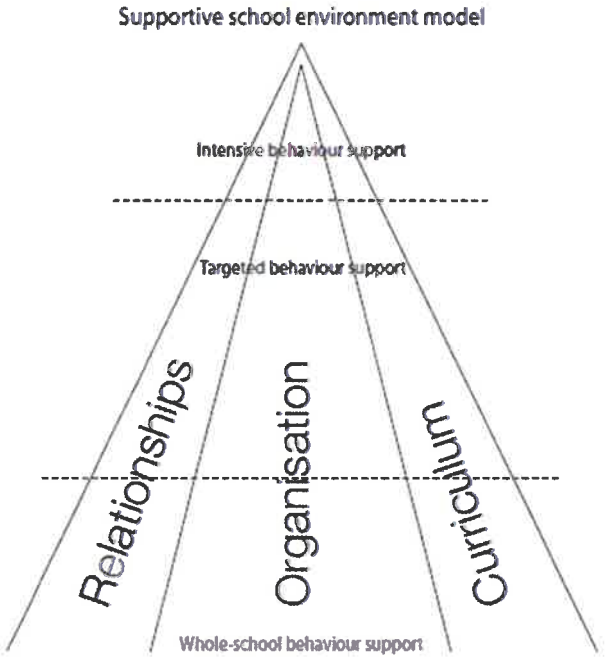
Multi-Tiered Systems of Support

Humpybong State School multi-tiered systems to support (MTSS) as the foundation for our integrated approach to the Positive Behaviour for Learning (PBL) model. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, staff match increasingly intensive interventions to the identified needs of individual students.

The PBL framework uses a three-tiered continuum of evidenced based supports (**Tier 1 'Universal'; Tier 2 'Targeted',** and **Tier 3 'Intensive'** levels of support services) to facilitate standards of positive behaviour and to respond to unacceptable behaviour. This whole school approach shapes, supports and recognises appropriate behaviour in all students.



As the model depicts, the creation of a supportive school (or classroom) environment depends on effective management of three elements:

- Relationships
- Organisation
- Curriculum

This management focus extends throughout all levels of behaviour support, from prevention through to intensive intervention

A matrix of behavioural expectations in specific settings has been attached to each of our four School CAREs. This matrix outlines our Behaviour Curriculum – our agreed to expectations and positive behaviour definitions of appropriate behaviours in all school settings.

All three Tiers of behaviour support include:

- quality learning and teaching practices;
- a balanced, relevant and engaging curriculum;
- supportive and collaboratively developed procedures;
- the implementation of evidence-based programs;
- regular monitoring and review of school procedures and programs;
- professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- adoption of practices that are non-violent, non-coercive and non-discriminatory; and
- a continuum of whole school positive preventative action for all students.

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Tier 1 Universal Behaviour Support (All students – 100%)
All students receive support for their academic and behavioural development. Focus is on the whole-school implementation of the Australian Curriculum, Positive Behaviour for Learning (PBL) and Berry Street Education Model (BSEM) expectations and processes.
This involves:

- teaching behaviours in the setting they will be used
- teaching the BSEM 'present, centred and grounded' strategies and use of 'Zones of Regulation' to all students
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Humpybong State School Positive Acknowledgement Systems:
In order to acknowledge and reinforce the Tier 1 students a system of acknowledging student academic and behaviour choices is embedded in the Humpybong State School culture. Ultimately the intention is for students to be intrinsically motivated to achieve and behaviour to the highest of expectations, it is acknowledged that for many students this does not come naturally and positive reinforcement is vital in maintaining high morale and performance.

The choice and use of these acknowledgements is dependent on the student and parent in conjunction with the class teacher.

