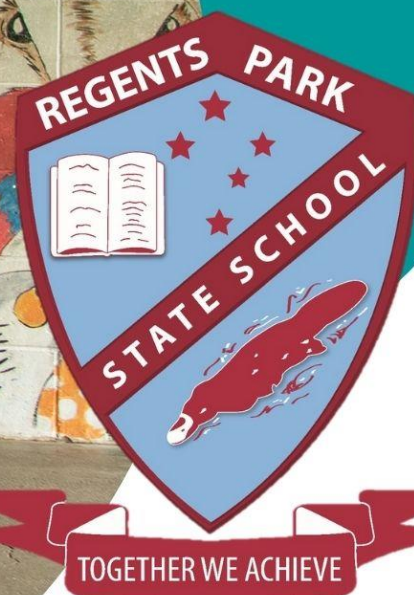# STUDENT CODE OF CONDUCT

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

**2021 - 2024**

REGENTS PARK
STATE SCHOOL

TOGETHER WE ACHIEVE

Purpose (Mandated)

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

The Regents Park 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.
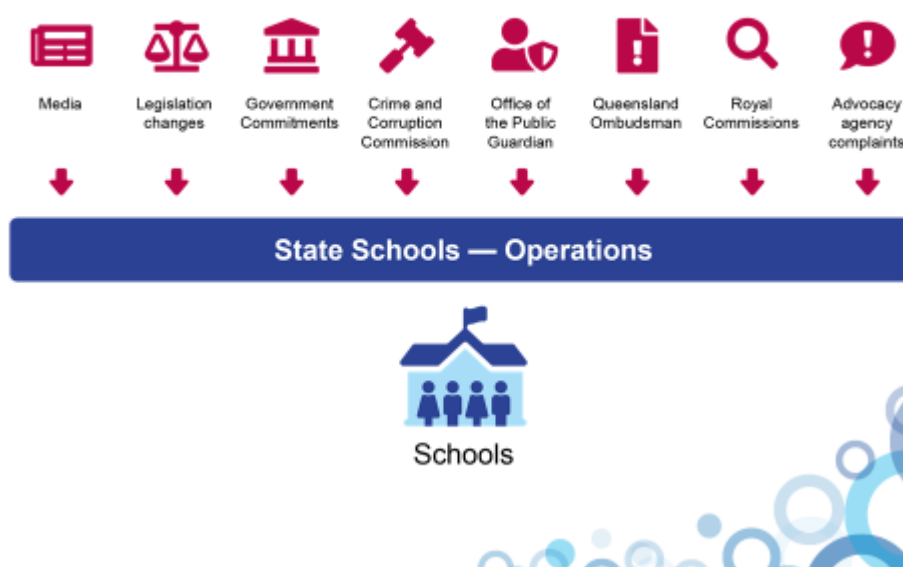
Contact Information

Postal address: PO BOX 891, Park Ridge, 4125
Phone: (07) 3802 4333
Email: admin@regeparkss.eq.edu.au
School website address: www.regeparkss.eq.edu.au
Contact Person:

Endorsement

Principal Name: Julie Strong

Principal Signature:

Date: **18/11/2020**

P/C President Name:

P/C President Signature:

Date: **18/11/2020**

Contents

Regents Park State School is an innovative and future-focused learning community that has a proud tradition of providing an inclusive learning environment that supports *'every student succeeding'*. We are a high achieving and vibrant school with an outstanding reputation for success. Our motto, "Together we achieve" reflects our belief that strong, positive and respectful relationships between all members of our school are the foundation for ensuring that every child is improving and achieving.

As a school community, we lay strong foundations that shape our students as proud ambassadors. Our values of safety, teamwork respect and achievement are the pillars that unite us and guide our behaviours and actions.

Safety   conducting ourselves with care and responsibility

Teamwork   working and playing co-operatively

Achievement   being prepared and willing to participate

Respect   speaking and behaving in a considerate and well-mannered way

We hold high expectations and enact high standards to ensure we can achieve our personal best.

These values have been used in the development of the Student Code of Conduct, with the aim of empowering all of our students to emerge as confident, self-disciplined and kind young people who are in possession of the requisite skills and capabilities to thrive as active citizens in our community.

Regents Park SS staff take an educative approach to discipline, believing 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 the 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. Further to this, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension and exclusion.

I thank the students, teachers, parents and other members of the community for their engagement for their hard work and consultative approach to the design of the Regents Park SS Student of Conduct together. This documents provides explicit and clear explanation in regards to the behaviors we expect from our students and how we will support them to meet

REGENTS PARK STATE SCHOOL
P & C ASSOCIATION

Emerald Drive, Regents Park 4118
Tel: 07 3802 4333
Fax: 07 3802 4300
Email: rpsspresident@gmail.com

As president of the Regents Park State School P&C Committee, I am proud to support the new Student Code of Conduct for 2021-2024.

The process led by Miss Julie Strong and her team has ensured that all parents, students, and staff have had various opportunities to contribute and provide feedback by way of School Pulse Survey Results. This has been an important aspect in the development of the Regents Park State School Student Code of Conduct, as the awareness and involvement of parents, students and teachers is critical to ensuring that the students of the school are supported to allow our students to emerge as confident and disciplined members of the community. The Code of Conduct clearly sets out the school wide expectations from students, staff, and the community, as 'Together We Achieve'.

We encourage all parents and caretakers to familiarise themselves with the Regents Park State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

We would like to emphasise the values of safety, teamwork, achievement, and respect (STAR). These are the four pillars that guide our student's behaviours and actions. At Regents Park State School we are STARs.

It is not just the students but the teachers and our school community who have important responsibilities to meet within the STAR fundamentals.

Any parents who wish to discuss Regents Park State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the school directly or to join the Regents Park State School P & C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Kind Regards

C Priddey
Chantel Priddey
President – RPSS P &C Association

Students in roles as school captains or leaders can present the student body view of the Student Code of Conduct, the consultation and support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

School Captain Name :	**School Captain Name :**
School Captain Signature:	**School Captain Signature:**
Date: / /2020	**Date:** / /2020

School Captain Name :	**School Captain Name :**
School Captain Signature:	**School Captain Signature:**
Date: / /2020	**Date:** / /2020

Oath of Office
School Captains

As School Captains representing students of Regents Park State Primary School, we accept the trust placed in us and promise to do our best:

★ To represent the student body at all times.
★ To facilitate meeting and action meeting plans.
★ To facilitate fundraising initiatives.
★ To meet with the Principal, Deputy Principal and Head of Curriculum to discuss concerns and issues.
★ To support each other and work and a leadership team with the Student Council.
★ To be a good ambassador for your school;

- Speak on behalf of students.
- Welcome visitors to our school.
- Represent the students at functions.

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The principal is responsible for ensuring that information published maintains the privacy of individual students. For cohort sizes less than five it may be difficult to report certain information and maintain student privacy. Where privacy concerns are evident, principals need to inform their P & C Association and replace the tabular information below with narrative or descriptive comment in each of the categories.

This section should also clearly explain the function of OneSchool, how incidents are recorded and parent access to their child's OneSchool record. Information about accessing records, reports or timetables is provided here

https://www.qld.gov.au/education/schools/information/contact/pages/accessing.

Further information about recording incidents in OneSchool is contained in Principal guidelines student discipline.

Accessing records, reports or timetables

You need to submit a written request to the principal to access records held by a school. You can also request to have your records amended.

Some documents like school reports and timetables may already be available—check your school's website before making a written request. School contact details are available by phoning 13 QGOV (13 74 68) or searching the schools directory.

To help complete your request:

- review the types of documents held in schools (DOC, 270KB) to see what is kept, and who can apply for access
- find your school's contact details by phoning 13 QGOV (13 74 68) or searching the schools directory
- read about access to records held in schools—this procedure helps principals process information access requests from the public.

Principals will respond to your request within 10 school days of receiving it.

Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request).

Contact your school if you need more information about accessing records. School contact details are available by phoning 13 QGOV (13 74 68) or searching the schools directory.

Delivery of the Australian Curriculum

At Regents Park State School, we implement (teach, assess, and report on) all eight learning areas of the Australian Curriculum. We reference government priorities and are flexible when developing our implementation schedule. This ensure we are mindful of school capacity, teacher workload, time necessary for teachers to become familiar with the curriculum and to plan for curriculum delivery.

Policy Document link - Providing the Australian Curriculum
https://education.qld.gov.au/curriculums/Documents/providing-curriculum.pdf

Reporting, statistics and performance

Queensland schools must report various statistics such as:

- NAPLAN results
- school finances and funding
- school numbers in regions
- school enrolments and absenteeism
- class sizes.

You can access these statistics, performance information about your school, and student and school achievements through:

- your school's annual report—available on the school's website or find your school contact details by phoning 13 QGOV (13 74 68) or searching the schools directory
- Queensland Curriculum and Assessment Authority (QCAA)—statewide and national statistics on school student performance and assessment outcomes
- My School—school profile, NAPLAN results and comparisons, funding sources and financial information
- Next Step Survey—information on every student who completes Year 12 in Queensland, including their initial study and employment destinations after leaving school.
- School Opinion Survey—opinions of parents or caregivers, students and school staff on their schools.
- Department of Education (DoE) website.

This information can help you make an informed decision about your child's school.

See school and student reporting for more information.

School and education history

School records such as student admission details, teacher registries and administration files are found through the Queensland State Archives website.

Read about:

- researching the archives
- starting your research.

