

# GLADSTONE SOUTH STATE SCHOOL



## Student Code of Conduct 2020-2023

*Our best always*

## PURPOSE

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

The Student Code of Conduct describes the student behaviour that is expected, the supports for the development of social skills and the types of disciplinary consequences that may be used to respond to inappropriate behaviour so that students can participate positively within our school community.

The plan links our School Improvement Agenda where our purpose is to prepare students with skills, confidence and knowledge through our SOUTH SMART.

Safe  
Motivated  
A+ Attitude  
Respectful  
Trustworthy

This Student Code of Conduct links strongly with our Positive Learning Behaviour – PBL.

## CONTACT INFORMATION

Postal address:	153 Toolooa Street
Phone:	07 48 994333
Email:	<a href="mailto:admin@gladstonesouthss.eq.edu.au">admin@gladstonesouthss.eq.edu.au</a>
School website address:	<a href="http://www.gladstonesouthss.eq.edu.au">www.gladstonesouthss.eq.edu.au</a>
Contact Person:	Patrina Dendrinis (Principal)

## ENDORSEMENT

Principal		P/C President:
Name: Patrina Dendrinis		Tina Neville
Signature:		
Date: 20-09-2020		

## **PRINCIPAL'S FORWARD**

Our school consists of a diverse range of students from different backgrounds and experiences. We consider our school to be a school of heart, we simply want our children to succeed within their own individual realm and accept student differences.

At Gladstone South State School the key purpose of the Code of Conduct is to facilitate high standards of behaviour from all in the school community. The learning and teaching in our school is centred on how our students will do Our Best Always.

Our school caters for the emotional development of students through differentiated learning in the classroom, sport at lunch, individual and small group social skilling,  
Our Code of Conduct is a guiding document on how we are going to steer the students towards individual success.

Patrina Dendrinis

Gladstone South State School

Principal

## **P AND C STATEMENT OF SUPPORT**

In the president role of Gladstone South State School P and C Committee, I am proud to support and endorse the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Patrina Dendrinis and her team has ensured that all parents have had opportunities to contribute and provide feedback.

Parents who wish to discuss the Gladstone South State School Student Code of Conduct and their roles as families to support the behavioural expectations of students are welcome to contact the principal and to join the P and C Association. We encourage all parents to familiarise themselves with the Gladstone South State School Student Code of Conduct and discuss with their children about the expectations of the policy and any support they may need in the future.

Tina Neville

Gladstone South State School

P and C President


















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## DOE MANDATORY DOCUMENTS

					
Student-discipline.pdf	Student-code-of-conduct-fact-sheet.pdf	Restrictive-practices.pdf	Restrictive-practices - doe procedure.pdf	part-time-educational-program-guidelines.pdf	pace-overview.pdf
					
Managing-first-aid-in-the-workplace.pdf	Health-safety-and-wellbeing-incident-response-fact-sheet.pdf	fact-sheet-seclusion-containment-time.pdf	fact-sheet-practice-principles.pdf	fact-sheet-practice-principles - restrictive.pdf	fact-sheet-practice-principles - restrictive.pdf
					
fact-sheet-physical-mechanical-chemical-hazards.pdf	fact-sheet-clinical-history-taking.pdf	cyberbullying-school-aged-students-fact-sheet.pdf	administration-of-medications-in-school.pdf	temporary-removal-of-student-property.pdf	

# LEARNING AND BEHAVIOUR STATEMENT AND STUDENT WELLBEING

Gladstone South State School believes strong, positive relationships between all members of our school are the foundation to supporting the success of all students. At South we believe in inclusive education and equity so all students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments through co-planning and teaching strategies designed to meet their individual needs.

We strive to allow all students to:

- Be safe
- Be responsible
- Be respectful active citizens
- Engage in the curriculum
- Address problems and solve them before they become greater
- Be flexible and adapt to different changes and situations
- Resolve disharmony in relationships
- Change behaviours according to reflective practices

A student's social and emotional stability will assist them in maximising the success of academic education programs. The personal and social capabilities of the Australian Curriculum are actively taught via programs such as the 'Zones of Regulation', Virtues and Values and PBL.

Learning and wellbeing 'go hand in hand' and are maximised when being taught by the regular teacher through the curriculum implementation of the P-12 curriculum, assessment and reporting framework. Learning is optimised when the student's wellbeing is stable. Wellbeing is when a student experiences not just success but knows their own person and how to cope with what school life presents to them, leading to lifelong skills. It involves the psychological, physical, cognitive, personal and social aspects of the child.

Teachers provide positive and inclusive learning environments that support every student to manage their wellbeing and achieve success learning outcomes. The school community strengthens connections with parents, support services and the wider community.

## VALUES AND VIRTUES

This is where I learn.

Virtues in me.

Courtesy		Honesty
Caring	Tact	Fairness
Co-operation		Justice
Tolerance		Reliability
Humility		Responsibility
Integrity		Self-Control
Courage		Perseverance

## The ZONES of Regulation®

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

ZONES OF REGULATION

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour, recognisable through our graphic logo:



## **PBL POSITIVE BEHAVIOUR LEARNING**

Our Positive Behaviour for Learning (PBL) is our proactive positive learning environment for students. It establishes our students as being key members of the school community. PBL sets high expectations and supports students to achieve these expectations.