	At the classroom level	**At the Sector level**	**Across the whole school**
Free and Frequent	**Classroom Reward Systems**: Each teacher has developed their own classroom reward system. **SOL Gotcha Tickets**: Staff members hand out *SOL Gotcha tickets* each day to students when they observe them following our school behaviour expectations In Years 2-6, Gotchas are converted to VIVO points (10 Vivos per Gotcha). **SOL in the Waves:** Teachers use an in-class acknowledgement system for students to track their in-class behaviour choices. When students' behaviour is not appropriate their sea star moves down the waves to indicate they are taking 'thinking' time or attending Reset Class.	**Deputy Principal acknowledgements:** Deputy Principals P-1; 2-3; 4-6 hand out Gotcha Tickets, Vivos, stickers, certificates, postcards	**SOL Gotcha Tickets:** All staff across the school in all locations hand out Gotcha Tickets

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Medium Term	**Students of the Week:** Each week, teachers select one student to receive a *Student of the Week* award at the relevant assembly. This also is worth 10 VIVO points **Attendance Acknowledgement:** Each week, teachers track the number of days the whole class reaches 94% and above attendance for a class specific reward.	**SOL Ten Club:** P-2: When a student has earned 10 *SOL Gotcha tickets* from any area or 100 VIVO points, they are entitled to join the *SOL Ten Club.* **Attendance Certificate** At fortnightly assemblies, classes with 94% or above will receive an attendance certificate to display in their room.	**Postcards from Admin:** Throughout the term, Deputy Principals and Principal acknowledge students for meeting a C.A.R.E. focus with a postcard.
Strong and Long Term	**VIVO** Yrs 2-6: When a student has earned a certain amount of VIVO points, they can purchase privileges from the on-line VIVO shop. Reward examples include: extra time on IPAD or teacher helper for the day.	**SOL Wrist Bands:** P-2: When a student has collected ten *SOL Gotcha tickets* in a particular C.A.R.E focus area, they are eligible to receive the matching coloured *SOL wrist band*. **SOL Pin** P-2: When a student has collected all four coloured SOL Wristbands, they can then work towards a SOL Pin. Once a student has earned another 20 Gotchas, five from each of the C.A.R.E. focus areas, they receive their SOL Pin.	**SOL Sea Star** At the end of each term, students with no significant behaviour infringements will receive a Gotcha Ticket/VIVO points. *P-2 all 5 gotchas *Yr 2-6 50 Vivo points **Attendance Certificates:** Four times a year, attendance certificates are awarded to students with 100% attendance during the previous term. At the end of each term, all students who have achieved 94% or above in attendance for that term are offered a free sausage sizzle. **Principal's Commendation Award:** Each semester, the *Principal's Commendation Award* is issued to students who meet the following criteria: • As and Bs for effort in their report cards for the semester • Overall behaviour in their report card for the semester demonstrates alignment with the 4 CARES • 94%+ attendance overall for the semester This award is presented on assembly.

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Tier 2 Targeted Instruction and Supports for Some Students (10-15%)
Targeted instruction and support for some students are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided in Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each group of students and may include:

- Small group literacy and numeracy intervention supported by either a teacher or teacher aide
- Small group social/emotional skills facilitated by a teacher, teacher aide or school chaplain
- Small group behaviour support facilitated by a teacher or deputy principal
- Small group transition support facilitated by a teacher or deputy principal

Tier 3 Individualised Services for few students (2-5%)
Individualised services for a few students who require the most intensive support a school can provide is usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build in the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Function of Behaviour Assessment – FBA) and includes strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) FBA that identifies unique strategies to help the student achieve success. This can then be translated into a Student Care Plan based on a choice of strategies depending on the identified Zone of Regulation. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Student Wellbeing

Humpybong State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer if they would like individual advice about accessing particular services.

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

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Humpybong State School's Student Learning and Wellbeing Framework is grounded in research on brain development, a growth mindset and the Berry Street Education Model (trauma informed practice).

In the Junior school, 'Turn the Tide' provides an alternate space for students to be supported to regulate their bodies and emotions in order to be ready to learn.
This space is used as a transition space for students coming into school, where they are greeted, supported, provided with food, given an opportunity to burn off some energy or spend some quiet time in the tent or play a game.
All students who access this space throughout the day may do so by request or by teacher referral before they become too heightened to continue their learning.
Students entering Turn the Tide are required to check in using the Zones of Regulation, spend 10mins on activities that meet their needs, and check out using the Zones of Regulation. The staff supporting the students assist with transitioning the students to and from the classroom.
Turn the Tide is open during lunchbreaks for students to access in preference to playing in an unstructured and unsupported environment in the playground.