DoE Library Services provides other historical information such as:

- school openings and closures
- the history of Queensland state school education
- school anniversary celebrations.
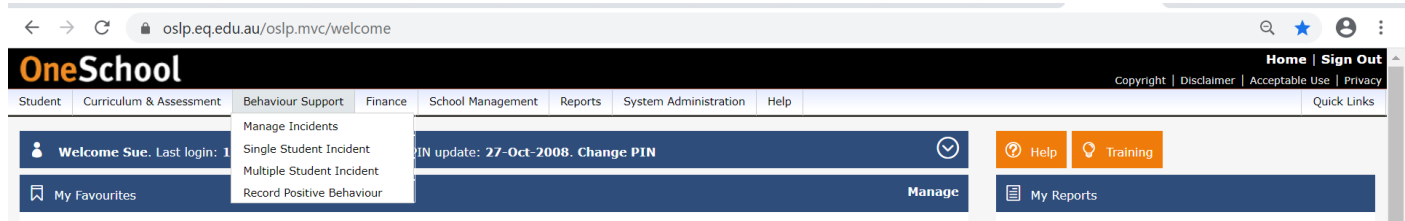
Recording/Maintaining One School Records – Positive Behaviour and Managing Incidents

! **Reminder – everything recorded in One School can be requested by the student/family.**
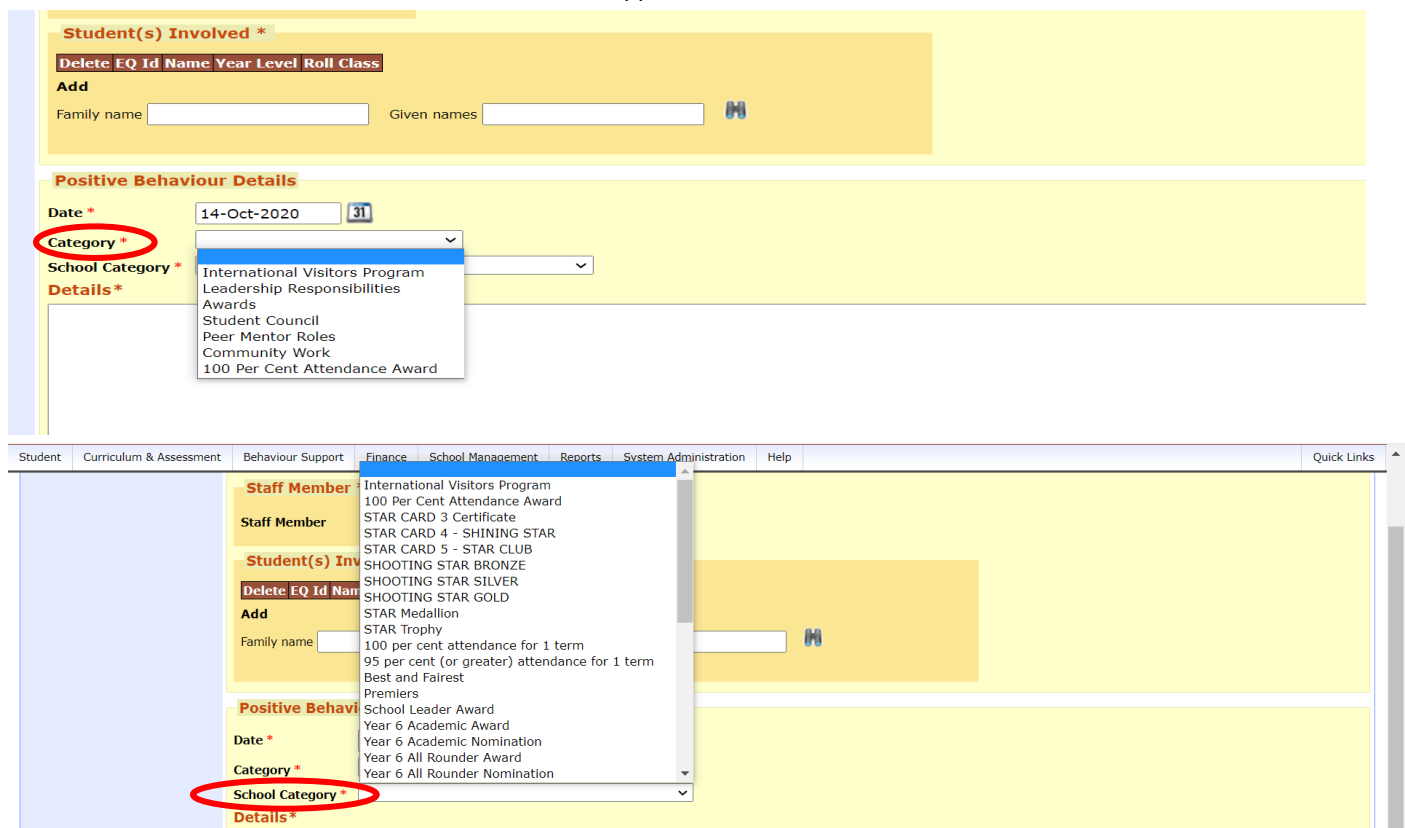
Please consider this when writing up a behaviour incident.

Regents Park SS makes systematic efforts to prevent student's behavioural errors by teaching and reinforcing expected behaviours on an ongoing basis. When behavioural errors occur, students experience predictable consequences. Our school seeks to ensure that responses to behavioural errors are consistent and proportionate to the nature of the behaviour. An office referral form is used to record demonstration of ongoing minor behaviours and major incidents of problem behaviour

Log in to Oneschool and use Behaviour support tab for recording incidents.

Positive behaviours are recorded under the behaviour support tab.

Minor behaviours may result in the following consequences:

- staff have developed a toolkit for behaviour management outlining strategies used within the classroom (from least to most intrusive interventions).
- a minor consequence logically connected to the behavioural error, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meetings with the student, apology, restitution or make up time for work completion a re-direction procedure.
- The staff member takes the student aside and:
- names the behaviour the student is displaying,
- asks the student to name the expected school behaviour
- states and explains expected school behaviour if necessary
- gives positive verbal acknowledgment for expected school behaviour
- an office discipline referral for ongoing demonstration of minor behavioural errors.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of the school Administration
- major behaviours can be immediate or delayed.
- Major behaviours result in an immediate or delayed referral to Administration because of their seriousness. When a major behaviour occurs, staff members calmly state the major behavioural error and remind the student of expected school behaviour. The staff member calls for Tamika Prep-2 or Kerri Years 3-6 on ext. 365 to assist or if unavailable call Administration.

Major behavioural errors may result in one or more of the following consequences:

Level One: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school.

Level Two: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect an immediate suspension with a proposal for exclusion.

INCIDENT DETAILS:
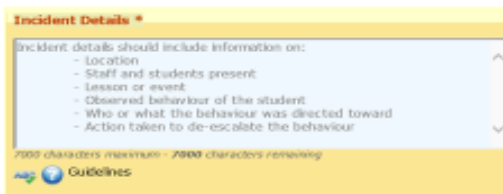This section is where you write up exactly what has occurred and what you have already done in response to it. **Your opinion about what needs to happen next is not to be recorded here.** If you wish to discuss next steps, this needs to be done face to face with the person to whom you are referring the incident.

Key points to remember are:
- **Use non-emotive language.**
- Write up only what you are sure of.
- If you are reporting details that were reported to you, make sure you indicate this. Example: "John Smith reported to me that....." John Smith would then be listed as a witness to the incident.
- Even if you are not referring an incident, just recording it, the more detail you can record here, the easier it is for others to act on this further up the line.

INCIDENT TYPE:

- **Minor** is to be used for any incident which is not being referred to someone else to manage.   Generally, minor will be used when the purpose of the incident report is just to build a data profile of the student.
- **Minor** Referrals **DO NOT** get referred for further follow up.
- All **Minor** referrals need to be entered onto One School – contact made home (by teacher in charge incl. specialist teachers) and recorded in One School. **(Please refer to attached – Recording Minor Behaviours)**
- **Major** is to be used for any incident which needs to be referred to **Tamika** (Prep-2) or **Kerri** (3-6) for their action.
- Contact to parents for any **MAJOR** referral should initially be made and recorded on One School under Contacts by the student's classroom teacher. (Remember: it is not the job of a Teacher Aide to contact home regarding a behaviour incident – even though they may have entered the incident in One School).
- In this case where the Teacher Aide has made the referral the initial contact will be made by **Tamika** (Prep-2) or **Kerri** (3-6).

Record of Contact can also be recorded after the One School Referral by using:
- Selecting the student in Student Profile
- Click on Contacts
- Add New
- Enter Details

Note: If you make a One School Referral entry **(MINOR/MAJOR)**there must be a Record of Contact recorded.
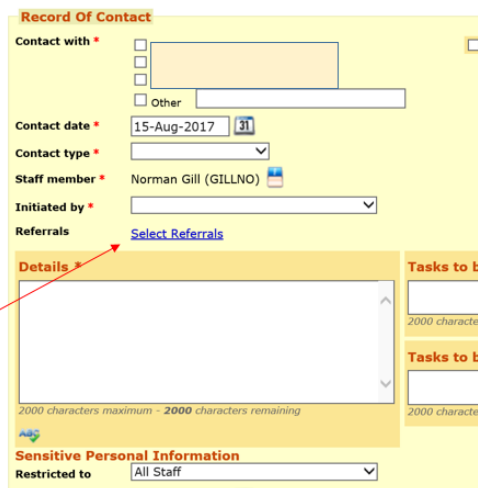This ensures consistency of practice and keeps parents informed.
This contact may be:
- via email (in some cases)
- phone call
- face to face

Major Referrals to be sent to:
Tamika (Prep-2)
Kerri (Years 3-6)

REFERRALS:
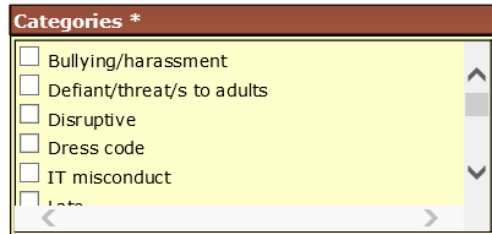
Incidents are only to be referred if **action is required**. If an incident is being recorded just to collect data on a student, it does not need to be referred.

Please note: Teacher Aides are required to enter incidents onto One School if they are on duty and an incident occurs during this time. This is to ensure consistency of data entered and information provided first hand.