At Gladstone South State School, students are expected to:

- attend every school day, on time, ready to learn and participate actively in the school's education program
- take responsibility for their own behaviour and learning
- demonstrate respect for themselves, other members of the school community and the school environment/property
- show tolerance towards other students and staff
- behave in a manner that respects the rights of others, including the right to learn
- co-operate with staff and comply with requests or directions from Department of Education (DoE) staff including, but not limited to, the principal, deputy principals, business manager, teachers, teacher aides, cleaners and grounds staff.
- wear South's State School's uniform
- abide by school rules as outlined in the school wide expectations

### **PBL Lesson Overview Term 1**

<b>WEEK</b>	<b>LESSON</b>
<b>1</b>	Establishing classroom routines and revisiting school rules
<b>2</b>	Keeping hands, feet and objects to yourself
<b>3</b>	Using manners (Greetings and compliments)
<b>4</b>	Positive encouragement
<b>5</b>	Following instructions
<b>6</b>	Active listening
<b>7</b>	Being punctual
<b>8</b>	Sit on chairs correctly
<b>9</b>	Being truthful
<b>10</b>	REVIEW

### PBL Lesson Overview Term 2

WEEK	LESSON
1	Revisiting classroom and school rules
2	Be organised and ready for learning
3	Appropriate behaviours in the eating area
4	Appropriate behaviours in the playground
5	Appropriate behaviours in the toilets
6	Appropriate behaviours in the tuckshop area
7	Moving safely around the school
8	Have a go, never say no attitude
9	Appropriate behaviours when arriving/departing school
10	REVIEW

### PBL Lesson Overview Term 3

WEEK	LESSON
1	Managing conflict safely and appropriately
2	Respect for school grounds
3	Working in collaboration with others
4	Organising and managing your time
5	Using ICTs safely and appropriately
6	Inclusivity in the classroom
7	Keeping a clean and tidy appearance
8	Respect towards peers and staff
9	Moving around the school appropriately
10	Healthy eating and a balanced diet at school

### PBL Lesson Overview Term 4

WEEK	LESSON
1	Review classroom and school rules
2	Using appropriate language
3	Keeping hands, feet and objects to yourself
4	Following instructions
5	Being mindful of others
6	Creating and following routines
7	Being punctual
8	REVIEW
9 and 10	REVIEW

## **STAFF SUPPORT STUDENTS TO ACHIEVE A HIGH STANDARD OF PERSONAL, SOCIAL AND ETHICAL BEHAVIOURS DETERMINED BY THE AUSTRALIAN CURRICULUM.**

- Social, personal and ethical development
- Student personal, social, emotional and ethical understandings and skills are developmental.
- This means students often develop their understandings and skills at different times.
- The Australian Curriculum establishes benchmarks which are articulated in the General Capabilities.

### **The Australian Curriculum Personal and Social Capabilities**

Self-awareness	Self-management	Social awareness	Social management
<ul style="list-style-type: none"> <li>• recognise emotions</li> <li>• recognise personal qualities and achievements</li> <li>• understand themselves as a learner</li> <li>• develop reflective practice</li> </ul>	<ul style="list-style-type: none"> <li>• express emotions appropriately</li> <li>• develop self-discipline and set goals</li> <li>• work independently and show initiative</li> <li>• become confident resilient and adaptable</li> </ul>	<ul style="list-style-type: none"> <li>• appreciate diverse perspectives</li> <li>• contribute to civil society</li> <li>• understand relationships</li> <li>• communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• work collaboratively</li> <li>• make decisions</li> <li>• negotiate and resolve conflict</li> <li>• develop leadership skills</li> </ul>

### **The Australian Curriculum Ethical Understanding**

Understanding ethical concepts and issues	Reasoning in decision making and actions	Exploring rights and responsibilities
<ul style="list-style-type: none"> <li>• recognise ethical concepts</li> <li>• explore ethical concepts in context</li> </ul>	<ul style="list-style-type: none"> <li>• reason and make ethical decisions</li> <li>• consider consequences</li> <li>• reflect on ethical action</li> </ul>	<ul style="list-style-type: none"> <li>• examine values</li> <li>• explore rights and responsibilities</li> <li>• consider points of view</li> </ul>

Gladstone South State School staff monitor our school culture, student wellbeing and engagement through:

- [Attendance rates](#)
- [OneSchool data](#)
- [Learning days lost due to student disciplinary absences](#)
- [School Opinion Survey responses.](#)

At Gladstone South State School, our goal is to provide inclusive environments that nurture the wellbeing of all students so they become resilient lifelong learners who respond positively to their changing world and pursue their passions with confidence.