Our *'Cool and Calm Kids'* Program draws on this research:
All students participate in the Cool and Calm Kids Program. School life can at times be a challenging environment for students. Many will have thoughts and feelings that they have trouble managing. Cool and Calm Kids activities are designed to: decrease stress and anxiety; bring a sense of peacefulness and clarity; decrease worrying thoughts; improve sleep; help to view experiences positively and improve concentration and memory. Students participate in classroom and lunch time activities learning about:

- the parts of the brain
- memory and concentration
- breathing techniques for relaxation
- relaxation through activities with the sense
- gratitude and kindness
- neuroplasticity
- visualisations
- movement activities for relaxation
- stress relief strategies

Humpybong State School Student Learning and Wellbeing Framework can be accessed on the school website.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework. At Humpybong State School the personal and social and general capabilities of the Australian Curriculum are embedded in all teaching and learning programs through our deep learning units of work as we teach the 6C's: Character, Citizenship, Communication, Critical Thinking, Creativity and Collaboration.

Humpybong State School acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Humpybong State School, we provide age-appropriate relationship, healthy eating and lifestyles and drug and alcohol education that reinforces public health and safety messages through offering the Life Education Van and educator program to families.

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Student Support Services

Humpybong State School is proud to have a comprehensive Student Support Services Team and community network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

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

Role	What they do
Community Education Counsellor	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School Chaplain	• provides individual and group support to students to assist their engagement with education and friends • supports students to overcome barriers to education such as: relationships/social skills; conflict with peers; social/emotional/physical wellbeing; grief and loss support; parenting support
Deputy Principals	• responsible for student welfare at each year level • provides support for school refusal and behavioural intervention • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school.
Head of Special Education Services	• responsible for student welfare of all students with a diagnosed disability (SWD) • provides continuity of contact for students (SWD) and their families • ensures students and families feel safe and comfortable and want to come to school • nurtures a sense of belonging to the SWD student and family

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Managing Young Children's Program (MYCP), Peninsula Positive Learning Centre (PPLC), Childrens Health and Wellbeing Hub, Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

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White Ribbon School Commitment

Humpybong State School is a registered White Ribbon School. The principal and guidance officer facilitate the commitment to reducing gendered violence through lessons and messages around respectful relationships (Don't Say That Mate!) which are aligned to our school CAREs. Dependent on the age of students, an understanding of how we speak, act and treat each other (Listening Ears, Gentle Hands, Kinds Words) are a focus to break the cycle of violence in our school community. This learning culminates with participation in White Ribbon Day in the last week of November each year.

Breaking the Silence White Ribbon Day webpage can be found at https://www.whiteribbon.org.au/stop-violence-against-women/get-school-involved/breaking-silence-program/

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Whole School Approach to Discipline

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

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

Consideration of Individual Circumstances

Staff at Humpybong State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

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

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

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

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

- promoting an environment which is responsive to the diverse needs of its students

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- 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 taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- 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 and/or impairment needs.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same behaviour expectations in place for students, being CARE for SELF, OTHERS, LEARNING AND PROPERTY.

Students, Staff and Parents/Community

Below are examples of what these PBL expectations look like for students, for parents when visiting our school and the standards we commit to as staff.