CATEGORIES & STRATEGIES

Limit to the **most obvious** category and strategies. In order to collect and analyse the data, please only choose <u>ONE</u> category and strategy for the behaviour.

Behaviour Strategies

Categories *
☐ Bullying/harassment
☐ Defiant/threat/s to adults
☐ Disruptive
☐ Dress code
☐ IT misconduct
☐ Late
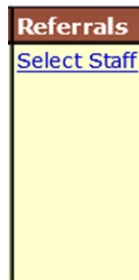
Please **DO NOT** indicate Planning Rooms in the Strategies box. If Planning Room is going to be issued Tamika & Kerri will follow this up and advise.

Follow up call or text message (if required) will be made by **Tamik**a (Prep-2) or **Kerri** (3-6) if there is a consequence to be issued and parents need to be notified.

Incidents should only be referred to **ONE PERSON** regardless if it is one student involved or multiple from various classes and year levels.

Please note:

Referrals involving **verified** Students still go to **Tamik**a (Prep-2) or **Kerri** (3-6) and they will then inform Leigh for further follow up or investigation.

Referrals
Select Staff

School Pulse Survey results, 2020

Regents Park State School (1996)

School Pulse Survey results, 2020

Contents:
- Parents/Caregivers
- Students
- Staff

Released:
- September 2020

Contact details:
- Prepared by: Performance, Monitoring and Reporting
- Email: SchoolOpinionSurvey@qed.qld.gov.au

Notes:
1. This survey was made available to parents and caregivers, school staff, and students in years 4–12 via an anonymous online link between 15 June 2020 and 17 July 2020, and to school principals between 22 June 2020 and 17 July 2020. Caution should be used when interpreting this data as it is possible respondents could access the survey multiple times. Given the survey was voluntary, responses may not be reflective of your school community. For these reasons, results are not considered to be comparable with surveys from previous years.
2. This data is provided for school use only; it is not performance data and will not be provided to regions or other third parties.
3. n: The number of answers received that were considered to be valid. This excludes responses such as 'Unable to Comment' and 'Don't know'
4. Total agreement: Presents the aggregation of positive responses, that is; yes — or somewhat agree, agree and strongly agree.
5. DW: Data withheld for confidentiality reasons. This is for small respondent groups.

Parents/Caregivers survey for Regents Park State School - 2020

Parents/Caregivers were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I received communication and instruction from the school and teachers.	88	87.5%
Teachers were available to support my child with their lessons.	88	64.8%
Resources provided by the school were useful for me and my child while learning from home.	86	74.4%
My child found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	21	61.9%
My child found pre-recorded videos and lessons, including on television useful.	40	85.0%
My child found online textbooks, workbooks or worksheets useful.	71	67.6%
My child found paper based books, workbooks or worksheets useful.	69	85.5%
My child found online education websites and apps useful.	75	77.3%
My school provided me useful information on how my child will stay COVID safe while at school.	85	85.9%
My school provided me useful information on changes to usual school routines (e.g. changes to drop off/pick up points, staggered lunch breaks	85	84.7%
My child was supported to return to school and continue their lessons.	82	85.4%

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	83	92.8%
My child feels safe at this school.	83	91.6%
My child's learning needs are being met at this school.	81	87.7%
My child is making good progress at this school.	80	90.0%
Teachers at this school expect my child to do his or her best.	81	95.1%
Teachers at this school provide my child with useful feedback about his or her school work.	74	82.4%
Teachers at this school motivate my child to learn.	80	83.8%
Teachers at this school treat students fairly.	79	83.5%
I can talk to my child's teachers about my concerns.	81	82.7%
This school works with me to support my child's learning.	77	83.1%
This school takes parents' opinions seriously.	75	69.3%
Student behaviour is well managed at this school.	82	75.6%
This school looks for ways to improve.	71	80.3%
This school is well maintained.	80	91.3%
This is a good school.	82	90.2%

Students survey for Regents Park State School – 2020

Students were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My teacher(s) explained what was required with my school work.	93	92.5%
My teacher(s) was available to help me with my school work when I needed it.	92	80.4%
I found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	30	63.3%
I found pre-recorded videos and lessons, including on television useful.	59	88.1%
I found online textbooks, workbooks or worksheets useful.	77	79.2%
I found paper textbooks, workbooks or worksheets useful.	71	83.1%
I found online educational websites and apps useful.	85	90.6%
My school gave me useful information on how to stay COVID safe while at school.	89	89.9%
My school supported me to return to classroom learning.	90	91.1%

Students were asked to think back over the school year,
and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I like being at my school.	91	89.0%
I feel safe at my school.	92	91.3%
My teachers motivate me to learn.	93	98.9%
My teachers expect me to do my best.	91	98.9%
My teachers provide me with useful feedback about my school work.	92	94.6%
Teachers at my school treat students fairly.	92	94.6%
I can talk to my teachers about my concerns.	90	86.7%
My school takes students' opinions seriously.	91	84.6%
Student behaviour is well managed at my school.	91	75.8%
My school looks for ways to improve.	93	98.9%
My school is well maintained.	89	89.9%
My school gives me opportunities to do interesting things.	91	91.2%
This is a good school.	92	94.6%

Staff survey for Regents Park State School – 2020

All staff were asked to think about the department's overall response to the COVID-19 pandemic this year,
and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I felt supported in my role.	52	69.2%
I understood my roles and responsibilities.	52	73.1%
Communication from the department was clear and timely.	52	71.2%
I was informed about the impacts to my school.	50	78.0%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	51	62.7%
Resources were available to support my wellbeing.	49	63.3%
I knew how to access wellbeing support services.	50	68.0%
I had access to technology and resources required to do my job.	49	79.6%
I was able to carry out my role.	49	83.7%

Teaching staff were asked to think about learning arrangements during weeks 1 to 5 of Term 2,
and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
Support was available for student safety and wellbeing.	30	66.7%
Support was provided to ensure inclusive learning practices could be maintained.	30	56.7%
I found teaching using real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	12	58.3%
I found teaching using pre-recorded videos and lessons, including on television useful.	17	70.6%
I found teaching using online textbooks, workbooks or worksheets useful.	20	70.0%
I found teaching using paper textbooks, workbooks or worksheets useful.	20	70.0%
I found teaching using online educational websites and apps useful.	23	82.6%
I found online learning platforms positively influenced students' engagement in lessons.	24	50.0%
I was confident conducting learning using online channels.	24	62.5%
I was confident supporting students to learn through online channels.	24	58.3%
I was confident preparing digital resources for students' learning from home.	25	56.0%
I was confident preparing paper-based resources for students' learning from home.	21	61.9%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at school.	26	61.5%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	25	48.0%
I was confident transitioning students from learning from home to classroom-based instruction.	25	56.0%

Consultation

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

In 2020, we created a small working party involving DP, HoD, PE Teacher and Experienced Senior Teacher. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

The working party created a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This has been presented to the P&C in Term 4, 2020 to the P&C for consultation. Lastly the final document will be presented to the P&C to examine community feedback and suggestions for their endorsement to implement in 2021.

A communication strategy has been developed to support the implementation of the Regents Park State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Regents Park State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

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

Learning & 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 – Tired Systems of Support

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

Tier	Prevention Description
1	<u>All students</u> (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: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. • Teaching general capability of social & personal development of Australian Curriculum across Subject Areas.
2	Targeted instruction and supports for <u>some students</u> (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided 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 school's student body, but all have certain things in common: • 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). • 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.
3	Individualised services for <u>few students</u> (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. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Regents Park 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 a number of the school admin team to discuss the matter.

- Natural justice is the right to be made aware of, and respond to, information which will be used in the course of a decision that will negatively affect the person
- Agencies that fail to comply with the requirements of natural justice risk having their decisions declared invalid by a court or tribunal.
- Policies and procedures regarding student disciplinary investigations
- Complaints received by this Office raise serious concerns about how schools conduct student disciplinary investigations. Without sufficient guidance from the department, principals could be at risk of failing to conduct a fair and reasonable investigation which may result in the imposition of serious disciplinary action on a student.
- The department's Safe, Supportive and Disciplined School Environment Procedure (v.7.4) (the procedure) and the current investigation guidelines provide information to regional officers and schools around the application of disciplinary consequences. While these documents do refer to the principles of natural justice, they provide limited guidance to principals about the proper conduct of student disciplinary investigations.
- Schools and regional officers would benefit from detailed guidance provided by the Department about the conduct of student disciplinary investigations and the implementation of behaviour management consequences.

Student Wellbeing

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

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

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 Regents Park State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages Year 5 and 6 Life Education Van sessions, Daniel Morcombe; (HPE).

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Drug education and intervention

Regents Park State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

Regents Park 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

Regents Park 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.

Regents Park 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

Regents Park State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Regents Park 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, Regents Park 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 post-vention

In the case of a suicide of a student that has not occurred on school grounds, Regents Park State School enacts a post-vention 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, Regents Park 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

Regents Park 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 Regents Park State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal, Julie Strong, on the school phone number.

Role	What they do
Principal	- leadership of Student Support Network to promote an inclusive, positive school culture - monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	- provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting - assists students with specific difficulties, acting as a mediator or providing information on other life skills - liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurse	- works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs - provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

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 Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal, Julie Strong.

Whole School Approach to Discipline

Regents Park 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 Regents Park 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 Regents Park 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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, Safety, Teamwork, Achievement and Respect (STAR).

