



Capella State School

Student Code of Conduct 2021-2023

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

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

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Endorsement

Principal Name: Christie Minns

Principal Signature:



Date: 03/12/2020

P/C President Kimberly Schoo

P/C President



Date: 03/12/2020

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Purpose

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

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Principal's Foreword

Capella State School has a long and proud tradition of providing high quality education to students within the township of Capella. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Capella State School is a proud positive behaviour for learning school. At Capella State School, we value a nurturing learning environment that supports every child to succeed. Our school rules are our 4 Bee Rules and these are taught explicitly daily.



We also have a set of values that we promote and teach in all facets of our school community.

Capella State School Values:

Accuracy – We do things right

Persistence – We don't give up

Excellence – We strive to do our best

Life Long Learning – We prepare our future

Attitude – We are positive, caring and respectful

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

As a positive behaviour for learning school we 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 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.

Consultation

The consultation process used to inform the development of the Capella State School Code of Conduct occurred across 2020.

Our school has consulted our community through a community engagement meeting with a range of stakeholders. Our positive behaviour for learning team reviewed and discussed changes to our teaching behaviour matrix and the process for awarding Gold, Silver and Bronze awards. Our school has participated in a range of student wellness surveys such as Pat Wellbeing as well as a pilot study – Student Wellness and Engagement Survey. We provided this survey to all students in Year 4 5 6 to gain feedback about student wellbeing, school culture and climate. Our school has consulted students, staff and our P&C to ensure our Student Code of Conduct meets the needs of our community.

A communication strategy has been developed to support the implementation of the Capella State School Student Code of Conduct, including parent information evenings in 2021, promotion through the school website, weekly newsletter and email footer links of staff emails ready for 2021. Elements of the plan have been emailed to parents and staff for feedback during 2020.

Review Statement

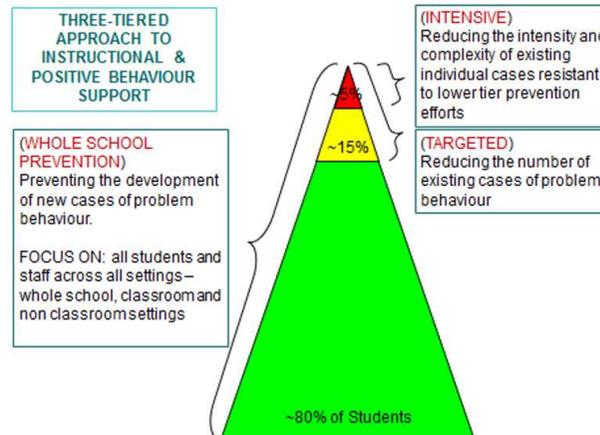
Capella State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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.

Multi-Tiered Systems of Support

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



Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • implementing Respectful Relationships Education across our school and teaching behaviours in the setting they will be used. • creating PBL YouTube videos fortnightly with staff and student input - played as a whole school during parade, and followed up with a teaching focus in classroom. • visual reminders of fortnightly focus in every class. • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account.

	<ul style="list-style-type: none"> • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them. Our behaviour teaching matrix underpins our focus for targeted support. • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 continue frequently. • staff participating in professional learning through our PBL team to ensure our students are supported with research based approaches.
<p>2</p>	<p>Targeted instruction and supports for some students (10-15%) 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.</p> <p>Tier 2 supports build on the lessons provided at 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 child, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain. • variations within each intervention are limited. • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p> <p>Our school uses a differentiated approach to our Positive Behaviour for Learning – ensuring each class has a range of prevention strategies, teaching strategies, and reinforcement strategies. The images below are examples of this differentiated support.</p>

Reinforcement strategy #1

Targeted positive behaviour specific feedback

Mr Van Zyl has noticed that Charlie is often slow to clean up after craft activities. He therefore reviews the steps in cleaning up with the class and pre-corrects everyone about tidying up just before the end of the activity. At the end of the craft activity Mr Van Zyl intentionally looks to see if Charlie has got started and provides either a prompt or descriptive feedback. Initially the teacher provides positive feedback for every step attempted by Charlie. For example, "I can see you've started to collect your materials — good job." Over time Mr Van Zyl is able to wait until the end of clean up to provide feedback to Charlie or the entire class.



Teaching strategy #1

Teach and practise social skills

- | | |
|---------------------------------------|---|
| 1 Identify the skill to be taught | Waiting your turn in a whole class discussion. |
| 2 Define the context | Whole class lesson — teacher asking for ideas; waiting your turn is part of being respectful. |
| 3 Explain the key steps or components | Put your hand up and quietly wait for the teacher to call on you. |
| 4 Show how the skill is used | Model of correct hand raising/non example of snapping fingers or calling out; role plays. |
| 5 Practise | Teacher poses questions and students practise raising hand and waiting. |
| 6 Monitor | Teacher scans and moves around room, looking for students raising hands and waiting. |
| 7 Provide feedback | Teacher provides verbal acknowledgement for correct hand raising and rechecks, as required. |



Prevention strategy #1

Pre-correction

Ms Bright has taught the class the procedure for packing up. She notices several students have been leaving their desks messy. She develops a pre-corrective statement to prompt students. She remembers to phrase the statement positively reminding the students of the steps to follow. She gets the attention of the class a few seconds before packing up and says:

It's almost time to pack up. Remember to check the area around your desk for any rubbish. If you see any, pick it up and put it in the bin. Ok let's start our pack up routine.