Gladstone South State School monitors individual student wellbeing through:

- [OneSchool reports – positive and negative behaviours](#)
- [Student Referrals for additional support provision](#)
- [Personalised Support](#)

At Gladstone South State School we know that a supported environment combines a focus on wellbeing with a focus on learning; without one, the other will not happen. Some of the ways staff at Gladstone South State School responds to individual and group differences is through

- [Promoting collaborative learning,](#)
- [Connecting to the hearts and minds of every student,](#)
- [Teaching students how to manage their wellbeing.](#)



# GENERAL EXPECTATIONS

I am	All Settings	Classroom	Stairs / Hallways	Eating Areas	Toilets	Playground	Assemblies
Safe	<p>Keep hands and feet to self</p> <p>Report any problems</p> <p>Ask permission to leave any setting</p> <p>Move around carefully</p>	<p>Maintain personal space</p> <p>Sit in chair safely</p> <p>Use materials / equipment appropriately</p> <p>Be sensible</p> <p>Walk inside</p> <p>Enter and exit lessons in an orderly manner</p>	<p>Walk</p> <p>Stay to the left on stairs</p> <p>Banisters are for hands</p> <p>Place schoolbags in port racks</p>	<p>Walk</p> <p>Place rubbish in bin</p> <p>Place lunch boxes on seats before going to play</p> <p>Sit quietly to eat</p>	<p>Wash hands with soap and water</p> <p>Keep water in the sink</p> <p>One person per stall</p> <p>Flush after use</p>	<p>Use equipment for intended purpose</p> <p>Sand and stones are for the ground</p> <p>Participate in school approved games only</p> <p>Stay in approved areas</p> <p>Keep body to self</p> <p>Use common sense when playing games</p> <p>Keep to designated areas</p> <p>No climbing in trees or on walls</p>	<p>Walk</p> <p>Listen carefully and follow instructions</p>
Respectful	<p>Treat others the way you want to be treated</p> <p>Listen politely</p> <p>Follow adult direction(s)</p> <p>Use kind language</p> <p>Help keep the school orderly</p>	<p>Be honest</p> <p>Take care of yourself and others</p> <p>Listen and follow adult instructions</p> <p>Be an active listener</p> <p>Speak kindly to others</p> <p>Hands up to speak</p> <p>Ask before borrowing materials</p>	<p>Walk quietly so others can continue learning</p>	<p>Eat only your food</p> <p>Use a peaceful / quiet voice</p> <p>Hands up and mouths closed as soon as the whistle is blown</p>	<p>Allow for privacy of others</p> <p>Clean up after self</p>	<p>Line up at first signal</p> <p>Invite others who want to join in</p> <p>Enter and exit building peacefully</p> <p>Share materials</p> <p>Use polite language</p> <p>Freeze on the first bell (Prep – Yr 2)</p> <p>Move quietly to classroom when instructed</p> <p>Go to the teacher when asked</p>	<p>Be an active listener</p> <p>Encourage others appropriately</p> <p>Stay still in your place – no fidgeting</p>
I am ....	All Settings	Classroom	Stairs / Hallways	Eating Areas	Toilets	Playground	Assemblies

Responsible	Be an active participant	Be a risk taker / Have a go	Return to class promptly	Use proper manners	Follow bathroom procedures	Be a problem solver	Raise your hand to share
	Give full effort	Be prepared	Report problems of facilities to Admin	Leave when adult excuses		Learn new games and activities	Keep comments and questions on topic
	Be a team player	Make good choices			Return to class promptly		
	Do your job	Use equipment in an appropriate manner				Return all equipment to sports shed / room	
	Encourage others	Take care of personal belongings			Use the hand drying machine correctly		
	Care for school environment	Ask for help / assistance when unsure					
		Be responsible for your own behaviour and work – best effort always					
		Return materials to the correct place					

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from PBL behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Employed Behaviour Teacher Aides to assist students with all needs.
- Induction programs at Gladstone South State School for staff and students
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

•  
**Specific policies have been developed to address:**

- The Use of Personal Technology Devices at School
- Procedures for Preventing and Responding to Incidents of Bullying and
- Appropriate Use of Social Media

•  
**Reinforcing expected school behaviour**

At Gladstone South State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained annually in Essential Skills for Classroom Management by trained facilitators to give consistent and appropriate acknowledgement and rewards.

## Our Reward/Awards System:

Our school-wide rewards system acknowledges both the whole school and individual students who have made positive progress towards displaying our school-wide behavioural expectations.

**South Smart Tokens** are frequently awarded to students for displaying South Smart Behaviour in the playground and classroom. Students who receive one or more tokens during the week will eventually accumulate to 25 and then increments of 50, which results in a celebration party.

**South Class Awards** are a positive reinforcer for demonstrating South Smart Values in their classroom. South Class Awards are recognised and celebrated each week on Assembly.

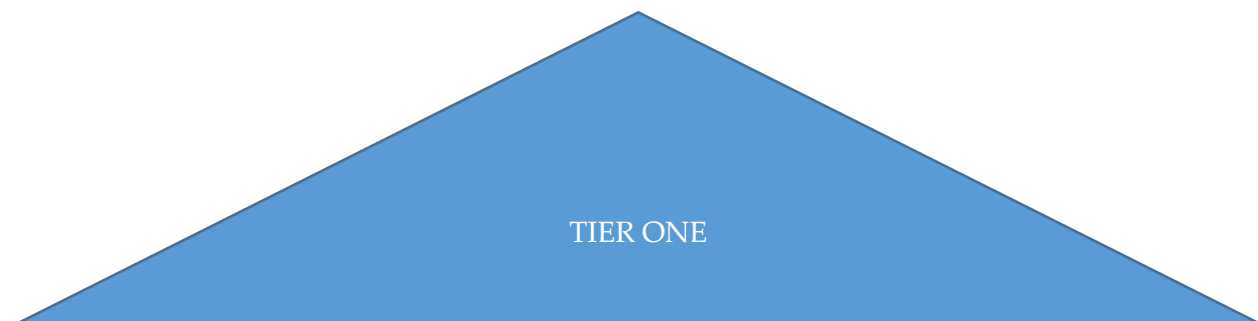
**Class Captain** Each term, Class Teacher's nominate a student who has consistently demonstrated South Smart values to be the Class Captain. Class Captain's play a number of Leadership roles in our school and their contributions are recognised and rewarded.