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Regents Park State School. (Refer to page 23)

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

REGENTS PARK STATE SCHOOL – School Wide Expectations

EXPECTATION	DEFINITION	STUDENTS	STAFF	COMMUNITY
S Safety **SAFETY**	We demonstrate safety when we conduct ourselves with care & responsibility	Students show they are safe members of the school when they: • Know, encourage & adhere to school STAR values • Follow instructions given by teachers & supervisors • Know & abide by school rules, policies & procedures • Use all school equipment in a safe & appropriate manner • Walk on all pathways • Walk directly to & from destination • Be in the right place at the right time • Use all school equipment in a safe & appropriate way • Keep hands, feet, bodies & fluids to self • Check phones, iPods into office before school • Follow classroom routines • Wear appropriate & sun safe attire • Follow safety routines on play equipment	Staff show they are safe members of the school when they: • Know, encourage & adhere to school STAR values • Know & adhere to all school policies & procedures relevant on & offsite activities • Provide adequate supervision at all times • Model & encourage students to follow school wide safety practices • Report unauthorised people on site • Model peaceful conflict resolution • Model sun safe practices • Use equipment safely • Follow risk assessment procedures correctly • Lead by example • Be knowledgeable about evacuation & lockdown procedures • Be easily identifiable to all community members	The school community show they are safe members of the school when they: • Know, encourage & adhere to school STAR values • Know & adhere to all school policies & procedures relevant on & of site activities • Observe & model appropriate protocol in council carp parks adjacent to school • Provide & encourage students to wear correct / sun safe uniforms & footwear. • Provide adequate supervision for all children on site • Model & encourage students to follow school wide safety practices • Support safety awareness campaigns • Respectfully observe school hours • Establish & maintain practices supporting healthy lifestyles • Report unauthorised people on site • Model peaceful conflict resolution.
TEAMWORK **T** Teamwork	We demonstrate teamwork when we work & play cooperatively	Students show they are active members of the school wide team when they: • Attend school regularly • Be prepared & punctual • Be in the right place at the right time, doing the right thing • Know & abide by school rules, policies & procedures • Own their behaviour & choices • Be an active & contributing team & member of school • Encourage & develop positive relationships with others • Develop resilience to effectively deal with problems & issues • Apply themselves to the learning process, facilitated by teachers & others • Ask for help • Include others • Be patient & take turns • Share school equipment & leadership roles • Demonstrate active listening	Staff show they are active members of the school wide team when they: • Be a positive role model • Generate a positive caring environment which fosters collaborative endeavours • Know, implement & adhere to the school rules, policies & procedures • Be prepared & punctual • Support colleagues to achieve successful outcomes • Develop & maintain open & professional communication & relationships with colleagues, students & parents/carers • Provide an inclusive & engaging curriculum catering for a range of learning styles & abilities • Promote & facilitate the learning process in students • Embrace a model shard language of Regents Park SS – STAR behaviour - @regentspark.we…. • Observe meeting protocols encouraging collegial respect • Embrace & value staff & community strengths	The members of the school community show they are active members of the school wide team when they…. • Encourage students to accept responsibility for their learning & behaviour • Embrace shared language of Regents Park SS – STAR behaviour - @regentspark.we…. • Develop a partnership of shared goals between staff, students & community • Actively encourage & support students to learn & complete all set tasks on time • Actively support school initiatives & events • Develop & maintain open & respectful communication & relationships with staff • Observe & adhere to school hours • Support homework & home tasks • Actively participate in school life • Accept that there are rules, regulations, policies & procedures that must be followed.
ACHIEVEMENT **A** Achievement	demonstrate achievement when we are prepared & willing to participate in all areas of schooling	**Students show they are prepared to achieve when they:** • Are punctual • Actively participate in all school settings • Are prepared with correct equipment & materials for all classes in a day • Recognise the distinct differences between classroom & lunchtime activities • Recognise the importance of regular attendance • Be prepared with correct equipment & materials for all classes in a day • Complete all set tasks & assignments on time • Set both short & long term goals • Strive for personal goals • Accept challenges • Follow all school rules & expectations	Staff show they are prepared to achieve when they: • Use effective pedagogies • Use reflective processes to ensure best practices • Actively pursue & participate professional development opportunities • Promote a positive & supportive learning environment • Are prepared to create opportunities for students to participate in all aspects of school • Follow school routines & procedures • Set high & realistic standards for themselves & students • Reflect on practice & strive for improvement • Maximise the potential of every student • Be flexible & embrace new initiatives • Ensure students are resourced & prepared for specialist lessons	A community shows it is prepared to assists their learners to achieve when it: • Provide students with all resources required during the school day • Ensures regular & punctual attendance • Accepts that students learn best when their parents/carers are actively involved in their school life • Supports the school in assisting students to learn through the support of staff & the school policies & procedures • Ensures students are presented appropriately • Is willing & prepared to be actively involved in students' school life • Values & supports the school in assisting students' learning • Encourages students to do their best
RESPECT **R** Respect	We demonstrate respect when we speak & behave in a considerate & well-mannered way	Students demonstrate respect when they: • Present themselves in accordance with school guidelines in & out of school • Recognise & value the diversity of cultures & religions within the school community • Treat school, personal & the property of others with care • Are prepared to resolve differences in a peaceful & negotiated manner • Conduct themselves in a manner to facilitate learning for all students • Use appropriate language in a polite manner • Show sportsmanship to own team & others • Present themselves in accordance with school dress code policy • Follow adult instruction promptly • Wait their turn • Actively listen to the ideas, opinions & contributions of others	Staff demonstrate respect when they: • Conduct & present themselves in a professional manner • Value opinions & efforts of others • Recognising & valuing the diversity of backgrounds & cultures that create our community • Are empathetic to all others • Value the learning areas of all staff • Facilitating learning through appropriate onsite behaviour • Accept professional judgements of colleagues • Accept & support school wide initiatives & decisions • Resolve differences in a mature & negotiated manner • Conduct themselves in a manner that facilitates learning for all students • Lead by example • Actively listen to the ideas, opinions & contributions of others • Use appropriate language in a polite manner	Our community demonstrates respect through: • Foster a positive attitude towards school & staff at home • Recognising & valuing the diversity of backgrounds & cultures that create our community • Accepting the existence & necessity of rules, regulations, policies & procedures • Valuing the rules, regulations & procedures of the schooling process • Facilitating learning through appropriate onsite behaviour • Liaising initially & regularly with the classroom teacher • Supporting the school to develop resilient responsible young citizens • Valuing the opinions of other • Accept professional judgements of staff • Committing to high expectations of the behaviours & learning required to achieve excellence • Accepting & supporting school wide initiatives & decisions

STAR

At Regents Park State School we are STARS!

Your child Our student Their future

Together We Achieve

At Regents Park State School,
we work together
with Your Child
as Our Student

to prepare them for
Their Future.

SCHOOL VALUES

SAFETY

@regentspark.we

demonstrate safety when we conduct ourselves with care and responsibility.

TEAMWORK

@regentspark.we

demonstrate teamwork when we work and play cooperatively.

ACHIEVEMENT

@regentspark.we

demonstrate achievement when we are prepared and willing to participate.

RESPECT

@regentspark.we

demonstrate respect when we speak and behave in a considerate and well- mannered way.

At Regent Park State School we are STARs

The STAR System operates on acknowledgement of desired behaviours on a series of STAR cards. Each term all students commence the term on STAR card 1. Regents Park staff acknowledge desired behaviours when verbally labelling the desired demonstrated behaviours and by placing a stamp in a box on the student's STAR card.

In the playground, during specialist lessons and during transition, staff acknowledge students demonstrating desired behaviours when they verbally label the demonstrated desired behaviours and distribute paper stars Students exchange the paper stars in the classroom for a STAR stamped onto their STAR card.

Printed on the back of each STAR card is a certificate of achievement. Upon completion of each STAR card the certificate on the back is completed, the student achievement is recorded on the STAR 'tracking' document in each classroom and the card is then sent home to allow students to share and celebrate their achievements with their families.

Throughout the term every student progresses through the STAR cards. Upon completion of STAR Card 3, this positive behaviour acknowledgment is recorded on the school's *One School* data system. Then students move on to STAR CARD 4 & 5. When students complete STAR Card 5 they are eligible to attend STAR CLUB held on the last week of Term, on a Wednesday where students get to engage in a wide variety of activities being offered and run by staff to acknowledge students displaying STAR Behaviour.

If a student completes all 5 STAR cards within the term they progress onto a Shooting STAR Card. This card has 100 opportunities for acknowledgement. If not completed within a term the teacher holds it until the following term until completion of the next terms 5 STAR cards. When Shooting STAR Cards are completed students receive a RPSS STAR pin. There are 3 STAR pins for students to earn: bronze, silver and gold. Students may then go on to earn a medallion and a trophy for consistently demonstrating STAR behaviour. Pins are awarded by administration and parents are invited to attend an assembly to celebrate their child's success where the students are awarded a STAR Certificate generated from *One School* and their names will be displayed on the STAR Champions Board located in the main foyer.

Visual process of system.

Timeline for receiving of STAR Pins

To maintain the integrity of the STAR System staff adhere to a timeline for completion of STAR Cards to ensure that the earning of Pins and Medallions is fair and equitable for all students.

Term 1 – Upon completion of 5 Star Cards students are eligible to work towards their Bronze Pin.

Term 2 – Upon completion of 5 Star Cards students are eligible to work towards their Bronze and Silver Pins.

Term 3 – Upon completion of 5 Star Cards students are eligible to work towards their Bronze, Silver and Gold Pins

Term 4 – Upon completion of 5 Star Cards students are eligible to work towards their Bronze, Silver, Gold Pins and Medallion

Students will only receive **ONE** of each badge as they achieve them throughout the year.

In Term 4 if students have earned Bronze, Silver, Gold Pins and Medallion they may then proceed directly onto their Trophy Shooting Star Card for consistently demonstrating STAR Behaviour throughout the year.