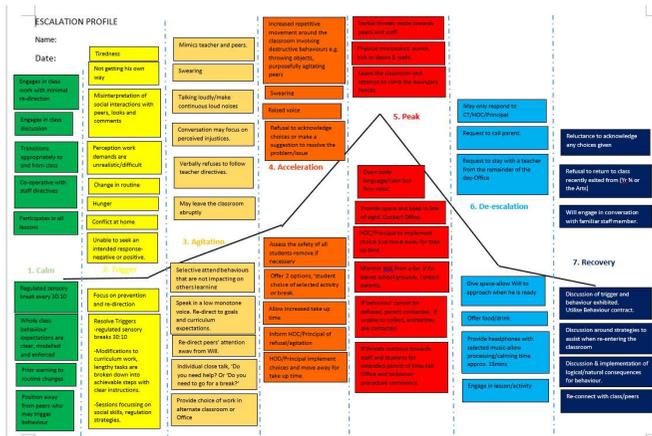
3

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

Tier 3 supports continue to build on 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 FBA) and should include 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) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. 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. Children may need individual behaviour plans, or risk assessment management plans to support their participation in our school (see images below). Complex Case Management may be required for a small number of students which will usually involve including a range of stakeholders to ensure each child can succeed (Case Manager, Classroom teacher, Principal, Guidance Officer, SWD Teacher).



Individual Behaviour Support Plan

Student Details		
Student Name:		
Date of Birth:		
Grade:		
School:		
Meeting Date:		
Review Date:		

* Support plans should be reviewed within one month or earlier if required

Case Management Team		
Name	Email	Signature
Guidance Officer		
Case manager		
Principal		
Teachers (all)		
Parent		
Student		

Information reviewed to inform this plan

Individual Curriculum Plan* Health Plan*

Personalised Learning Plan* Education Adjustment Plan*

Education Support Plan* Past Behaviour Support Plan/s*

Functional Behaviour Analysis Interviews

Observations OHEP (please specify)

* One school supports/records under the Support Plan

Relevant background information on student (family history, school history, medical details, strengths/interests, barriers to learning)

Target Behaviour

Triggers/Antecedent

Hypothesised Function of the Behaviour

Goals

Replacement Behaviour (short term) Desired Behaviour (Long term)

RISK ASSESSMENT & MANAGEMENT PLAN (RAMP)

Student Name:	DOB:
School: Caspella State School	Class/Year Level:
Start Date:	Review Date:
Additional Information as Necessary:	
Support specialists:	

SECTION 1: UNDERSTANDING THE RISK

Risk Assessment Scale Table

Likelihood	Description of Behaviour			
	Low	Moderate	High	Extreme
Low	Low	Low	Low	Low
Moderate	Moderate	Moderate	Moderate	Moderate
High	High	High	High	High
Extreme	Extreme	Extreme	Extreme	Extreme

Define the risky behaviour – what does it look like, sound like, frequency, intensity, duration?

Behaviour	Description of Behaviour	Impact	Likelihood	Risk Rating
1.		<input type="checkbox"/> Significant <input type="checkbox"/> Moderate <input type="checkbox"/> Minor <input type="checkbox"/> Negligible <input type="checkbox"/> None	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Moderate risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk
1.		<input type="checkbox"/> Significant <input type="checkbox"/> Moderate <input type="checkbox"/> Minor <input type="checkbox"/> Negligible <input type="checkbox"/> None	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Moderate risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk
1.		<input type="checkbox"/> Significant <input type="checkbox"/> Moderate <input type="checkbox"/> Minor <input type="checkbox"/> Negligible <input type="checkbox"/> None	<input type="checkbox"/> Rare <input type="checkbox"/> Unlikely <input type="checkbox"/> Possible <input type="checkbox"/> Likely <input type="checkbox"/> Almost certain	<input type="checkbox"/> Low risk <input type="checkbox"/> Moderate risk <input type="checkbox"/> High risk <input type="checkbox"/> Extreme risk

Where is the risk likely to occur?

Who is likely to be exposed to any possible risk?

Identify possible risk scenarios – triggers, antecedents to aggressive behaviours, etc.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the 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.

Student Wellbeing

Capella 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, support teacher or principal 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. Our Positive Behaviour for Learning team work alongside students to ensure student wellness is a priority.

Our success in building student wellbeing as a priority over the last 12 months has been evident in our student well-being data. Our school ensures a range of clubs and lunchtime programs are offered to children each day. Our school also ensures access to before school play and activities to build children’s enjoyment and engagement across P-6.

Our school has sought funding for a breakfast club on our school site and provide fruit daily to our student population with a more formal breakfast club each Friday. We believe if children have all their basic needs met they will be more successful in their learning at our school.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Capella State School, we deliver the [Respectful Relationships Education Program](#) in term 1 each year with follow up during our specialist Health lessons during the year. Classroom teachers form a strong foundation of relationships with children and their families to ensure the best educational outcomes for students.



Specialised health needs

Capella State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

Medications

Capella State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Capella State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. All mental health concerns are raised with our Students With Additional Needs (SWAN) team. The SWAN team consists of the Principal, Guidance Officer, Speech Therapist, Guidance Officer and Support Teacher for children with a disability.

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

Capella State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have 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 Capella State College 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 SWAN team.