**Senior Leadership Program** Senior students are invited to nominate for a range of Leadership positions each year within the school. Nominations of students who consistently demonstrate South Smart values are endorsed by the Principal and the school community. If unacceptable behaviours are displayed, the Principal has the authority to revoke the leadership position.

Gladstone South State School promotes and recognises positive behaviours as well as processes for managing behaviour that is not consistent with the school's expectations. The approach is consistent with the State of expectations for a disciplined school environment policy, the National Safe Schools Framework and existing evidence of effectiveness. Gladstone South State School's whole school approach shapes, supports and recognises appropriate behaviours in all students.

## TIERED SUPPORT

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support, interventions and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. Gladstone South State School uses a three-tiered model of behavioural intervention and support to guide discipline in the school. Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, schools are able to outline whole school provision of **universal**, **targeted**, and **intensive** supports.



Tier One comprises a set of best practices implemented with all students. Tier One includes:

- **Create and maintain a safe and supportive environment**
- **Nurture healthy relationships** between students, staff and parents
- **Establishing and explicitly teaching** agreed upon **positive behaviour expectations and pro-social behaviours** in classroom and non-classroom settings
- **Providing a high rate of positive acknowledgements, reinforcement, and feedback** to all students for demonstrating the positive expectations
- **Providing a continuum of consistently implemented and predictable consequences** for students for behaviour infractions
- **Providing effective classroom management and instruction**

**Using data to guide the decision-making process and to help identify students who need additional support**



## TIER TWO

At the second tier, targeted interventions are developed to address small groups of students who are at-risk for escalating problem behaviours. Interventions at this level should be quickly accessed, be easy to implement, and may be based on a basic level of functional behaviour assessment (FBA). Gladstone South State School has developed a menu of Tier Two interventions to address a variety of student needs. Some of these include:

### *School-based Mentors*

School-based mentors provide the opportunity for the student to have individualised time with an adult or an older student in the school setting where the focus is on strengthening personal relationships and creating stronger connections to the school environment.

### *Wellbeing Clubs*

These clubs provide opportunities for students to engage in high interest activities, experience success, create connections, and practice important social skills in a natural setting. The chaplain runs numerous targeted clubs.

### *Check-In/Check-Out*

A simple monitoring system whereby the student checks in with an adult upon arrival, gets a prepared written daily progress report form, and gets positive adult attention and pre-corrections for having a successful day. Throughout the day, the student gets feedback and ratings on his/her behaviour from his/her teachers, including the principal and/or deputy principal. The student checks-out at the end of the day to tally his/her behaviour record for the day. Incentives can be attached to this system. The daily cycle is completed when the student takes the report home to be reviewed, signed by his/her parents and returned to school the next day.

### *Home Connections*

These plans provide a collaborative process and format for parents and teachers to develop common expectations and strategies in order to increase consistency and communication between home and school.

### *Chill Out*

Teachers support students to 'take a break' to calm down and reset their behaviour to an appropriate replacement behaviours to cope with frustration, anger, or agitation.

### *Targeted Social Skills*

These targeted lessons provide small groups of students with additional or specialised instruction to address specific behaviour issues.



## TIER THREE

For a small number of students with chronic and/or severe behaviour problems, additional and intensive behaviour support is needed. At tier three, students have an individualised team formed around them and more intensive FBA is conducted, typically leading to a multi-component support plan. The individualised team usually comprises the parent/carer, classroom teacher, admin, behaviour aides, chaplain.

The following are core features of an Intensive Behaviour Support Plan:

- The student's behavioural support team conducts an intensive investigation into the student's behaviour using direct and indirect methods to identify triggers to problem behaviour, events that reinforce the behaviour, behaviour and learning skills deficits that contribute to the problem, and any other pertinent variables associated with the behaviour (eg. medical, health, environmental, personal history, etc).
- The team develops interventions immediately, following the investigation and utilises the information from the investigation to design an Individualised Behaviour Support Plan (IBSP) for the student.
- The IBSP outlines the selection and design of the intervention strategies. The IBSP is usually a combination of:
  - **prevention strategies that aim to reduce known triggers** to problem behaviour
  - **antecedent events** that are known to increase the likelihood of positive behaviour
  - **a few high priority replacement behaviours for skill deficits** known to be associated with the problem behaviour. These are identified using the personal and social capability learning continuum and/or ethical understanding continuum. Replacement behaviours that are functionally equivalent to the problem behaviours are given high priority for instruction. These can include social, communication, academic or other adaptive behaviours.
  - **A teaching plan** for acquisition and generalisation of the target replacement behaviours
  - **An individualised schedule of positive reinforcement.** This includes a reinforcement inventory which identifies a range of reinforcers that are motivating to the student and are easily available in the school environment. The frequency of access to positive reinforcers is above and beyond the frequency to reinforcement at Tier One. Consideration is given to eventually fading to naturally occurring levels of reinforcement such as simple specific praise or acknowledgement. Tier Two strategies are often included in Tier Three Individualised Behaviour Support Plans (IBSP).
  - **An individualised plan for responding to problem behaviours.** This may involve identifying multiple response actions depending on the intensity, type, and function of the problem behaviour. Consequence strategies may include – take a break, corrective feedback, non-exclusionary or exclusionary time-out for reinforcement, privilege loss, and or restorative practices.