STAR System Protocols

- All staff have a duty of care and we are collectively responsible for school wide management of behaviour
- STAR expectations displayed in the classroom
- STAR expectations explained, deconstructed, taught during scheduled times, revised and referred to consistently
- Staff are responsible for comprehension of and adherence to acknowledgement and management practices and processes
- e.g. seek clarification / attend Coaching Cafes
- Staff members who witness behaviour are responsible for the acknowledgement / management of the behaviour at all times
- Behaviour data recording on One School is to be prioritised and managed
- e.g. STAR Tracker, Minor Behaviour Classroom and Playground Records
- All necessary behaviour data is to be regularly recorded timely on One school within 48 hours
- e.g. minor incidents. Positive behaviour and achievements resulting in assembly presentations are to be recorded no later than each Monday of Week 10, per Term.
- Parent contact regarding behaviour needs to be recorded on One School
- e.g. minor incidents and notification of positive behaviour celebrations
- Classroom and Playground incidents are separate
- e.g. students missing out on play as a consequence of negative behaviour are not to be monitored by teacher's on duty for an infringement in the classroom, STARs are issued by the playground duty teacher / aide during break time

Management / Consequence

- Minor Behaviours are Teacher managed
- Major behaviours are referred to the Deputy Principal
- Toolkit strategies are to be predetermined by each class
- All Toolkit strategy stakeholders are to be consulted
- Strategies for management are to be explicitly taught to students at beginning of the year and revisited when required
- Individual toolkits are to be collated and forward to Administration, Line Managers and a copy in classrooms for relief teachers
- Trust and respect decisions made by other classroom teachers, specialists and administration
- Reflection is essential to ensure strategies used are effective

Left Panel

STEP 1
ESCM & Effective Classroom Practice Language of Expectations and Language of Acknowledgement

- Establish expectations
- Give instructions
- Wait and scan
- Cue with parallel acknowledgement
- Use body language encouraging
- Use descriptive encouraging
- Active supervision

TEACHER SUPPORT

STEP 2
ESCM Language of Correction & Action

- Use selective attending
- Redirect to task
- Give a choice related to expected outcome
- Proximity
- Active supervision
- Prompt / Praise / Push Off

TEACHER SUPPORT

STEP 3
Logical Consequence

- Give "Self-regulation/break time" in the classroom/wet area– then speak to student before re-entry about expectations and engagement in class learning.

TEACHER SUPPORT

STEP 4
ESCM Language of Correction & Action

- Do what you said you would do if the student did not comply
- THINKING CHAIR (unregulated emotions)
  3 Step Process
  Direction given – You need to …..Thanks
  Choice – You need to ….. or you are choosing the inside thinking chair. Student sits for no longer than 1 minute to reflect and then re-join – brief teacher/student conversation to take place during this time.
  Red Chair (outside classroom)
  Direct – make your way to the THINKING CHAIR no longer than 3 minutes to reflect and then re-join - teacher/student conversation to take place outside during this time, not in front of everyone else.
  - Tamika/ Kerri will email staff and advise of action/consequence.
  - Teacher to follow up with referral on One School (third minor repeated behaviour), phone call to parents and recorded in contracts.
  Behaviour Plan to be consulted on, written and implemented with student, teacher& parents/guardian.

TEACHER SUPPORT

STEP 5
Continued Non-Compliance

Student who have 3 minor behaviour referrals for the same behaviour:

- Refer to Behaviour Support (Tamika/Kerri) for timeout in Reflection Room. Follow up & action where necessary.
- May include referral to SSTM for Reflection and Support
- Every student visit to the Planning Room – Teacher to follow up phone call to parents to discuss
- Teacher/student & parent to have a case meeting/stakeholder meeting to have Behaviour contract re-written

STEP 6
Continued Non-Compliance

- Contact with parents – meeting requested
- Possible suspension
- If suspended re-entry with student/parent/teacher/HOSES/deputy

ADMINISTRATION SUPPORT

- Major - One School Referrals sent to Tamika (Prep – Year 2), Kerri (Year 3 – 6).
- SPACE children referred to Tamika (Prep – Year 2), Kerri (Year 3 – 6).
- All actions/consequences will be issued after consultation has occurred with DP/HOSES/Principal.
- Tamika/ Kerri will email staff and advise of action/consequence.
- Teacher to follow up with parent via phone call.

BEHAVIOUR AIDE SUPPORT

School Wide Supportive Response to Behaviour

Right Panel

STEP 1
MY JOB – TEACHING

YOUR JOB - LEARNING

TEACHER SUPPORT

STEP 2
REMINDER/REDIRECT

STOP & THINK!

TEACHER SUPPORT

STEP 3
SELF-REGULATION/BREAK TIME

BREAK

TEACHER SUPPORT

STEP 4
FOLLOW THROUGH
THINKING CHAIR (3 STEPS)
1. DIRECTION GIVEN –
   CHOICE: YOU NEED TO …
Or 2. YOU ARE CHOOSING
   THINKING CHAIR 1 MINUTE

Or then, 3. RED CHAIR: 3 MINUTES

AND RETURN

TEACHER SUPPORT

STEP 5
3 MINOR BEHAVIOUR REFERALS

REFLECTION ROOM

PHONE CALL

MEETING BEHAVIOUR CONTRACT

TEACHER SUPPORT

STEP 6
Non-compliance
Contact parents - meeting

ADMINISTRATION SUPPORT

MAJOR
REFLECTION ROOM

EMAIL

PHONECALL

BEHAVIOUR AIDE SUPPORT

School Wide Supportive Response to Behaviour

STAR Champions Board

Weekly STAR Principal Awards

The weekly STAR Principal Awards are nominated by their classroom teacher and submitted through for demonstrating exceptional STAR Values throughout the week. These students are presented with the STAR Principal Award on their assembly by the School Principal.

Weekly STAR Deputy Principal Awards

Deputy Principal Award Recipients are awarded weekly, students asked to attend the DPs Office in the Administration Block to receive their award. This allows for students to be able to engage in a conversation regarding their fantastic display of STAR values with their relevant DP.

The Year's 3 – Year 6 Deputy Principal's awards are presented by Mr Gill.

The Prep – Year 2 Deputy Principal's awards are presented by Mrs Cairns.

PBL STAR Positive Postcards

At Regents Park State School, students receive postcards as a way to celebrate ongoing student success in the reinforcement of our R.P.S.S Star Values. These are given weekly to 2 students in each class as chosen by their classroom teacher.

Differentiated and Explicit Teaching

Regents Park 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 Regents Pak 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.

The Maker Model is a practical model of curriculum differentiation. Maker (1982) explains that differentiation 'requires modification of four primary areas of curriculum development.'

What we differentiate

CONTENT
Consider what knowledge and skills are to be delivered from the curriculum.
Considerations:
o Identify operational level data collection and analysis
o Refer to Australian Curriculum & Guide to individual learning to identify content at appropriate level
o Additional, individualised goals
o Ensure content is age appropriate
o Reduce complexity of content
o Reduce amount of content
o Deliver using Explicit Teaching model

PRODUCT
The documented evidence of student's learning.
Considerations:
o Is a differentiated GTMJ required
o How will evidence be collected for individual students
o Task variety (verbal, visual, written)
o Student choice of task
o Authentic evidence (e.g. community based assessment)
o Evidence collected over time
o Monitoring tools to inform adjustments to teaching across the semester

PROCESS
1 The activities and tools students use to access the content.
Considerations:
o Offer multiple models of learning (e.g. auditory, visual, kinaesthetic, sensory)
o Reflect on student's strengths
o Generalising – same content in different learning area/environments
o Utilise cues/support using least to most hierarchy
o Student grouping
o Task validity & connectedness (link to real world & functional application)
o Sequential lessons towards assessment and evaluation

LEARNING ENVIRONMENT
The physical and emotional setting within the classroom.
Considerations:
o Accepting (non-judgemental)
o Consideration of behavioural triggers
o Refer to individual behaviour plans
o Engaging materials
o Possible learning spaces (e.g. quiet space_
o Flexible grouping
o Time for tasks

How we differentiate

Teachers' can use the following approaches to respond to the individual student's learning needs. Teachers may also have their own approaches which extend beyond these

Adjustments:
o Review prior learning
o Chunking content (breaking down content into manageable amounts)
o Providing exemplars
o Incidental teaching
o Repetition of skill
o Revision of prior learning
o Spiral format – revisit concepts daily

Adjustments:
o Ensure student understands what is expected
o Students communication system is available at all times
o Vary task when required, but ensure the assessment is not compromised
o Success criteria for student
o Motivating feedback system
o Varied working arrangements

Adjustments:
o Offer multiple modes of learning (e.g. visual, kinaesthetic, sensory)
o Explicit teaching of associated language
o Modelling
o Repetition of skill, with variety
o Graphic organisers
o Utilise visual/verbal cues (least to most)
o Communication system (PODD, P2G, keyword sign)
o 1 step instructions – reduced language level
o Wait (processing time)
o Alternate pencils (alternate keyboard, flip chart, iPad)
o Slope board
o Adapted text (enlarged font, eBook)
o Concrete materials
o Interactive software
o Switches
o 1:1 support: small group: buddy
o Visual sequence of task
o Extended time

Adjustments:
o Ongoing access to communication
o Visual schedule
o 'working for' card
o When/Then visual
o Aural/Visual timer
o Breaks between steps
o Sensory objects
o Wiggle seat/fit ball
o Variety of materials, learning spaces, complex intellectual tasks
o Varied groupings (permitting high mobility)
o Rewards system
o 'time out' request card/I need a break card
o Allocation of staff for 1:1

Differentiation is:
Clarity of curriculum intent

o Teachers knowing where each student is operating & delivering learning to support progress
o A teachers response to each learner's needs
o A cycle of assessment & feedback which informs ongoing adjustments & flexibility in daily learning activities
o Understanding individual students learning needs to support them towards success