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

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> 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.
Head of Curriculum	<ul style="list-style-type: none"> lead role for implementation of Positive Behaviour for Learning (PBL). oversees curriculum planning to ensure every student has access to curriculum learning areas. ensures differentiation occurs in unit planning to support every student. support students requiring intensive teaching with regular follow up with students and families.
SWD Teacher	<ul style="list-style-type: none"> provides information and referrals to support agencies as directed/ required. creates and develops individual behaviour plans and RAMP's for individual students in consultation with the SWAN team and families. ensures resourcing is directed towards student's individual needs. provides classroom support as required for individual or groups of students.
School-Based Nurse (on request by school)	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs. works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs <ul style="list-style-type: none"> provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
School Chaplain	provides small group and individual support as directed by the principal (parent permission obtained).

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisors, Bushkids, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with Capella State School Principal or SWD teacher.

Whole School Approach to Discipline

Capella 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.

PBL is an evidence-based framework used to:

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

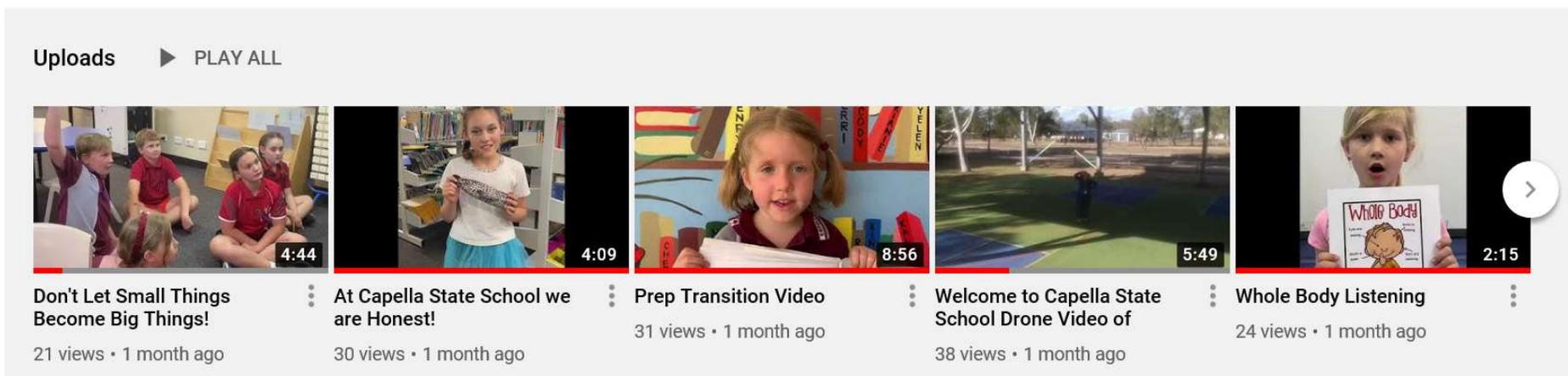
At Capella State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive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

The development of the Capella State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

When our students enter our school, we never assume they know everything there is to know about English or Mathematics, but that they need to be taught. Knowing how to follow school expectations works in exactly the same way. ***We cannot assume our students know everything there is to know about following expectations at school, but that they need to be taught.*** Most likely, they will not know what to do when they are feeling angry, sad, struggling with school work, frustrated or helpless. Additionally, they may not know what 'one speaker at a time' means or how to 'actively engage in learning tasks'. Therefore, to give students the best chance at

success, we need to **teach them** what our expected behaviours are, not just tell them. In term 1 our teaching staff will focus on implementing the [Respectful relationships education program](#) across all classrooms. Class teachers will continue to focus on key concepts of building a positive classroom culture throughout the year.

At Capella State School, we are the proud producers of a YouTube Channel. With our green screen, the students of Capella unpack and learn about our fortnightly PBL focus by watching and interacting with the video. This video acts as a lesson to teach the expected behaviour for the fortnight. It is expected that teachers watch this video with their class and continue the conversation around the behaviour expectation.



Posters: There are posters that have images of students demonstrating the fortnightly focus. These posters are a visual for students and teachers to refer to throughout the day. Our school will also display the 4 Bee Rules in our classroom and playground spaces.



Our Capella State School Behaviour Matrix forms the foundation for the teaching of our Positive Behaviour for Learning expectations.

Capella State School Behaviour Matrix

	All areas	Teaching and learning environment	Eating and play areas	Toilets	Audience member	Tuckshop	Traveling to and from school and off campus activities
Be Respectful	<ul style="list-style-type: none"> • Be an active listener • Use polite, school-appropriate language • Allow others to learn • Follow all staff and student leaders instructions • Be honest • Include others • Be a team player • Keep the school clean • Use appropriate volume • Only touch your own belongings 	<ul style="list-style-type: none"> • One speaker at a time • We respect our belongings and the belongings of others • Ask permission before leaving the room • We respect everyone's ideas • Accepting mistakes and apologise 	<ul style="list-style-type: none"> • Eat my own food • Play fairly and take turns 	<ul style="list-style-type: none"> • Maintain the privacy of myself and others • Use the soap and paper towel sensibly 	<ul style="list-style-type: none"> • Stand during the national anthem with hat or hood off without speaking • Respond in an appropriate way • Be an active listener 	<ul style="list-style-type: none"> • Wait appropriately for my turn • Use manners to acknowledge appreciation 	<ul style="list-style-type: none"> • Follow bus procedures • Leave school grounds promptly • Follow supervisors instructions at all times
Be Responsible	<ul style="list-style-type: none"> • Accept the consequences for my behaviour • Right place, right time • Be organised • Wear my school uniform with pride everyday • Follow school routines - hand in electronic devices and inappropriate school items • Look after and return all school resources on time • Use the High Five to negotiate and resolve conflict 	<ul style="list-style-type: none"> • Complete set tasks • Line up and wait for staff members 	<ul style="list-style-type: none"> • Learn and follow agreed game rules • Report issues to staff on duty as soon as possible • Pack up on time 	<ul style="list-style-type: none"> • Use the soap and toilet paper appropriately • Report problems to staff • Flush the toilet after use 	<ul style="list-style-type: none"> • Lead by example 	<ul style="list-style-type: none"> • Order tuckshop before school • Visit the tuckshop at the right times 	<ul style="list-style-type: none"> • Park my bike, scooter, skateboard and rollerblades in the bike racks • Follow all off campus activity, routines and expectations
Be a Learner	<ul style="list-style-type: none"> • Participate in all school activities • Seek and apply feedback • Develop self-discipline and set goals • Attempt and persist with tasks • Work independently and show initiative • Apply 100% effort into all my subjects • Be proud of all work that is produced 	<ul style="list-style-type: none"> • Actively engage in learning tasks • Follow book work expectations/ policies • Acknowledge that mistakes help us learn 	<ul style="list-style-type: none"> • Participate in new games • Push yourself out of your comfort zone 	<ul style="list-style-type: none"> • Follow my school hygiene practice 	<ul style="list-style-type: none"> • Be cooperative with my peers • Learn new rules for games 	<ul style="list-style-type: none"> • Make healthy choices 	<ul style="list-style-type: none"> • Make the most of off-site excursion with a positive attitude