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

	Students	Staff	Parents/Community
Consideration	• Using manners – Please, Thank you, Excuse me; walk around people/groups talking together; wait your turn; knock on the door and wait to be invited in • Acknowledge others when appropriate – Good morning; use names if possible • Helping others • Recognise if someone is upset and ask if they are OK • Walking around the school – keeping noise levels down • Letting others learn by not interrupting or disrupting	• Acknowledging everyone, every time we see them • Communication clearly and in a timely manner • Being kind, courteous and using manners • Showing compassion • Being informed of, and understanding others' circumstances and commitments • Acknowledging the workload and professionalism of our team • Working together to care for each other and our students • Providing assistance and sharing ideas to improve student learning outcomes • Using agreed protocols in meetings and presentations	• Using manners • Booking appointments to discuss child's progress • Communicating with the school and teacher/s when circumstances change and when situations arise that may affect the child's performance, learning or concentration • Attend parent information sessions and 3-way reporting • Volunteering time and support for school and class events • Supporting P&C functions
Appreciation	• Fill another person's bucket • Acknowledge other people's work and effort ('well done', 'keep trying', 'good luck', 'thank you', 'congratulations') • Including others in activities and games • Recognising that everyone is different and all have special qualities • Showing good sportsmanship • Showing empathy	• Encouraging others, building relationships and filling another person's bucket • Acknowledging the work, effort and contributions of peers, parents and students • Working together to ensure all students achieve their potential • Being a reliable and committed team member • Recognising and making adjustments to ensure all students are catered for • Showing empathy	• Fill another person's bucket • Acknowledgement of other parents, staff and students work and contributions • Working with school staff and specialists to provide the best for their child's learning • Showing empathy
Respect	• Looking after own and others' belongings • Wearing the school uniform with pride • Using nice words and speaking in a pleasant tone of voice • Being genuine when saying 'sorry' • Showing common courtesies • Following rules without having to be told	• Treating others equitably • Providing input, constructive feedback, suggestions and solutions to improve performance • Using the right to disagree, without judgement or consequence • Being honest to the absent • Giving input and accepting feedback • Ensuring relevant student, family and staff information is kept confidential and private • Showing resiliency in conflict and communicating effectively	• Understanding of other people's personal circumstances • Treating everyone with fairness and justice • Providing constructive criticism with solutions and without criticising the person • Willing to work with admin, teachers and other parents for the best outcome for all • Contacting the classroom teacher first to discuss any concerns as they arise and if required contact the deputy to further discuss concerns to seek resolutions • Understand that information about other children, families or staff cannot be shared
Effort	• Try your best • Be self-motivated and committed • Be responsible and reliable • YOYOB: You Own Your Own Behaviour • Show resiliency in conflict (use the SOL's 5) • Asking questions to improve learning • Setting and following learning goals • Taking and using feedback	• Being prepared and organised and meeting agreed deadlines • Be responsible and reliable • Sharing the work load, working collaboratively and contributing in teams • Committing to our own Developing Performance Plan • Seeking feedback from others to improve performance • Being reflective and open to change processes • Using data to value add and inform practice • Not walking past the behaviour you would not accept	• Being prepared for parent/teacher meetings • Following up on forms, permissions and payments in a timely manner • Ensuring children are prepared and ready for school every day • Contacting the school whenever their child is absent from school

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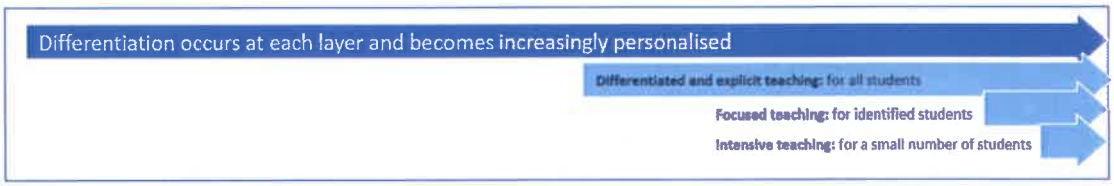
Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. 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.