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,

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

REGENTS PARK STATE SCHOOL – School Wide Expectations

EXPECTATION	DEFINITION	STUDENTS	STAFF	COMMUNITY
S Safety **SAFETY**	We demonstrate safety when we conduct ourselves with care & responsibility	Students show they are safe members of the school when they: • Know, encourage & adhere to school STAR values • Follow instructions given by teachers & supervisors • Know & abide by school rules, policies & procedures • Use all school equipment in a safe & appropriate manner • Walk on all pathways • Walk directly to & from destination • Be in the right place at the right time • Use all school equipment in a safe & appropriate way • Keep hands, feet, bodies & fluids to self • Check technology into office before school • Follow classroom routines • Wear appropriate & sun safe attire • Follow safety routines on play equipment	Staff show they are safe members of the school when they: • Know, encourage & adhere to school STAR values • Know & adhere to all school policies & procedures relevant on & offsite activities • Provide adequate supervision at all times • Model & encourage students to follow school wide safety practices • Report unauthorised people on site • Model peaceful conflict resolution • Model sun safe practices • Use equipment safely • Follow risk assessment procedures correctly • Be knowledgeable about evacuation & lockdown procedures • Be easily identifiable to all community members	The school community show they are safe members of the school when they: • Know, encourage & adhere to school STAR values • Know & adhere to all school policies & procedures relevant on & off site activities • Observe & model appropriate protocol in council car parks adjacent to school • Provide & encourage students to wear correct / sun safe uniforms & footwear. • Provide adequate supervision for all children on site • Model & encourage students to follow school wide safety practices • Support safety awareness campaigns • Respectfully observe school hours • Establish & maintain practices supporting healthy lifestyles • Report unauthorised people on site • Model peaceful conflict resolution.
TEAMWORK **T** Teamwork	We demonstrate teamwork when we work & play cooperatively	Students show they are active members of the school wide team when they: • Be prepared & punctual • Be in the right place at the right time, doing the right thing • Know & abide by school rules, policies & procedures • Own their behaviour & choices • Be an active & contributing team & member of school • Encourage & develop positive relationships with others • Develop resilience to effectively deal with problems • Ask for help • Include others • Be patient & take turns • Share school equipment & leadership roles • Demonstrate active listening • Show sportsmanship to own team & others • Actively listen to the ideas, opinions & contributions of others	Staff show they are active members of the school wide team when they: • Be a positive role model • Generate a positive caring environment which fosters collaborative endeavours • Know, implement & adhere to the school rules, policies & procedures • Be prepared & punctual • Support colleagues to achieve successful outcomes • Develop & maintain open, professional communication & relationships with colleagues, students & parents/carers • Provide an inclusive & engaging curriculum catering for a range of learning styles & abilities • Promote & facilitate the learning process in students • Embrace a model shared language of Regents Park SS – STAR behaviour - @regentspark.we…. • Observe meeting protocols encouraging collegial respect • Embrace & value staff & community strengths	The members of the school community show they are active members of the school wide team when they…. • Encourage students to accept responsibility for their learning & behaviour • Embrace shared language of Regents Park SS – STAR behaviour - @regentspark.we…. • Develop a partnership of shared goals between staff, students & community • Actively encourage & support students to learn & complete all set tasks on time • Actively support school initiatives & events • Develop & maintain open & respectful communication & relationships with staff • Observe & adhere to school hours • Support homework & home tasks • Actively participate in school life • Accept that there are rules, regulations, policies & procedures that must be followed.
ACHIEVEMENT **A** Achievement	We demonstrate achievement when we are prepared & willing to participate in all areas of schooling	**Students show they are prepared to achieve when they:** • Are punctual • Attend school daily • Apply themselves to the learning process, facilitated by teachers & others • Actively participate in all school settings • Are prepared with correct equipment & materials for all classes in a day • Recognise the distinct differences between classroom & lunchtime activities • Recognise the importance of regular attendance • Complete all set tasks & assignments on time • Set both short & long term goals • Strive for personal goals • Accept challenges • Follow all school rules & expectations	Staff show they are prepared to achieve when they: • Use effective pedagogies • Use reflective processes to ensure best practices • Actively pursue & participate in professional development opportunities • Promote a positive & supportive learning environment • Are prepared to create opportunities for students to participate in all aspects of school • Follow school routines & procedures • Set high & realistic standards for themselves & students • Reflect on practice & strive for improvement • Maximise the potential of every student • Be flexible & embrace new initiatives • Ensure students are resourced & prepared for specialist lessons	A community shows it is prepared to assists their learners to achieve when it: • Provide students with all resources required during the school day • Ensures regular & punctual attendance • Accepts that students learn best when their parents/carers are actively involved in their school life • Supports the school in assisting students to learn through the support of staff & the school policies & procedures • Ensures students are presented appropriately • Is willing & prepared to be actively involved in students' school life • Values & supports the school in assisting students' learning • Encourages students to do their best
RESPECT **R** Respect	We demonstrate respect when we speak & behave in a considerate & well-mannered way	Students demonstrate respect when they: • Present themselves in accordance with school guidelines in & out of school including adhering to the School Dress Code Policy • Recognise & value the diversity of cultures & religions within the school community • Treat school, personal & the property of others with care • Are prepared to resolve differences in a peaceful & negotiated manner • Conduct themselves in a manner to facilitate learning for all students • Use appropriate language in a polite manner • Follow adult instruction promptly • Wait their turn • Demonstrate active listening	Staff demonstrate respect when they: • Conduct & present themselves in a professional manner • Recognising & valuing the diversity of backgrounds & cultures that create our community • Are empathetic to all others • Value the learning areas of all staff • Facilitating learning through appropriate onsite behaviour • Accept professional judgements of colleagues • Accept & support school wide initiatives & decisions • Resolve differences in a mature & negotiated manner • Conduct themselves in a manner that facilitates learning for all students • Lead by example • Actively listen to the ideas, opinions & contributions of others • Use appropriate language in a polite manner	Our community demonstrates respect through: • Foster a positive attitude towards school & staff at home & online • Recognising & valuing the diversity of backgrounds & cultures that create our community • Accepting and valuing the existence & necessity of rules, regulations, policies & procedures • Facilitating learning through appropriate onsite behaviour • Liaising initially & regularly with the classroom teacher through appropriate channels • Supporting the school to develop resilient responsible young citizens • Valuing the opinions of other • Accept professional judgements of staff • Committing to high expectations of the behaviours & learning required to achieve excellence • Accepting & supporting school wide initiatives & decisions

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

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

Regents Park 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:

- Positive Behaviour for Learning
- Guidance Officer
- Social Skills with Behaviour Teacher Aides
- Functional Based Assessment.
- You Can Do It

For more information about these programs, please speak with the Principal, Julie Strong.

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 an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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)
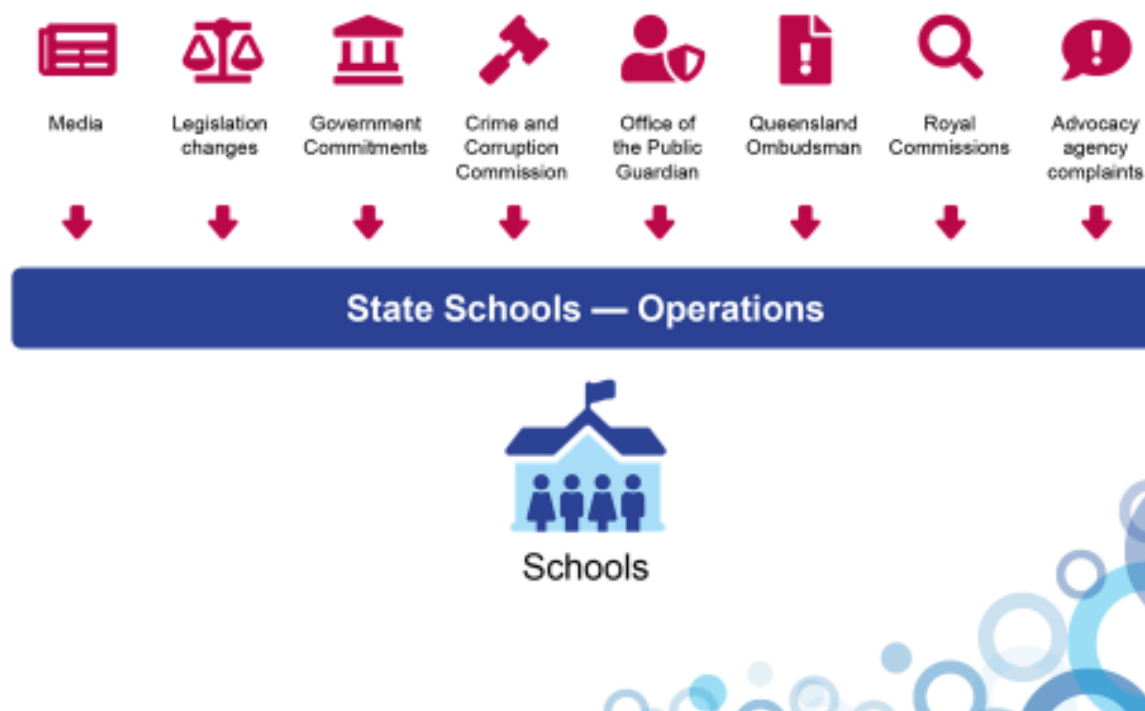
Delegations

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 Regents Park State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Positive Behaviour for Learning (PBL) Supportive Response to Minor and Major Behaviours

UNIVERSAL Teacher actioned

STEP 1

ESCM & Effective Classroom Practice Language of Expectations and Language of Acknowledgement

- Establish expectations
- Give instructions
- Wait and scan
- Cue with parallel acknowledgement
- Use body language encouraging
- Use descriptive encouraging
- Active supervision

STEP 2

ESCM Language of Correction & Action

- Use selective attending
- Redirect to task
- Give a choice related to expected outcome
- Proximity
- Active supervision

STEP 3

ESCM Follow Through

- Do what you said you would do if the student did not comply with direction
- Give "time out" – then speak to student before re-entry about expectations
- Prompt / Praise / Push Off

Logical Consequence

STEP 4

- Student sent to Buddy Class
- Re-entry as per classroom contract between student and teacher
- One School entry
- Phone call home made by classroom teacher
- Phone call home recorded on One School as a contact
- Documents required: Teacher Reflection Sheet, Student Reflection Sheet, Classroom Contract

TARGETED Supported through SSTM & Administration

STEP 5

Continued Non-Compliance – Persistent Minor Behaviours / First Major

- Multiple referrals may results in:
  - Move to support level
  - May include Referral to SSTM for Reflection and Support prior to new classroom contract

STEP 6

Continued Non-Compliance – Chronic Minor Behaviours / Subsequent Major Behaviour / Return from Suspension

- Multiple referrals may results in:
  - Move to support level
  - May include Referral to SSTM for Reflection and Support prior to new classroom contract

INTENSIVE Supported through Administration

STEP 7

Continued Non-Compliance – Persistent Major Behaviours

- Move to support level
- May include Referral to SSTM for Reflection and Support prior to new classroom contract

36

PBL Minor Classification and Referral Table

Include but are not limited to.