Be Safe	<ul style="list-style-type: none"> Transition through the school appropriately following the transition procedure Follow Sun Safety Policy Use hands, feet and objects appropriately Stay in school grounds Ask permission to leave an area Wait in designated areas Remain seated until dismissed Use equipment as it is intended 	<ul style="list-style-type: none"> Use chairs appropriately 	<ul style="list-style-type: none"> Remain seated when eating Wash hands before eating Maintain a clean eating area 	<ul style="list-style-type: none"> Use the toilets for toileting only Wash my hands with soap 		<ul style="list-style-type: none"> Only touch my food Ensure lunch is in the fridge 	<ul style="list-style-type: none"> Follow road rules Wear a helmet Walk across the crossings Walk my bike, scooter, skateboard and rollerblades in the school grounds Lock up my belongings Stay with a buddy or the group
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Capella State School- Acknowledgement systems that encourage expected behaviours

To ensure that expected behaviour is acknowledged and encouraged, we use the following systems as a whole school:

Description	What	When	By whom	When	How many	Where
Verbal acknowledgment	Specific description of behaviour with approval/framed positively.	When a student and/or group is observed demonstrating an expectation.	All staff	Every day, every session	Unlimited, aiming for 4:1 ratio	Everywhere in school and all school events
Student of the Week	Certificate and pencil	For demonstrating a behaviour relating to one of the school values. This does not have to link to that fortnightly focus.	Classroom and specialist teachers (LOTE, Sport, Arts).	Once per week	One per class, including specialist teacher	Everywhere in school and all school events
PBL Class Member of the Fortnight	Certificate and verbal acknowledgment on parade for following fortnight PBL focus.	For demonstrating a behaviour that relates for our PBL fortnightly focus.	PBL Team	Fortnightly	As many as PBL determine each fortnight.	Everywhere in school and school events.
Aussie of the Month	Certificate of achievement at the start of each month for demonstrating "Aussie" behaviours- including community service.	When a student displays community services above and beyond.	All staff	First parade of the month	10 times per year. 2 children selected each month.	Everywhere in school and school events.
Class DOJO	Electronic DOJO points	Frequent- Every session, whenever you see the four B's being displayed.	All Staff	Every day, every session	Unlimited	Everywhere in school and all school events

Body language encouraging	Smiling, thumbs up, affirmative nodding, pat on the back, high five etc.	When student is observed demonstrating an expectation.	All staff	Every day, every session	Unlimited, aiming for 4:1 ratio	Everywhere in school and all school events
Behaviour celebration- PBL	A culminating classroom celebration to acknowledge a successful term and encourage belonging.	Last day of each term.	Class teachers	Four times per year	N/A	N/A
Attendance awards	Certificate on assembly.	Week 10 of term.	Administration	Four times per year	All children above target in the Green attendance range	At school assemblies
Principal Awards	Certificate on assembly and morning tea with parents and principal	Week 10 of term	Classroom teachers	Four times per year	2 per a class per a term	At school assemblies
Positive Phone-SMS/ call/face-to-face conversation/email	A positive phone call/ SMS, face-face conversation/email to parents/carers.	When a student has demonstrated behaviour or effort relating to one of the school values.	All classroom teachers	Every child once per semester	Based on class size.	Positive Phone-call/SMS/ face-face conversation/email
Positive postcard	A positive postcard mailed to the students address located on OneSchool.	Demonstrating a behaviour relating to one of the school values: Respect, Responsibility, Being a Learner and Safety.	All Staff	Every child once per semester	Based on class size	N/A
Sports Award	A metal and name engraved on trophy.	An award presented to a student who has shown outstanding participation in school sport.	Sports Teacher and school admin	One a Year	Based on data – usually 1 student	End of year awards night
Alan Brown Memorial Sports House Spirit	Sporting House engraved on trophy.	Awards Night	All Staff	One a Year	Based on data- swimming, cross country, athletics.	End of year awards night
Patterson Cup	All Rounder Award	Awards Night	All Staff	One a Year	Based on data/ voted by all school staff.	End of year awards night

Catherine Bulger Memorial Bursary Dux	Dux Academic Award for Year 6	Awards Night	All Staff	One a Year	Year 6 A-E academic data.	End of year awards night
School Spirit Award	School Spirit Award	Awards Night	All Staff	One a Year	Based on data, community service entries on OneSchool, nominations and all staff vote.	End of year awards night

Capella State School

When you need a hand
"Use Your High Five"

- IGNORE**
 ♦ Keep on playing
 ♦ Look away
- WALK AWAY**
 ♦ Walk away with your friends
- TALK FRIENDLY**
 ♦ Use a friendly voice to tell the person to stop
- TALK FIRMLY**
 ♦ Use a firm voice and tell the person to stop
- REPORT**
 ♦ Explain to the teacher what has happened

DON'T FORGET....USE YOUR "HIGH FIVE" TO HALT BULLYING BEHAVIOUR!