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SCHOOLWIDE EXPECTATIONS TEACHING MATRIX

	ALL AREAS	CLASSROOM & LEARNING ENVIRONMENTS	ONLINE	PLAYGROUND & UNDER COVERED AREAS	EATING TIMES & TUCKSHOP	TOILETS	BEFORE/ AFTER SCHOOL & OFF CAMPUS	TRANSITIONS
CARE FOR SELF	Be on time Follow instructions straight away Clean up after yourself Own your own behaviour Wear the school uniform with pride Be a positive role model	Be prepared and organised for school and learning every day Ask permission to leave the classroom and sign out with a lanyard Take an active role in classroom activities Be honest Follow classroom routines and expectations	Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites Be courteous and polite in all online communications Post only appropriate content online	Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat Stay dry during wet weather breaks Stay in correct play area Walk on concrete	Place Tuckshop orders before school and collect lunches according to year level Money is kept in a labelled safe, zipped or closed pocket Wash hands before eating Sit and eat in designated classroom or eating area Eat own food and use own drink bottle	Wash hands after using the toilet and before eating food Go quickly and quietly to the toilet with feet on the correct path	Follow before school procedures – bikes, late slips, arrive no earlier than 8.15am and no later than 8.45am and be seated in the correct area Use own bike/scooter only Wait in orderly lines until the bus stops Represent the school with pride and always wear the school uniform	Enter and exit room in an orderly manner Wait quietly for the teacher
CARE FOR OTHERS	Use polite language Wait your turn Use SOL's 5 to solve problems Keep hands, feet and objects to yourself Respect others and treat them the way you wish to be treated Encourage and support others	Be a cooperative class member Talk in turns Appreciate others' contributions Speak respectfully	Report any unacceptable behaviour to a teacher Respect others' rights to use online resources free from interference or bullying	Be a problem solver Use SOL's 5 Play fairly – take turns, invite others to join in and follow rules Look after friends and those left out	Wait for teacher dismissal before leaving eating area	Respect the privacy of others Travel to and from the toilet in a group of two or three and always wear a lanyard during class time	Walk bike/scooter in school grounds Travel on buses safely Wait and take turns Respect all members of the community Leave school promptly via the appropriate gate Travel to and from school safely respecting the rights of others	Move peacefully in single file Walk to the left along pathways

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CARE FOR LEARNING	Practise whole body listening Respect the rights of others to learn and teachers to teach Be in the right place at the right time Always have a go to do my best Ask for help when needed	Raise your hand to speak Be a good listener Follow the bookwork policy and take pride in everything Stay on task and complete set work Submit completed homework on time Know Learning goals and work towards achieving them	Participate in the use of approved online sites and educational games only	Learn the playground expectations	Eat healthy food first	Return to the classroom in good time Go to the toilet during breaks and before and after school	Have your bus pass ready Hand in all forms for off campus activities by due date Follow directions and stay with the group Complete excursion tasks neatly and with best effort	Walk quietly and in an orderly way so that others are not disturbed during learning times
CARE FOR PROPERTY	Use equipment appropriately Keep the school clean and tidy Report any concerns or problems to an adult Respect others' personal space and property Place zipped up bags in bag racks Label all personal items	Keep the classroom and work space tidy Use furniture and equipment appropriately Leave valuables, toys, sporting equipment and items not related to learning at home Respect other people's property	Leave valuable personal technology devices at home Use Ipads and ICT equipment appropriately Hand in mobile phone to office Always log off or shut down devices when lessons have ended Notice and plan for devices needing repairs/ batteries charged	Use play equipment safely and fairly Return equipment to appropriate place at the end of play Report concerns for wildlife and plants Leave classroom equipment in the classroom during break times	Keep eating areas clean and tidy and put all rubbish in the bin Carry lunch boxes properly Respect others' property Use bubblers appropriately	Keep the toilets free from graffiti and report anything inappropriate Always flush toilets after use Use water and paper appropriately	Keep your belongings nearby Care for all property while travelling to and from and at off campus venues Return all property to correct locations Check no property is left behind before leaving a public area or transport	Keep passage ways clear at all times Carry all items to and from learning environments and playgrounds Rails are for hands Walk one step at a time Collect all required property before making a transition

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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 Humpybong State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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

- Managing Young Children Program (MYCP)
- Friends Program
- Berry Street Education Model (BSEM) practices
- Functional Based Assessment (FBA).