In our endeavours to support students, collaborative relationships with parents are established and promoted. Refer to our Parent and Community Engagement framework.

## BEHAVIOURAL EXPECTATIONS OF ADULTS

Gladstone South State School maintains the importance of members of the school community understanding their roles, and modelling to students, appropriate social and personal behaviours and behaviours that demonstrate ethical understanding. To support this standpoint, Gladstone South State School's Student Code of Conduct outlines behavioural expectations of DoE staff, parents/carers and visitors.

All members of the school community are advised to make themselves aware of the Behavioural Expectations of Adults to ensure a positive environment for all.

### **When visiting the school during school hours (8:50am – 3:00pm)**

- Make your presence on school grounds known by signing in as a visitor at the front office

	DoE Staff	Parents, Carers and visitors
General behaviour	<p>Maintain a safe, secure and respectful learning environment for all students</p> <p>Respect points of view that are different from your own</p> <p>Refrain from actions and behaviour that constitutes harassment, discrimination or vilification</p> <p>Encourage parents to volunteer and be part of the school community.</p> <p>Treat people fairly, equitably, with consistency and respect</p> <p>Refer to the Department of Education Standard of Practice</p>	<p>Support staff in maintaining a safe, secure and respectful learning environment for all students</p> <p>Treat people fairly, equitably, with consistency and respect</p> <p>Respect points of view that are different from your own</p> <p>Respect and comply with requests and directions from the principal and/or any member of school staff</p> <p><b><u>The school does not tolerate:</u></b> Actions and behaviour that constitutes harassment, discrimination or vilification</p> <p>Threatening harm or the use of physical aggression towards another adult or child. This includes approaching someone else's child in order to discuss a topic.</p> <p>Smoking and consumption of alcohol or other drugs or accessing the school site whilst intoxicated or under the influence</p> <p>Support a peaceful and safe school environment. <a href="#">Should this go here as the heading is the school will not tolerate</a></p> <p>Disruptive behaviour which interferes with the operation of a classroom, an office area or any other part of the school grounds. Using loud and/or offensive language or displaying a temper...Damaging or destroying school property Inappropriate behaviour could lead to a Hostile Parent Note.</p>

## WHOLE SCHOOL APPROACH TO DISCIPLINE

Supportive discipline in a multi- tiered form is an important part of the work undertaken at Gladstone South State School on a daily basis to help students develop and extend their capabilities in self-management and personal responsibility. The focus for our staff is on implementing proactive, preventative approaches that facilitate student growth. Gladstone South's approach to discipline is proactiveness and constant re-evaluation.

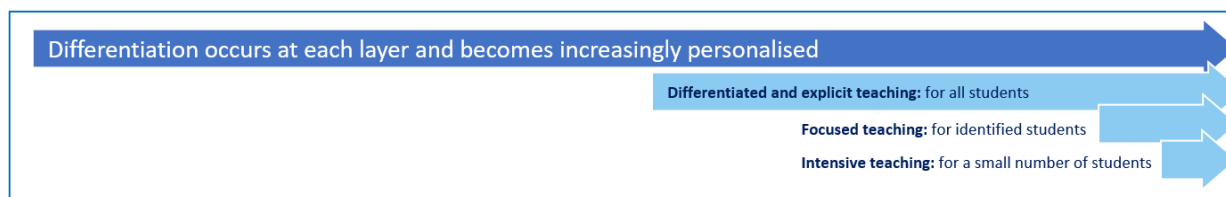
Our staff take responsibility for making school expectations clear, for providing supportive instruction about how to meet these expectations and to use behavioural incidents as opportunities to re-teach and learn.

Shared expectations for student behaviour should be known to all, with behavioural consequences to create and maintain a positive and productive learning and teaching environment.

As part of their professional practice teachers will create and maintain supportive and safe learning environments by:

- organising classroom activities and provide clear directions.
- supporting students' wellbeing and safety.
- supporting the safe, responsible and ethical use of ICT in learning and teaching.
- managing challenging behaviour.
- striving to achieve and maintain positive professional relationships with students to enhance self worth.
- supporting inclusive student participation and engagement in classroom activities
- staff actively seek to prevent students from harm
- staff support students to understand their behaviours, identify their personal, social and ethical responsibilities and understand their impact of their behaviours on others

Collaborative relationships with parents are established and promoted. Refer to our Parent and Community Engagement framework.