- Exceptional effort. I worked really hard and cannot think of anything I'd change to make it better.**
- Great effort. I think I can do one thing to make it better.**
- Okay effort, but I can think of many things to make it better.**
- Some effort. I completed the task but I may have rushed through it.**
- Little effort. I didn't finish.**
- Zero effort. I didn't try at all.**

"Continuous effort is the key to unlocking our potential!" - Winston Churchill

Lauren Inwood (2014). <http://www.teachtraps4teachers.com/>©Lauren Inwood.

Gold/ Silver/ Bronze- Behaviour Matrix- FLOW CHART

Each term our PBL team hosts a celebration day for our students. Participation in the event is for all students- including students below the expected standard of behaviour. As a PBL school we believe all children need to feel included in school wide events as a part of a community of learners. Children on D & E (Bronze) have individual behaviour plans and have had consequences for behaviour during the term. As a PBL school we do not believe in punishing children further on our celebration days.

Classroom teacher uses the Behaviour Matrix Criteria sheet for each child.

Classroom teacher uses OneSchool Dashboard – positive and negative behaviour and classroom monitoring data to ensure the criteria is complete using an evidence based approach.



Teacher aides and Specialist Support Staff review the criteria sheets considering student behaviour in the playground or small group contexts using an evidence based approach.



PBL team moderate behaviour levels across the school to ensure consistency of evidence and data. The PBL team create a master list of behaviour levels for each class. Principal has the final decision around behaviour level if there is a discrepancy.



PBL team transfer the data into OneSchool Positive Behaviour Records.

Children on Gold/ Silver/ Bronze (C) will have the positive behaviour recorded. Children who receive D or E levels will be supported with Individual Behaviour Support Plans.

On our PBL Celebration day each term parents will receive an SMS image of their child on Gold/ Silver/ Bronze (C/D/E). Criteria sheets are kept for the semester to determine the overall behaviour rating for report cards. A- Gold, B- Silver, C-Bronze, D & E.

Alignment between the PBL Gold Silver Bronze Behaviour Matrix and Report Card comments will be consistent.



Capella State School Behaviour Matrix

Name _____

Year Level _____ Moderated Behaviour Level _____



Behaviour	Above Expected Level						At Expected Level			Below Expected Level							
	GOLD (A)			SILVER (B)			BRONZE (C)			BRONZE (D)			BRONZE (E)				
	The student <i>independently in all settings for all members of staff</i>						The student <i>consistently in all settings</i>			The student <i>generally in all settings</i>			The student <i>sometimes in all settings</i>			The student <i>rarely in all settings</i>	
Classroom Teacher	Teacher aide (playground/small group support)	Principal/Hoc/Specialist	Classroom Teacher	Teacher aide (playground/s mall group support)	Principal/Hoc/Specialist	Classroom Teacher	Teacher aide (playground/small group support)	Principal/Hoc/Specialist	Classroom Teacher	Teacher aide (playground/small group support)	Principal/Hoc/Specialist	Classroom Teacher	Teacher aide (playground/small group support)	Principal/Hoc/Specialist	Classroom Teacher	Teacher aide (playground/small group support)	Principal/Hoc/Specialist
	<ul style="list-style-type: none"> Gold level effort in all tasks in all key learning areas. Follows school rules and procedures in all settings for all staff members Attempts and adapts to new learning approaches – shows initiative in all settings Shows respect to other students and adults Listens to and follows adult directions the first time on all occasions Cooperates with the adults and other students Includes everyone and uses a range of High 5 Strategies to solve problems Demonstrates initiative (eg picks up rubbish without being asked). Involved in community and extra-curricular events representing Capella with pride Follows school rules and procedures “ even when no one is watching” Demonstrates leadership in all settings Is a role model to their peers and younger students Positive behaviour entries on OneSchool 			<ul style="list-style-type: none"> Silver level effort in all tasks across a range of learning areas- room for improvement in a few areas. Follows school rules and procedures in all settings Starts tasks promptly Copes with change Accepts responsibility for their behaviour Shows respect to others and their property Listens to and follows teacher directions Cooperates with the adults and other students Includes everyone No Negative OneSchool Entries Positive Behaviour Entries on One School 			<ul style="list-style-type: none"> Bronze level effort across a range of learning areas -more effort required (may have rushed it to complete work) Follows school rules and procedures, but may occasionally require prompting in all settings Starts tasks promptly but may require scaffolding Copes with change Accepts responsibility for their behaviour, but may require reminders about self-control Shows respect to others and their property Listens and follows adults directions with occasional redirection Cooperates with the staff and other students 0-3 OneSchool Negative Behaviour entries per term 			<ul style="list-style-type: none"> Little effort to complete tasks Follows school rules and procedures with adult support and requires supervision in all settings Accepts responsibility for their behaviour, when prompted Needs reminders about maintaining self-control Listens to and follows teacher directions, with frequent redirection required Cooperates with the adults and other students, though reminders are needed about how to do it respectfully 3-5 One School entries Frequent contact with parents re behaviour referrals 			<ul style="list-style-type: none"> Zero effort - didn't try at all With adult support follows school rules and procedures requiring constant supervision and prompting in all settings Often distracts others from their learning Rarely accepts responsibility for their behaviour without support. Has difficulty demonstrating respect to others and property Requires frequent redirection to follow instructions Frequent and daily OneSchool entries Individual Behaviour Support Plan Risk Assessment Management Plan in place. 				
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> Comments for Improvement:- </div>																	

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.