For more information about these programs, please speak with the Head of Special Education Serives or Deputy Principal or Guidance Officer.

Intensive Teaching

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

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

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

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

To support students who are identified as requiring intensive behaviour support, the most appropriate intervention strategies will be utilised. These may include, but are not limited to:

- Individual behaviour support plan/CARE Plan
- Monitor student attendance and behaviour
- Conduct monitoring and intervention meetings with the parents and students
- Modify the educational program to cater for the individual needs
- Referral to Student Support Services personnel
- Identify flexible/alternate learning options
- Referral to alternative education providers (eg PPLC)
- Referral to external support agencies
- Facilitated mediation
- Referral to Managing Young Children's Program (MYCP)

Disciplinary Consequences

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

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

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

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

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

Differentiated

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

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

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- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or use the 'Calm Corner' or have a drink of water
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. refer to 'Sol in the Waves' process, take 5mins in the Thinking area, removal from classroom and attending 'Reset' class)
- Detention/ being kept in to make up missed work/time

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- After school and/or Saturday detention

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- 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)

Behaviour Outside of School

Students while out in the community, typically on there way to or from school, or at any other time when they are in school uniform, or otherwise identifiable as a Humpybong State School student by their clothing, conduct or association, are to abide by the school behavioural expectations.

Student behaviour that affects the reputation or good order and management of the school is addressed by the Student Code of Conduct.

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 Humpybong 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. Persons holding the position of Deputy Principal are from time to time authorised by the Principal to tell students of a suspension under section 281 of the EGPA.

Re-entry following suspension

Students who are suspended from Humpybong 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.

School Policies

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

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

All other school policies which relate to student behaviour and the good order and management of the school can be located on the school website. Eg

- Student Dress Code Policy
- Emergency Procedures Policy
- Sun Smart Policy
- Student Protection Policy
- Use of ICT systems
- Attendance Policy
- Camps, Excursions and Interschool Sport

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Humpybong 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)

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- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Humpybong State School:

- do not require the student's consent to search school property such as desks, ipads or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents will be called to make such a determination.

Parents of students at Humpybong State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Humpybong 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 Humpybong State School

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

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- is prohibited according to the Humpybong State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

While we prefer students not have mobile phones at school, Humpybong State School does accept that genuine safety concerns exist which require a phone to be in the property of some students as they travel to and from the school site; therefore, the school has adopted the following policy:

1. For those students who require a phone for safety reasons whilst travelling to and from school, the parent is required to book a meeting with the relevant deputy to discuss the need for the student to have a phone in their possession. At this meeting the Mobile Phone Policy will be discussed and the Mobile Phone Agreement will be signed by the parent, student and deputy;

2. The school accepts no responsibility for mobile phones or other electronic devices that are brought to school which are not handed in to the office; and undertakes no responsibility to investigate their misplacement, loss or alleged theft;

3. Mobile phones are to be switched off as the student enters the school grounds. Mobile phones equipped with camera facilities are not to have that facility accessed at ANY time whilst on school property;

4. Mobile Phones are to be signed into the office before 8:30am and stored by the office staff in the saferoom. They can be collected only by the student or parent at 2:45pm (or on departure from the school grounds in the case of an early departure). The phone must be off;

5. Where parents need to contact their children during the school day, the school's telephone phone number is the appropriate method;

6. Where students need to contact their parent during the school day, the student is required to ask at the office for this contact to be made;

7. Mobiles phones or IPOD type music devices or watches which can record and take photos and may double as storage devices for school work are prohibited. All electronic files need to be stored on a device designed specifically for the storage of computer files only;

8. No other electronic devices are allowed within the school grounds (ipods; MP3 players; CD/DVD; Cameras; etc - this is not an exhaustive list).

Breaches of the Policy:

Where a mobile phone or other electronic device is seen by a teacher in class, assembly, lunch breaks or during school hours, the device will be confiscated by the teacher and secured in the school office.

The phone will be returned at the end of the day for the student to take home.