## CONSIDERATION OF INDIVIDUAL CIRCUMSTANCES

Staff at Gladstone South State School recognise students' individual circumstances, as children develop they learn ways of thinking and culturally acceptable ways of behaving. This is influenced by 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.

At some developmental ages and stages in toddlerhood and adolescence or neurological conditions such as oppositional behaviour, testing the limits is predictable. For example, non-compliance and tantrums are common from children aged 18-36 months.

Some students develop self-regulation and control at different rates and at different ages, therefore understanding of development is critical in understanding behaviour problems. Developmental and behavioural issues can be viewed through the interrelationships between an individual's psychological, social/environmental and biological influences. These interrelationships influence how an individual deal with stress or copes with adversity or change.

As a child grows and develops, their attitudes, beliefs and behaviours are influenced by the things that happen to them and around them. Our responses to students will differ as we recognise that the way we teach, the support we provide and the way we respond to students will differ according to the needs of the student whilst promoting our values of respect, responsibility and safety. This reflects the principle of *equity*, where every student is given the support they need to be successful learners. All behaviour is communication and serves a particular function or need for the individual. These needs are valid and students are supported to have these needs met in an appropriate way. While the needs are valid, the form of behaviour exhibited by a child may be unacceptable or need modification. In general, a child's way of thinking and behaving may be encouraged or discouraged by others through their interactions, including the way we respond to the child's behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family.

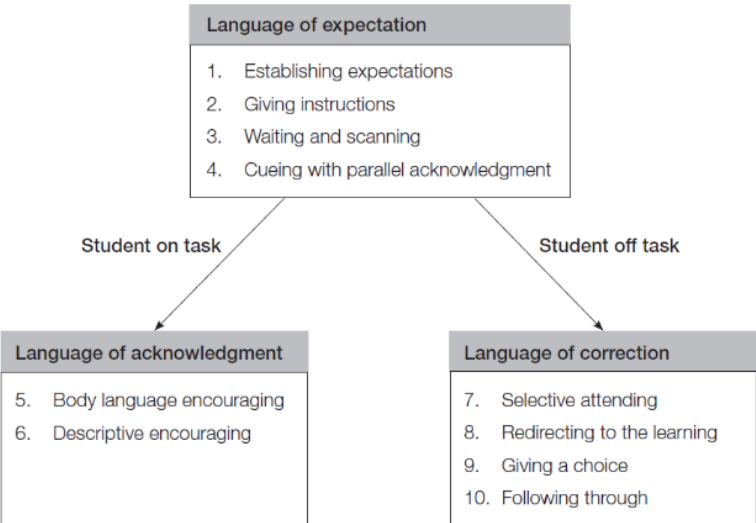
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## BEHAVIOUR INTERVENTION

Gladstone South State School staff understand student acquisition of personal, social and ethical behaviours is incremental, developmental and influenced by individual student circumstances. Behaviour Intervention strategies have been developed as a collaborative effort involving representatives from across Gladstone South State School, Central Queensland Region and the Department of Education.

Positive behaviour support strategies are used by staff to avoid escalation. **Essential Skills of Behaviour Management** informs the language of expectation, acknowledgement and correction.

### Management focused language: Essential Skills



Adapted from: (Richmond 1995)

Whilst students are proactively supported to develop positive behaviours, issues arising between students are addressed utilising restorative practices, peer mediation, social-emotional learning, and informal restorative practices.



## **Restorative Practices**

Restorative practices is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

**Figure 1: Restorative Practices**



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## **Peer Mediation**

Peer mediation invites students to take responsibility for their actions by working together to find solutions to any conflict. Peer mediation aims to:

- Increase awareness of how conflict can affect peoples' lives and relationships
- Improve communication between students and between teachers and students
- Teach students skills such as listening, critical thinking and problem solving
- Empower students by having them take greater responsibility for resolving their disputes

## **Social Emotional Learning**

Social emotional learning involves curricula, programming and practices to help students develop specific social and emotional competencies that will guide their decision making and behaviour. Whole school approaches such as Positive Behaviour for Learning (PBL) involves setting and teaching observable behavioural expectations and acknowledging students for meeting these expectations. The success of social emotional learning is highly dependent on consistent practices across home and school. Social and emotional learning can include behaviours such as taking turns, saying hello, asking for help, waiting, managing disappointment or finding solutions.

## **Informal Restorative Practices**

Teaching Conflict resolution strategies involving how to, manage conflict, defuse situations, repair hurt feelings and reduce the likelihood of retaliation after conflict. Staff help students recount the situation, to understand the sequence of events and the influence of human decisions and actions that lead to conflict. During the discussion, opportunities are created to recognise and repair hurt feelings. Students are then supported to agree the incident is finished to reduce the likelihood of retaliation.