Learning

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents. Our school will provide you with a copy of our complaints management process at the start of each year.

Safe

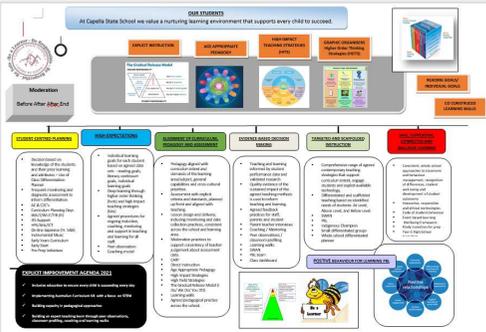
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families. When required our school will seek legal support if comments are made that are inappropriate or defamatory.

Differentiated and Explicit Teaching

Capella 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 Capella 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. School staff use the Capella State School Differentiation Planner to support the needs of all students within our school.



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 Behaviour Matrix, illustrated below and included previously, as a basis for developing 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. At Capella State School we also refer regularly to our Effort Meter, High Five Strategies and the Zones of Regulation.

Capella State School- Behaviour Matrix						
All areas	Teaching and learning environment	Eating and play areas	Toilets	Audience member	Tuckshop	Traveling to and from school and off campus activities
Be Respectful <ul style="list-style-type: none"> Be an active listener Use polite, school-appropriate language Allow others to learn Follow all staff and student leaders instructions Be honest Include others Be a team player Keep the school clean Use appropriate volume Only speak your own belongings 	<ul style="list-style-type: none"> One speaker at a time We respect our belongings and the belongings of others Ask permission before leaving the room We respect everyone's ideas Accepting mistakes and apologies 	<ul style="list-style-type: none"> Eat my own food Play fairly and take turns 	<ul style="list-style-type: none"> Maintain the privacy of myself and others Use the soap and paper towel sensibly 	<ul style="list-style-type: none"> Stand during the national anthem with hat or head off without speaking Respond in an appropriate way Be an active listener! 	<ul style="list-style-type: none"> Wait appropriately for my turn Use manners to acknowledge appreciation 	<ul style="list-style-type: none"> Follow bus procedures Leave school grounds promptly Follow supervisors instructions at all times
Be Responsible <ul style="list-style-type: none"> Accept the consequences for my behaviour Right places, right time Be organised Wear my school uniform with pride everyday Follow school routines - Hand in electronic devices and reorganise school items Look after and return all school resources on time Use the High Five to negotiate and resolve conflict 	<ul style="list-style-type: none"> Complete set tasks Line up and wait for staff members 	<ul style="list-style-type: none"> Learn and follow agreed game rules Report issues to staff on duty as soon as possible Pack up on time 	<ul style="list-style-type: none"> Use the stop and toilet paper appropriately Report problems to staff Flush the toilet after use 	<ul style="list-style-type: none"> Lead by example 	<ul style="list-style-type: none"> Order tuckshop before school Visit the tuckshop at the right times 	<ul style="list-style-type: none"> Park my bike, scooter, skateboard and rollerblades in the bike racks Follow all off campus activity, routines and expectations
Be a Learner <ul style="list-style-type: none"> Participate in all school activities Seek and apply feedback Develop self-discipline and set goals Attempt and persist with tasks Work independently and show initiative Apply 100% effort into all my subjects Be proud of all work that is produced 	<ul style="list-style-type: none"> Actively engage in learning tasks Follow book work expectations/ policies Acknowledge that mistakes help us learn 	<ul style="list-style-type: none"> Participate in new games Follow my school hygiene practice 	<ul style="list-style-type: none"> Lead by example Be cooperative with my peers Learn new rules for games 	<ul style="list-style-type: none"> Make healthy choices 	<ul style="list-style-type: none"> Make the most of off-site excursion with a positive attitude 	
Be Safe <ul style="list-style-type: none"> Transition through the school appropriately following the transition procedures Follow que rules/Tidy Use hands, feet and objects appropriately Stay in school grounds Ask permission to leave an area Wait in designated areas Remain seated until dismissed Use playground as it is intended 	<ul style="list-style-type: none"> Use chairs appropriately 	<ul style="list-style-type: none"> Remain seated when using Wash hands before eating Wash hands before using Wash hands before using 	<ul style="list-style-type: none"> Use the toilet for toileting only Wash my hands with soap 	<ul style="list-style-type: none"> Only touch my food Drink water in the tuckshop 	<ul style="list-style-type: none"> Follow road rules Wear a helmet Wash appropriate gearings Walk my bike, scooter, skateboard and rollerblades in the school grounds Look up my belongings Stay with a buddy or my group 	

Capella State School

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"Use Your High Five"

WALK AWAY
Walk away with your friends

TALK FRIENDLY
Use a friendly voice to tell the person to stop

TALK FIRMLY
Use a firm voice and tell the person to stop

REPORT
Explain to the teacher what has happened

IGNORE
Keep us playing
Look away

DON'T FORGET.... USE YOUR "HIGH FIVE" TO HALT BULLYING BEHAVIOUR!