When determining consequences, individual circumstances will always be considered. If identified repeated minor referrals for the same behaviour (3+) have been lodged and referred to the Deputy Principal, this behaviour pattern will be identified for action investigation and action. The referring teacher is required to make parental contact and record the contact One School.

Bullying / Harassment / Threats to Other Students	❖ One off verbal abuse, social psychological or non-harmful physical harassment,	
Cheating	❖ Copies the work of another student during regular class time	
Detention	❖ Missing a teacher given detention	
Disruption	❖ Low intensity, inappropriate behaviour that disrupts learning and/or teaching	
Dress Code Infringement	❖ Wearing clothes or accessories that are near to, but not within the school's Uniform Policy eg. shoes, jewellery, hair, uniform, non-sun-safe clothing	
Digital Harassment Victimisation	❖ Low level disrespect of others through name-calling, threats through the use of digital device/s	
ICT Infringement (including Phones)	❖ Non-serious, but inappropriate use of a digital device ❖ The use of any ICT which is contrary to teacher direction	
Language Infringement	❖ Low intensity use of inappropriate or offensive language – low level swearing or name calling which causes offence (Indirect)	
Late	❖ Arrives at class after the scheduled commencement time without a reasonable excuse ❖ Arrives at school after the schedules commencement time without a reasonable excuse	
Lying	❖ Lying to a teacher or other staff members about completion of work or assessment ❖ Lying to a teacher or other staff member in a manner that does not fall in to the "Major" category of lying	
Misconduct Involving an Object	❖ Kicking / throwing balls around school buildings ❖ Throwing stones into a garden or at a target, running around with a stick during a game ❖ Using objects to disrupt others' learning eg. Flicking pen lids at others or across a classroom, throwing paper balls, making or and propelling chewed paper pieces, using rubber bands inappropriately	
Non-compliance	❖ Low level failure to respond to reasonable instructions given by an adult	
Out of Bounds	❖ Found in an area of the school grounds that is deemed to be out of bounds	
Out of School Hours Infringement	❖ Engagement in minor inappropriate behaviours (throwing objects, smoking, verbal abuse of community members) while in school uniform but out of school hours	
Other	❖ Any minor problem behaviour not listed as a category	
Physical Misconduct / Fighting	❖ Inappropriate physical contact / touching which does not result in physical injury	
Property Infringement	❖ Inappropriate use of equipment or treatment of property which does not result in damage ❖ Use of someone else's property without their permission	
Skip Class /Truant	❖ Leaves or misses class or a school activity without permission but remains on school grounds or within expected boundaries	
Stealing	❖ Disrespect to / acquiring of others' property of low cost value	
Substance Misconduct (Legal Substances)	❖ Use of aerosol spray eg Deodorant	

TEACHER MANAGED THROUGH BEHAVIOUR FLOWCHART

PBL Major Classification and Referral Table

Category	Major Classification	Teacher to refer to:
Bullying / Harassment / Threats to Other Students	❖ Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involved misuse of power by an individual or group towards one or more persons	**Deputy or Principal** Phone if there is an immediate threat to the safety of a student
Detention	❖ Non-attendance at detention without reasonable excuse	**Deputy or Principal**
Disruption	❖ Repeated or sustained inappropriate behaviour eg. Loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process	Send to Buddy Class. If behaviour persist phone **Deputy or Principal**
Dress Code Infringement	❖ Clothing or accessories that do not approximate or obviously violate the school's Uniform Policy	**Deputy or Principal**
Digital Harassment Victimisation	❖ Ongoing or major disrespect shown to others by way of verbal, gestural written or digital messages / filming which includes threats, intimidation or social exclusion ❖ Negative messages relating to race, religion, gender, age, origin, appearance or disability which causes harm or embarrassment ❖ Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful	**Deputy or Principal**
ICT Infringement (including Phones)	❖ Serious, inappropriate use of a digital device/s as detailed in the school's Responsible Behaviour Plan including illegal use of devices, use of a digital device to cheat during an examination, using someone else's log on details, inappropriate use of social media, accessing inappropriate websites etc ❖ Deliberate vandalism/theft of ICT resources	**Deputy or Principal**
Language Infringement	❖ Continuing high intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling – directed towards individuals/groups ❖ Swearing at staff members	**Deputy or Principal**
Late	❖ Pattern of repeated late arrivals to class, after problem solving strategies have been implemented	**Deputy or Principal**
Lying	❖ Deliberately and consciously implicating a student in a serious behaviour incident when they were not involved ❖ Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident ❖ Deliberately misleading by giving incorrect information relating to a behaviour incident	**Deputy or Principal**
Misconduct Involving an Object	❖ Possesses a weapon or other object which could cause harm or physical injury to another person ❖ Uses a weapon or other object eg. rock, stick, play or sporting equipment etc to threaten or cause harm or physical injury to another person or to damage the belongings of another person ❖ Deliberate use of an object to damage or break school property	**Deputy or Principal**
Non-compliance	❖ Actively or continually refusing to follow reasonable instructions fron adults – ongoing failure to engage with the curriculum, incomplete assessment, disrespectful behaviour towards adults	**Deputy or Principal**
Out of Bounds	❖ Leave the school grounds without permission ❖ Repeatedly plays in or frequents areas deemed to be out of bounds	**Deputy or Principal**

Category	Major Classification	Teacher to refer to:
Out of School Hours Infringement	❖ Involvement in an out of school hours behaviour incident for which an in-school consequence is applied	**Deputy or Principal**
Other	❖ Any major problem behaviour not listed as a category ❖ Staff members ti assess whether "other" constitutes an immediate threat to the safety of others. If it does – referral to the Deputy Principal is to be made by phone	**Deputy or Principal**
Physical Misconduct / Fighting	❖ Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury ❖ Sexual assault ❖ Sexual activity of an explicit nature, including the "dacking" of another student	**Deputy or Principal**
Property Infringement	❖ Participation in an activity which results in the damage to or destruction of property	**Deputy or Principal**
Skip Class /Truant	❖ Repeated missing of classes or school activities without permission but is on school grounds / within expected boundaries	**Deputy or Principal**
Stealing	❖ Takes and / or passes on the property of others without permission ❖ Possesses the property of others knowing it to be stolen	**Deputy or Principal**
Substance Misconduct (Legal Substances)	❖ Uses or possesses alcohol, tobacco or another legal substance eg. petrol, lighter fluid, aerosol spray (deodorant), etc ❖ Supplies such legal substances to others	**Deputy or Principal**
Substance Misconduct (Illegal Substances)	❖ Uses or possesses illegal drugs, substances or imitations ❖ Supplies illegal drugs, substances or imitations to others	**Deputy or Principal**
Threats to Adults	❖ Threatens harm to an adult either directly or indirectly	**Deputy or Principal**
Truant	❖ Failure to attend school, without permission or a reasonable excuse, for schedules classes or other school activity	**Deputy or Principal**

Ensuring Consistent Responses to Problem Behaviour

Staff at Regents Park State School are expected to follow the processes outlined in the PBL (Positive Behaviour for Learning) Major and Minor Classification and Flow Charts.

When responding to behavioural errors, staff members ensure that students understand the relationship of the error to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour – STAR Behaviour
- explain how their behaviour differs from expected STAR behaviour
- describe the likely consequences if the problem behaviour continues and
- identify what they will do to change their behaviour in line with expected school STAR behaviour.

Should behavioural errors be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their error.

At Regents Park SS staff members authorised to issue consequences for behavioural errors are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display behavioural errors and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for the error.

Differentiated

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

- Essential Skills for Classroom Management

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

ESCM Skill 1: ESTABLISHING EXPECTATIONS

- 3-5 short, simple, clearly defined rules/expectations
- Make rules positive to draw attention to appropriate behaviours
- Refer to rules frequently

- Discuss relevant scenarios (positive and negative)
- Discuss possible consequences (positive and negative)
- Model, model, model

- Refer to rules when they are being followed, not just when they are not being followed
- Publish rules/expectations/consequences where students can read them

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ESCM Skill 3: WAITING AND SCANNING

- Gives students time to process the instruction/direction
- Wait for 5-10 seconds after you have given an instruction (this varies according to the needs of the children)
- Stand still and face the group to encourage a period of quiet focus
- Use this short time to think ahead and calm yourself
- Scan the group and link with a 'Descriptive Encourager' or 'Redirection' as necessary (eg... Vera has her pen down... Janet is sitting up straight... Gavin has his book out and eyes are on me...)