The deputy will make contact with the parent to organise a meeting to discuss the breach of the policy which may incur consequences as part of the Student Code of Conduct.

Use of Approved Electronic Devices

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 Humpybong 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.

Preventing and responding to bullying

Humpybong State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

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

Humpybong State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity
- ensuring the safety and well-being of all members of the school community and
- providing a model for students to become contributors to the wider community.

There is no place for bullying behaviour in Humpybong State School. At Humpybong State School we expect Consideration, Appreciation, Respect and Effort (C.A.R.E.) in all interactions between members of the school community – staff, students, parents and visitors. All Staff, Students, Parents and other visitors to the school site have a right to be free of bullying behaviours within the school community. Those who are bullied and those who demonstrate bulling behaviour are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Humpybong State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying behaviour may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

What is and isn't bullying behaviour: (Student definitions)

When someone says something of does something unintentionally hurtful and they do it once, that's rude.

When someone says or does something intentionally hurtful and they do it once, that's mean.

When someone says or does something intentionally hurtful and they keep on doing it, even when you tell them to stop or show them that you're upset – that's BULLYING.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not classified as bullying, however will be responded to as they are unacceptable in the school community:

- **mutual conflict** - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- **single-episode acts** of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- **social rejection or dislike** is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of Bullying Behaviours:

	Direct	**Indirect**
Physical	• Hitting, slapping, punching • Kicking • tripping • Pushing, strangling • Spitting, biting • Pinching, scratching • Throwing things eg. Stones	• Getting another person to harm someone
Verbal	• Mean and hurtful name-calling • Hurtful teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing.	• Spreading nasty rumours • Trying to get other students to not like someone

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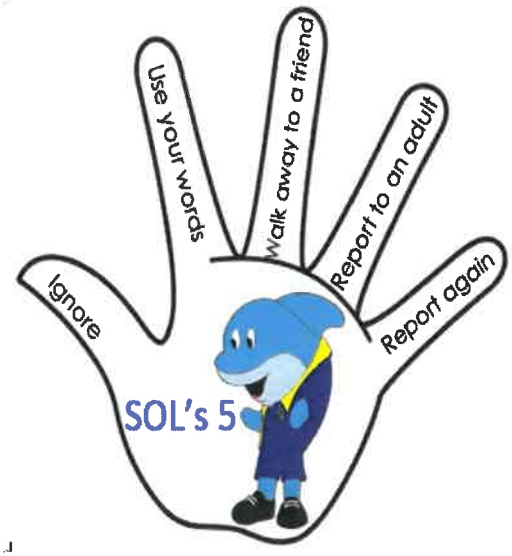
Non-Verbal	• Threatening and/or obscene gestures • Sending inappropriate, degrading and/or offensive images or text by phone or internet	• Deliberate exclusion from a group or activity • Removing and hiding and/or damaging other's belongings • Tagging and following someone without consent • Passing on emails or images to other people

Responding to bullying behaviours
The anti-bullying process at Humpybong State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Ignore:

Stay calm;
Pretend you didn't hear it;
Do not make eye contact;
Maintain positive body posture (calm, confident);
Think positive self-esteem statements;
Count to five in your head slowly;
Take deep breaths.



Use your words:

Use a calm, firm voice;
Maintain eye contact;
Confident body language;
Maintain relatively close body proximity;
Say 'Stop saying....." 'Stop doing...."
Use "I" statements – "I feel . . . when you . .."

Walk away to a friend (safe person and place)

Stand tall, head up high;
Mouth closed;
Look confident;
Do not use eye contact;
Walk to a friend or a safe place (preferably towards a congested area or to a safety zone - teacher);
Do not look back. Walk confidently, Don't run.