Exceptional effort. I worked really hard and cannot think of anything I'd change to make it better.

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Learn more: 0755 333 333 <http://www.bachtoppeducation.com/our-learnings>

The ZONES of Regulation®

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

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 Capella State School to provide focused teaching. Focused teaching is aligned to the Capella State School Behaviour 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.

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

- Respectful Relationships Education
- Zones of Regulation
- Functional Based Assessment.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to

support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a case manager (usually the child's classroom teacher) at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Capella State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Capella 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. Our school uses a step system in the classroom and in the playground. Step 1&2 – Warning and Rule Reminder, Step 3- Time out in the classroom, Step 4- Time out in an alternative classroom, Step 5 –Referral to the office. Refer to the Capella State School Student Behaviour Referral. All entries on the Behaviour Referral chart are entered by classroom teachers on OneSchool.

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.

Capella State School Student Behavioural Referral

Parent Contact: YES/NO Time: ROC Entered Yes/No Classroom Teacher Aware:

Date:	Class:	Time:	Please Tick:
Referring staff member :			Playground
			Classroom
			Specialist Lesson:
			Other:

Problem Behaviour:	
Minor (Please tick)	Major (Please tick)
Defiance/Disrespect Not following directions, not doing as you are asked	Constant (Over and over) or Major, Defiance/Disrespect/Not doing as you are asked Refusing to follow directions, Talking back to staff, Rude behaviour
Physical Contact Inappropriate (not suitable) physical contact with student/students; Not keeping hands/feet to themselves	Physical Aggression Serious inappropriate (unsuitable) behaviour that may hurt others (eg hitting, punching, hitting with an object, kicking, scratching etc.)
Using words or language that are unsuitable(inappropriate) for school (eg shut up, idiot etc.)	Repeatedly using words and language that are unsuitable for school – when speaking to other students or groups (example swearing)
Disruption Stopping (disrupting) others from learning.	Disruption Repeatedly (more than once) stopping (disrupting) others from learning or playing (eg, moving out of your seat, shouting or screaming, making loud noises, disrupting games)
Property Misuse Not taking good care of belongings or property	Vandalism Breaking, damaging or destroying belongings or property
Dress Code Wearing clothing that is not a part of the school uniform	Dress Code Refusing to wear clothing that is a part of the school uniform; Wearing clothes that are not suitable for school
Safety Acting or playing unsafely, but not hurting others	Safety Repeatedly acting and playing unsafely – playing in a way that may hurt others
Dishonesty Lying/cheating - about something you have been doing or saying	Major Dishonesty Lying about your behaviour or about harming others
Other Using words to tease or bully others	Harassment / Bullying Repeated teasing, verballing threatening or frightening other student/students.
Others	

	Time
Step 1 & 2 - WARNING & RULE REMINDER	
Step 3 - TIME OUT	
Step 4 - BUDDY CLASS	
Step 5 - OFFICE	

Remember: Parental contact by phone must be made before a child attends Reflection Room.

Teacher record of incident:

What was the child doing?

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 4 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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)

- Targeted skills teaching in small group
- Community Service
- Letter of apology
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network (SWAN) for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Capella State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

** 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 Capella State School:

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

Parents of students at Capella 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 Capella 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 Capella State School

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community Capella State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

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

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

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

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

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources

- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Capella 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

Capella State School uses the Respectful relationship program 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.

Capella State School – High 5 Overview

What is the High 5?

- It is an effective strategy to develop problem-solving strategies for our students
- A whole school approach that can also eradicate bullying
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents

How to implement High 5:

- High 5 program takes 4/5 sessions to implement
- (1 structured lesson for 4/5 weeks to teach the strategy)
- Use a Y chart (looks like, feels like, sounds like)
- All steps are modelled and taught through role play
- Each class will have a High 5 chart in their classroom

Do the High 5:

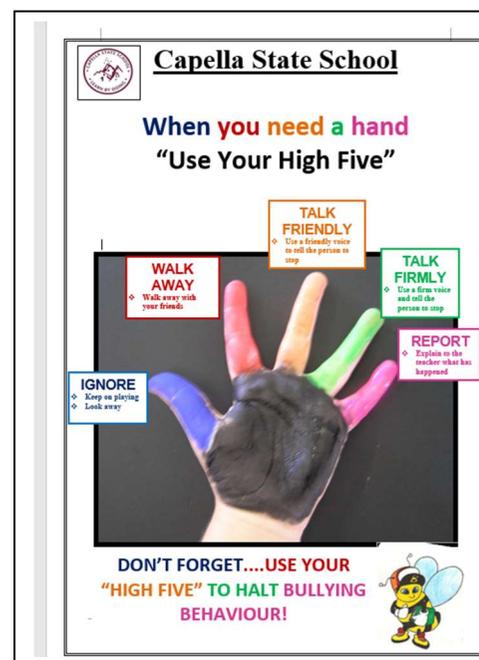
1. Ignore
2. Walk Away
3. Talk Friendly
4. Talk Firmly
5. Report

Ignore

- 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 ROLE PLAY TO SHOW WHAT IFNORING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE!**