## **Social Skills Programs at Gladstone South**

		<b>Social Skills Programs</b>				<b>Australian Curriculum</b>			
		Supported by Admin, Classroom Teachers, Chaplain, Behaviour Support Aides, SEP Teachers							
		<b>Self Awareness</b>							
		<b>Self-Management</b>							
		<b>Social Awareness</b>							
		<b>Social Management</b>							
<b>Program</b>	<b>Overview of Program</b>		Getting Along	Confidence	Resilience	Persistence	Organisation	Zones of Regulation	Vision
<b>Zones of Regulation</b>  <i>Classroom Teachers/Aides</i>	This program aims to teach students to gain skills in consciously regulating their actions, which in turn leads to increased control and problem solving abilities.	<ul style="list-style-type: none"> <li>Zones of colour are addressed in relation to emotions.</li> <li>They are compared to traffic lights.</li> <li>Scenarios are provided and real life stories.</li> <li>All zones are natural to experience for the students and focus on teaching students on how to recognize and manage their Zone based on the environment and its demands and the people around them.</li> <li>Weekly lessons or when a situation may arise.</li> </ul>	X	X	X	X	X	X	X
<b>Rock and Water</b>  <i>Chaplain</i>	The program is about teaching self-confidence, self-awareness of personal strengths and abilities and at learning how to play, work and live together with others in a changing society.	<ul style="list-style-type: none"> <li>Weekly 1 hour program</li> <li>Alternatives to aggressive verbal and physical responses</li> <li>Practical anti-bullying strategies.</li> <li>Better ability to be in control through grounding. Centeredness and mental focus.</li> <li>Increased self- respect, self-control and self-confidence</li> <li>Enhanced resilience skills and well-being.</li> <li>Skills to monitor and identify reactive behaviour patterns.</li> </ul>	X	X	X	X	X	X	X
<b>Seasons for Growth</b>  <i>Chaplain</i>	Provides participants with the knowledge, skills and attitudes required to understand and respond to death, separation, divorce, significant loss or change.	<ul style="list-style-type: none"> <li>Learn that change and loss are part of life</li> <li>Learn about different ways people experience change and loss – valuing my story and naming my feelings</li> <li>Learn skills to assist with adapting to change and loss – caring for my feelings, remembering good times</li> <li>Learn about ways that help in moving forward with life. – making good choices, moving forward.</li> </ul>		X	X	X		X	
<b>Team Building</b>  <i>Admin</i>	This program aims to explicitly teach children how to develop healthy friendships and manage conflict in a positive way.	<ul style="list-style-type: none"> <li>Connecting with the real you</li> <li>How to make friends</li> <li>What's normal in friendship?</li> <li>Healthy vs. Unhealthy friendships</li> <li>Dealing with an unhealthy friendship</li> <li>How to calm the butterflies</li> </ul>			X				X
<b>Ditto</b>  <i>Class Teachers or travelling facilitators</i>	This program is aimed at lower school students and teaches them self-protection and personal safety.	<ul style="list-style-type: none"> <li>Ditto is the loveable Bravehearts Lion Cub.</li> <li>Duration of program is determined by needs.</li> <li>Differentiates yes and no feelings.</li> <li>Recognising the bodies warning signs.</li> <li>Body ownership.</li> <li>Helping children identify language and feelings associated with secrets.</li> <li>Reinforcing that there is no secret that children cannot tell someone.</li> <li>What to do if you feel unsafe or unsure.</li> </ul>	X		X	X		X	
<b>BRAVE</b>  <i>Behaviour Aides</i>	BRAVE is based on cognitive-behavioral therapy (CBT) designed to help young people learn the skills to overcome fearful or worrying situations.	<ul style="list-style-type: none"> <li>Body signs</li> <li>Relaxation</li> <li>Active Helpful Thoughts</li> <li>Victory over your fears</li> <li>Enjoy! Reward yourself</li> </ul>		X	X	X			
<b>Girls and Boys with Purpose</b>  <i>Chaplain</i>	This program aims to develop self-awareness, self-acceptance and self-respect.	<ul style="list-style-type: none"> <li>I am valuable and precious (worth and value)</li> <li>I am one of a kind and wonderfully made (accept myself)</li> <li>I am strong enough to handle my feelings (resilience and self-talk)</li> <li>Healthy friendships are important (respecting ourselves and others)</li> <li>My decisions determine my destination (power of freedom and choice)</li> <li>I have unlimited potential (dreams, future, self-belief)</li> </ul>		X	X				X
<b>Gladstone South Leadership Program</b>  <i>Principal</i>	This program is a 6 week action based learning program designed to help students work collaboratively within a group.	<ul style="list-style-type: none"> <li>Aim for development of potential student leaders.</li> <li>Commencing with deeper getting to know you activities.</li> <li>Designing group problem solving activities.</li> <li>Creating opportunities to publicly support events or present information to the student body.</li> <li>Learning how to speak in public..</li> </ul>		X	X	X	X		X

# DISCIPLINARY CONSEQUENCES

The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others.

Consequences are to be applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students

The consequences should be:

- logically tied to the problem behaviour
- focused on teaching or re-teaching students appropriate ways to meet their needs
- evaluated for effectiveness using behavioural data
- applied consistently by staff with consideration of individual circumstances

The disciplinary consequences model used at Gladstone South State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. The **Responsive Behaviour Flowchart** describes the behaviour that is expected and the types of disciplinary consequences that may be used to respond to different behaviour.

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

Positive behaviour support strategies are used in order to avoid escalation. Essential Skills of Behaviour Management informs the language of expectation, acknowledgement and correction.