Report to an adult:

Walk with your friend to report to a staff member (using a reporting voice);
Upstanders - support and report;

Report again if it continues (in writing)

Report until it stops:

- to another responsible person (class teacher; parent; administration)
- in writing – Kid's CARE Referral Form (with peer mediator support if needed)

Keep on reporting until someone listens to you and the bullying stops
Don't blame yourself for what is happening

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Humpybong State School - Bullying response Responsibilities

Responsibilities

Leadership Team through the SWPBS committee will:

- Support, promote, enact, maintain and review the anti-bullying policy and procedures;
- Provide relevant professional development for staff and
- Provide resources to support the program.

All Staff will:

- Support and follow the school's anti-bullying policy and procedures;
- Be models of caring and tolerant behaviour;
- Listen to reports of bullying behaviour;
- Act upon these;
- Inform the Deputy Principal/Principal;
- Protect the person being bullied from further harm;
- Act to stop the behaviour recurring and
- Record identified bullying behaviour incidents on OneSchool

Students who are bullied need to:

- Report to a teacher/staff member/parents/trusted adults and give them full details

Student witnesses should:

- Use SOL's 5
- Be an Upstander
- Report to a staff member
- Provide information if requested

Parents should:

- Listen sympathetically to reports of bullying behaviour
- Speak/Report to relevant school personnel (not the alleged student/s concerned)
- Speak/Report to relevant school personnel (not parent to parent of the alleged student/s concerned)
- Work with the school in seeking a permanent solution

Parent witnesses should:

- Be limited to verbal intervention
- Seek assistance from/Report to a staff member
- Provide information if requested by school staff

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Responding to Bullying Behaviours

There are six methods of responding to bullying behaviours which could be utilised in different situations:

The Six Methods of Intervention are:

1. Mediation: This is a process in which students in conflict, including bully/victim conflicts, are invited to take part in a session with a mediator, a staff member or peer mediator, to help resolve their differences without any compulsion.

2. Strengthening the Target: systematically helping the victim/target to deal more effectively with the person or persons who seek to bully him/her

3. The Traditional Disciplinary Approach: use of direct consequential punishments – could include time out/referral to admin/parent meetings/IBSPs/suspension with or without recommendation for exclusion.

4. The Method of Shared Concern: This is a non-punitive multi-stage strategy used with groups of students who are suspected of bullying someone. Suspected bullies are first interviewed individually. The practitioner shares a concern for the bullied student and invites each of them to say what they will do to help. When it is clear that helpful actions have taken place, the suspected bullies meet as a group with the practitioner, plan what they propose to do next, and subsequently meet with the victim to finally resolve the problem.

5. Support Group Method: This is a process in which students who have offended against another attend a meeting together with the victim, at which the offender is required to reflect upon the harm that has been done, experience remorse and act restoratively towards the person or persons offended.

6. Restorative Practice: This is a non-punitive strategy used with groups of students who have engaged in bullying someone. Once identified by the target, the 'bullies' meet with the practitioner and other students who have been selected because they are expected to be supportive of the victim (who is not present). Knowledge of the distress experienced by the victim is shared with the group and each member is required to accept responsibility and say how he or she will help that person. The outcome is monitored.
   (this is directly from Ken Rigby's site and Bully Stoppers Site) www.kenrigby.net and www.education.vic.gov.au)

Cyberbullying

Cyberbullying behaviour is wilful and repeated harm inflicted through the use of computers, mobile phones, or other electronic devices.

Humpybong State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

Humpybong State School is committed to promoting the responsible and positive use of social media sites and apps.

It is illegal for students under the age of 13 to have a Facebook, Instagram or Social Media account. No student of Humpybong State School will face disciplinary action for simply having an account on Facebook or other social media site with their parent's knowledge. However, should a student use their EQ user name, email address and password to create a social media account they will face disciplinary consequences.

Cyberbullying is treated at Humpybong State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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. Students, parents or staff can also approach the Deputy Principal for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or 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 Humpybong State School may face in-school disciplinary action, such as Time Out or removing of privileges and leadership roles, 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 deputy principal or principal.

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Humpybong State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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.

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

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

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

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

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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.

Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Student Wellbeing Hub
- Raising Children Network
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses
- www.kenrigby.net
- Queensland Department of Education School Discipline

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