Walk Away

- Stand tall, head up high
- Mouth closed
- Look confident



- Do not use eye contact
- Walk somewhere, preferably towards a congested areas or to a safety zone (teacher)
- Do not look back. Walk confidently, don't run
- **USE ROLE PLAY TO SHOW WHAT WALKING AWAY LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE!**

TALK FRIENDLY

- Use a calm voice
- Maintain eye contact
- Confident body language
- Maintain relatively close body proximity
- Use "I" statements – I feel.....when you..... because.....
- **USE ROLE PLAY TO SHOW WHAT TALKING FRIENDLY LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE!**

TALK FIRMLY

- As per Talk Friendly
- Use an assertive voice, slightly raised
- Tell them to stop it
- Re-state your "I" statement eg. I said
- State the consequences of continued bullying
- **USE ROLE PLAY TO SHOW WHAT TALKING FIRMLY LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE!**

REPORT

- Walk away and tell a staff member (if in the playground – teacher on duty)
- Go to a safe zone
- Bystanders – support and report
- Report, report, report until somebody listens
- **USE ROLE PLAY TO SHOW WHAT REPORTING LOOKS LIKE, SOUNDS LIKE AND MAY FEEL LIKE!**

Reporting Vs Dobbing:

- Children need to know the difference between reporting and dobbing
- **Reporting** is helping/getting yourself out of trouble
- **Dobbing** is trying to get someone in trouble using a whiny voice

Reporting

- Children should in most circumstances attempt to problem-solve themselves first
- Unsuccessful after doing the High 5 steps – see teacher

Asking the teacher for support:

Teacher dialogue should take the following format:

1. Is this a serious problem?
2. Is this your problem?
3. What have you tried already to solve it? (Have you tried the High 5?)
4. Do you want a solution?
5. What sort of solution do you want?

Reporting straight away

- If the issue involves **health** or **safety** – children to report straight away to a teacher
- They are not to solve the problem themselves eg. Incidents of physical danger – child running out of school gates

Reporting Phase

Role of the Teacher:

- **Investigate** and **discuss** the incident with the child
- Refer to Minor/Major chart and accompanying consequence (litter duty, thinking room, admin)
Success occurs when children can not only *talk the talk* but *walk the walk!*

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

Capella 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](#).

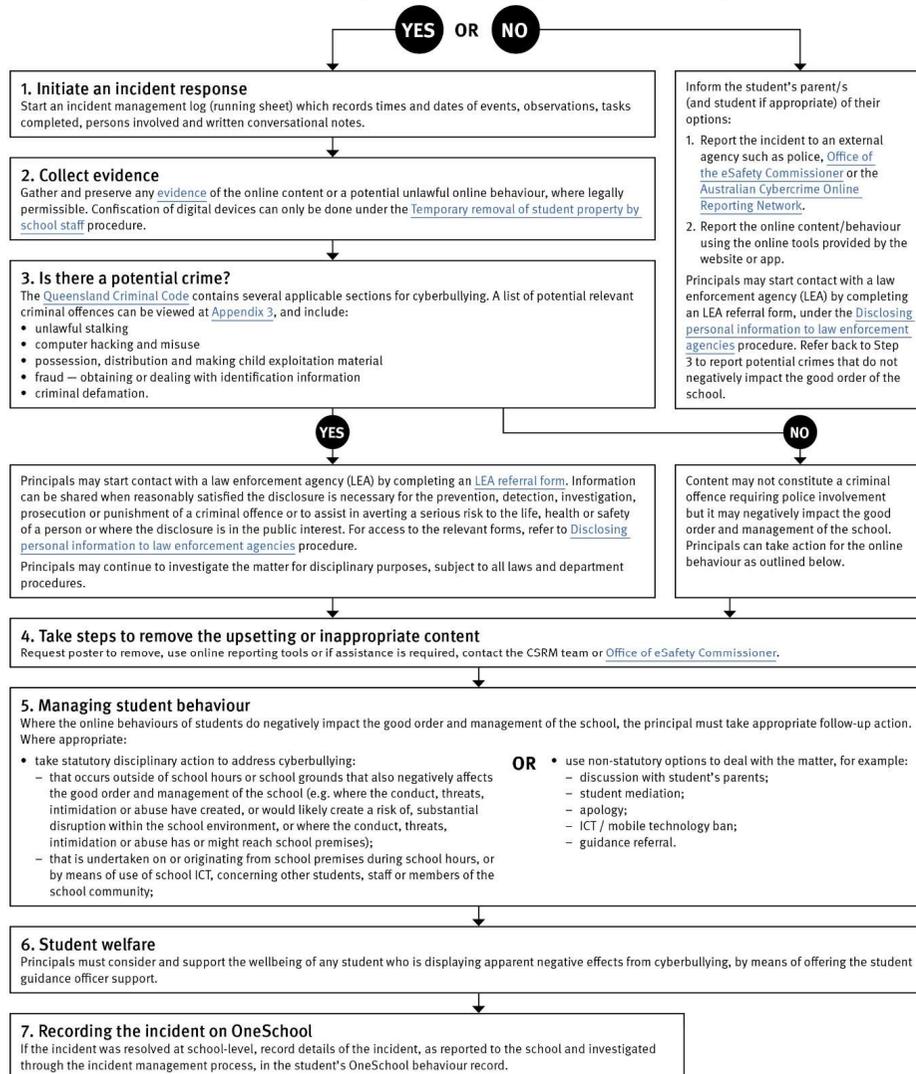
Explicit images

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?



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network (SWAN) section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Capella State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Capella State School – Anti-Bullying Compact

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

Capella State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Capella State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

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

Conclusion

Capella State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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