The individual circumstances of each case will be taken into account when deciding upon and applying consequence.

Is student responsible for their own actions and the manner in which they respond to situations.

No

## Responsive Behaviour Overview

What type of behaviour has occurred?

Response to all student behaviour is: calm, brief, immediate, private, give processing time and monitor.

Yes

### EXPECTED BEHAVIOUR

- Being safe
- Being respectful
- Being responsible

### RECORDABLE BEHAVIOUR MINOR

- Minor physical contact
- Throwing objects across classroom with no intent to harm
- Wear clothing that is not within the dress code guidelines
- Incorrect use of equipment
- Mobile phone observed in the school without authorisation
- Minor dishonesty
- Inappropriate use of personal technology devices or social networking sites
- Not being punctual (eg: lateness after breaks)
- Not in the right place at the right time.
- Refusing to work
- Minor disruption to class
- Inappropriate language (written/verbal)
- Disrespectful
- Minor bullying / victimisation/ harassment
- Lack of care for the environment
- Petty theft
- Low intensity failure to respond to request
- Minor defiance
- Non compliance or Unco-operative behaviour

### REFERRAL BEHAVIOUR MAJOR

- Refusal to comply with school dress code.
- Serious physical aggression
- Fighting
- Throwing objects at a person
- Possession of prohibited items
- Possession of weapon
- Use of a mobile phone without authorisation
- Serious, or continued, inappropriate use of personal technology devices or social networking sites
- Leaving class without permission
- Leaving school without permission
- Pattern of unexplained absences
- Major dishonesty that has a negative impact on others
- Major disruption to class
- Major bullying / victimisation /harassment
- Stealing / major theft
- Wilful property damage/ Vandalism
- Other conduct prejudicial to the good order of school
- Blatant disrespect/ refusal to follow directions
- Major defiance
- Offensive language
- Aggressive language
- Verbal abuse / directed profanity

### ACKNOWLEDGEMENT PLAN

### CORRECTION PLAN

(Differentiated and Explicit)

### INTERVENTION PLAN

(Focussed/Intensive)

### OPTIONS

#### Tier One: Classroom

- Behavioural expectations, classroom organisation, differentiated teaching, positive relationships
- Explicit teaching of social skills
- Positive reinforcement - praise/ thumbs up, time with preferred adults or peers, earn privileges or a leadership role, access to a preferred activity
- Active engagement – track students called on, check in, guided notes, share in pairs.
- Active supervision – move, scan, interact
- Language of Expectation
- Establishing expectations
- Giving instructions

### TEACHER APPLIED OPTIONS

#### Tier One:

#### Consistent and fair consequences

- Corrective feedback – describe observed behaviour, review or re-teach expected behaviour
- Rule Reminders
- Give 'take-up' time for student to process instruction
- Prompt student to take a break or time away in class
- Discussion on logical consequences.
- Provide positive choice of task order
- Targeted skills teaching for whole class
- Restorative conversations - individual meeting
- Re-positioning within room
- Loss of play time (detention)

### ADMINISTRATION OPTIONS

#### Tier Two:

- Parent contact
- Targeted skills teaching in small group
- Withdrawal from class – time out
- Withdrawal from playground, alternate lunchtime activities
- Loss of privilege eg. removal from rep. sport, camp, excursion
- Restitution(apology/repair damage)
- Peer mediation/resolution meeting as required
- Discussion regarding future consequence
- Monitoring program (daily/weekly)
- Referral to Guidance Officer for assessment and specialist support
- Check in - Check Out strategy
- Referral to Student Support Services for team based problem solving
- Temporary removal of student property (e.g. mobile phone)

- Waiting and scanning
- Cueing with parallel acknowledgment
- Language of acknowledgement
- Body language encouraging
- Descriptive encouraging
- School**
- participation in school activities
- eligible for leadership positions
- Recognition system
- Student of the Week (recognition on parade and newsletter )
- positive incidents in Oneschool & contact with parents

- Restriction or removal of in-class privilege
- Use of Monitoring system
- Teacher /Parent Contact
- Model appropriate language, problem solving and verbalise thinking process
- Issue 'Yellow Slip for clothing outside dress code.

Language of correction

- Selective attending
- Re-direction to the learning
- Giving a Choice
- Following through.

**Tier Three:**

- Individual Behaviour Support Plan
- Functional Behaviour Assessment
- Part time educational program
- Case Management - Stakeholder meeting with parents and external agencies
- Behaviour risk assessment
- Discipline Improvement Plan
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension
- Suspension pending exclusion / Exclusion

Students who engage in very serious problem behaviours such as causing harm to other students or to staff, the principal may determine that a school suspension or exclusion is necessary

Yes      IMPROVEMENT IN STUDENT BEHAVIOUR FOLLOWING  
CONSEQUENCES?      No

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

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

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

### Re-entry following suspension

Students who are suspended from Gladstone South State School may be invited to attend a re-entry meeting on the day before or of their scheduled return to 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.

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or 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 may be 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 an agenda. 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 and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

## SCHOOL POLICIES

All policies are located in the appendix.

## 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

## CONCLUSION

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

*We are all in this together.*

### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion –

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, responsible and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.



*Gladstone South is a school of heart and support*