ESCM Skill 2: INSTRUCTION GIVING

- Give instruction from a designated point in the room
- Gain attention with either verbal/non-verbal prompts
- Wait and Scan (skill 3)
  - Give 1-2 Descriptive Encouragers (skill 6)
  - Start instruction with a verb
  - Use calm, firm, friendly, measured tone
  - Make instructions short and clear (5-7 min)
  - Use visual cues to assist
- Ensure expectations are clear (skill 1)
- End the instruction with **"Thanks..."**
- If necessary, move toward student/s not ready
- If still necessary, when in close proximity, repeat instruction
- If necessary follow through with choice and apply consequences

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ESCM Skill 4: CUEING WITH PARALLEL ACKNOWLEDGEMENT

- Scan group regularly... student is off-task, acknowledge and praise someone in close proximity
- Acknowledge that person with a descriptive encourager
- Follow up with a low-key acknowledgement once on task

Verbal Language...
  - Descriptive encourager: "Daniel, I can see you writing"
  - Praise: "Well done Melissa"
Non-Verbal Language...
  - Smiling
  - Finger signing
  - Close proximity
  - Touching of students' materials
  - Touch book/work of those on-task. When students off-task go back on-task, calmly go back and touch their work

ESCM Skill 5: BODY LANGUAGE ENCOURAGING

- Triple 'P' - Praise, Prompt and Push Off
- Touch work of on-task students
- Smile
- Eye contact
- Nod, Thumbs Up
- Hand signals / Sign Language
- Peripheral Vision: scan class regularly while working with students or group
- Personally Understood Signals (PUS)
  - Hats off
  - Sit in chair properly
  - Come here
  - Turn around
  - Quiet etc...

ESCM Skill 6: DESCRIPTIVE ENCOURAGING

- Describe the positive behaviours you see or hear

  e.g. "Steven has started work"; "This group is on task"

- Use privately to individual students
- Use a respectful tone
- Have genuine intent
- Use frequently
- Use collectively to the group
- Send home positive notes to parents regarding positive behaviours

ESCM Skill 9: GIVING A CHOICE

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice
- *"Your choices are ...... or ......"*
- Walk away and scan back intermittently
  - Allow time for choice to be made
  - FOLLOW THROUGH (Skill 10) with consequence if choice not made
  - Post lesson discussion might be effective

ESCM Skill 10: FOLLOWING THROUGH

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately (not in public eg staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to (be responsible for your emotions and behaviours)

GAINING ATTENTION

For individuals:
- Cue with parallel acknowledgement
- Call student's name
- Gain eye contact
- Move to student
- Eye or head movement to close student who is listening to pass on message

For Whole class or Group:
- Verbal Cues
  - Chant/sing "1,2,3..." they respond "eyes on me"
  - Directional phrase eg. Stop, look, listen
  - Counting down
- Non-verbal cue
  - Turn off lights
  - Play music
  - Bell
  - Clap pattern
  - Hand in the air
  - Pause and stand in *"direction giving spot"*

ESCM Skill 7: Selective Attending

Use when student is displaying off-task or inappropriate behaviour that is not seriously disrupting others.
Be ready to use a descriptive encourager, or if necessary give choice/warning

- Keep student in peripheral vision
- Attend to student when: on-task; begins to seriously disturb others; off-task behaviour is maintained over extended period of time
- Praise-Prompt-Push Off
- Prompt-Pause-Push Off
- Use of 'Vaseline eye'

ESCM Skill 8: REDIRECTING TO THE LEARNING
(*not the behaviour*)

Non-Verbal:
- Non-Verbal redirection (*eye contact, head/hand movement, smile etc*)
- Proximity
- Pause in talk
- Non-verbal directional action

Verbal
- Verbal redirection (*curriculum refocus*)
  - **Oral redirections include:**
- Individual close talk
- Questioning to redirect (*where should you be? /What should you be doing?*)
- Humour   * Call student's name
- Redirection given   * Across room to individual
- Oral directional phrase

Remember the impact of body language, tone of voice, proximity and facial expression. Be calm, clear, firm and positive in tone.

DEBRIEFING / DEFUSING

- Debrief as soon as possible and when calm
- Staff need to support those involved in the trauma (seek professional assistance if necessary)
- A supportive school environment will provide for debriefing
- Time spent on debriefing is an effective use of time
- Get those involved to write what happened or draw if it is younger students

THINGS TO AVOID

- Confrontation
- Sarcasm
- Putdowns
- Unfinished business – it's the *certainty* of the consequence being applied and NOT the *severity*
  - Invading personal space
  - Showing emotional arousal
  - Getting into a power struggle
  - Making choices sound like threats

RE-ENTRY AFTER TIME OUT

Re-entry is a CRUCIAL process to changing behaviour

- Before a student re-joins the class again they must be able to articulate what they did, what they should have done, what they agree to do if they re-enter and importantly what will happen if they choose the same behaviour.

Re-entry Questions:
- What did you do?
- What rule did you break?
- What can you/we do to fix it?
- What could you do instead next time?
- What should happen if this behaviour occurs again?

- Only when the teacher is satisfied that the student is genuine and understands what they are to do, should they accept the student back into the class/group
- At no time should a student re-enter a class without this process

41

Focused

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
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network 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 Absence

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 Regents Park 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 Regents Pak 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 One School, 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 and guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

Regents Park State School
Principal: Miss Julie Strong
Email: principal@regentsparkss.eq.edu.au

Address: Emerald Drive, Regents Park, 4118
Phone (07) 3800 4333   Fax: (07) 3800 4300
Email: admin@regentsparkss.eq.edu.au   Website: www.regentsparkss.eq.edu.au

Queensland Government

SUSPENSION PAPERWORK - **OFFICE USE ONLY**

☐ Suspension Paperwork Sent to Parent:

　　☐Email　☐Post

Parent: _____

Date: _____/_____/_____

Staff: _____

☐ Suspension Paperwork uploaded to OneSchool Contact

☐ Suspension dates recorded in ID Attend

SUSPENSION RE-ENTRY MEETING

Student:	Class: Yr.
Case Manager:	Class Teacher:
Date:	Principal: Julie Strong
Parent/Caregiver Present at Meeting:	
Others Present at Meeting:	

Areas of Focus/Conditions of Re-Entry:
•

Support from the School:
•

Consequences for Lack of Compliance:
•

_____　　_____　　　　　_____

Student Signature　　　　　Parent/Caregiver Signature　　　　　　　Principal Signature

Student Monitoring Improvement Plan

Junior Primary

DAY ONE: _____　　**DATE:** _____

Behaviours Demonstrated		M—Majority of the time		S—Some of the time		R—Rarely		

How would you rate yourself for the day??

Period	On Time	Complete all class work	Use appropriate language at all times	Follow all staff instructions	Keep hands, feet and objects to yourself at all times	Overall rating for the lesson	Teacher Initial
			BEFORE SCHOOL CHECK IN FOR THE DAY WITH YOUR CASE MANAGER				
1st Session	Y / N ____ mins	M / S / R	M / S / R	M / S / R	M / S / R	😂 😊 😐 🙁 😡	
Middle Session	Y / N ____ mins	M / S / R	M / S / R	M / S / R	M / S / R	😂 😊 😐 🙁 😡	
Last Session	Y / N ____ mins	M / S / R	M / S / R	M / S / R	M / S / R	😂 😊 😐 🙁 😡	

I lost it! I need a break!

I'm beginning to loose it!

I'm feeling a little unsure.

I'm feeling pretty good!

I'm feeling just fine!

_____ Case Manager	Comments: _____ _____
_____ Parent/Carer	Comments: _____ _____

44

Senior Primary

STUDENT MONITORING Improvement Plan Regents Park State School	Name:		Class:		

SAFETY: At RPSS we demonstrate safety when we conduct ourselves with care and responsibility.

TEAMWORK: At RPSS we demonstrate teamwork when we work and play cooperatively.

ACHIEVEMENT: At RPSS we demonstrate achievement when we are prepared and willing to participate.

RESPECT: At RPSS we demonstrate respect when we speak and behave in a considerate and well-mannered way.

	Monday 10/8		Tuesday 11/8		Wednesday 12/8		Thursday 13/8		Friday 14/8	
DAILY CHECK-IN GOAL:										
	/5	comments	/5	comments	/5	comments	/5	comments	/5	comments
9:00 – 10:00 am										
10:00 – 11:00 am										
First Break										
11:40 – 12:40										
12:40 – 1:40										
2nd Break										
2:00 – 3:00 pm										
DAILY CHECK-OUT REFLECTION	TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	

Each session: Scored out of **5** by the subject teacher. **3** = satisfactory. Refer to matrix attached for clarification.

Break time: Peer check in with DP. Drop plan off at start – pick up at end.

School Policies

Regents Park 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 Regents Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of 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 Regents Park 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 Regents Park 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 Regents Park 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

o   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 Regents Park State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o   is prohibited according to the Regents Park State School Code of Conduct
  - o   is illegal
  - o   puts the safety or wellbeing of others at risk
  - o   does not preserve a caring, safe, supportive or productive learning environment
  - o   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, Regents Park 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

Students at Regents Park State School are required to hand mobile phones or any electronic device into the office on arrival. They will be given a number, which they need to remember as that number then needs to be repeated to collect the mobile phone at the end of the day. (This ensures students get the correct mobile phone back).

Only the owner of the mobile phone/parents can collect the device from the office.

It is **unacceptable** for students at Regents Park State School to:

- o   use a mobile phone or other devices in an unlawful manner
- o   use a mobile phone within the school grounds
- o   download, distribute or publish offensive messages or pictures
- o   use obscene, inflammatory, racist, discriminatory or derogatory language
- o   use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- o   insult, harass or attack others or use obscene or abusive language
- o   damage computers, printers or network equipment
- o   commit plagiarism or violate copyright laws
- o   ignore teacher directions for the use of social media, online email and internet chat
- o   send chain letters or spam email (junk mail)
- o   knowingly download viruses or any other programs capable of breaching the department's network security

- o use in-phone cameras anywhere a normal camera would be considered inappropriate, such as toilets
- o 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
- o use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- o 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 Regents Park 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:
  - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - o 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
  - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing & responding to bullying

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

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

Regents Park State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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.

Student voice

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

3. Partnerships

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

4. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Regents Park State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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

The following flowchart explains the actions Regents Pak State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Principal – Julie Strong

STEP ONE

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

STEP TWO

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in One School
- Notify parent/s that the issue of concern is being investigated

STEP THREE

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

STEP FOUR

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

STEP FIVE

- Document the plan of action in One School
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

STEP SIX

STEP SIX

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in One School

STEP SEVEN

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in One School
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

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 Regents Park 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 Principal, Julie Strong.

Regens Park State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
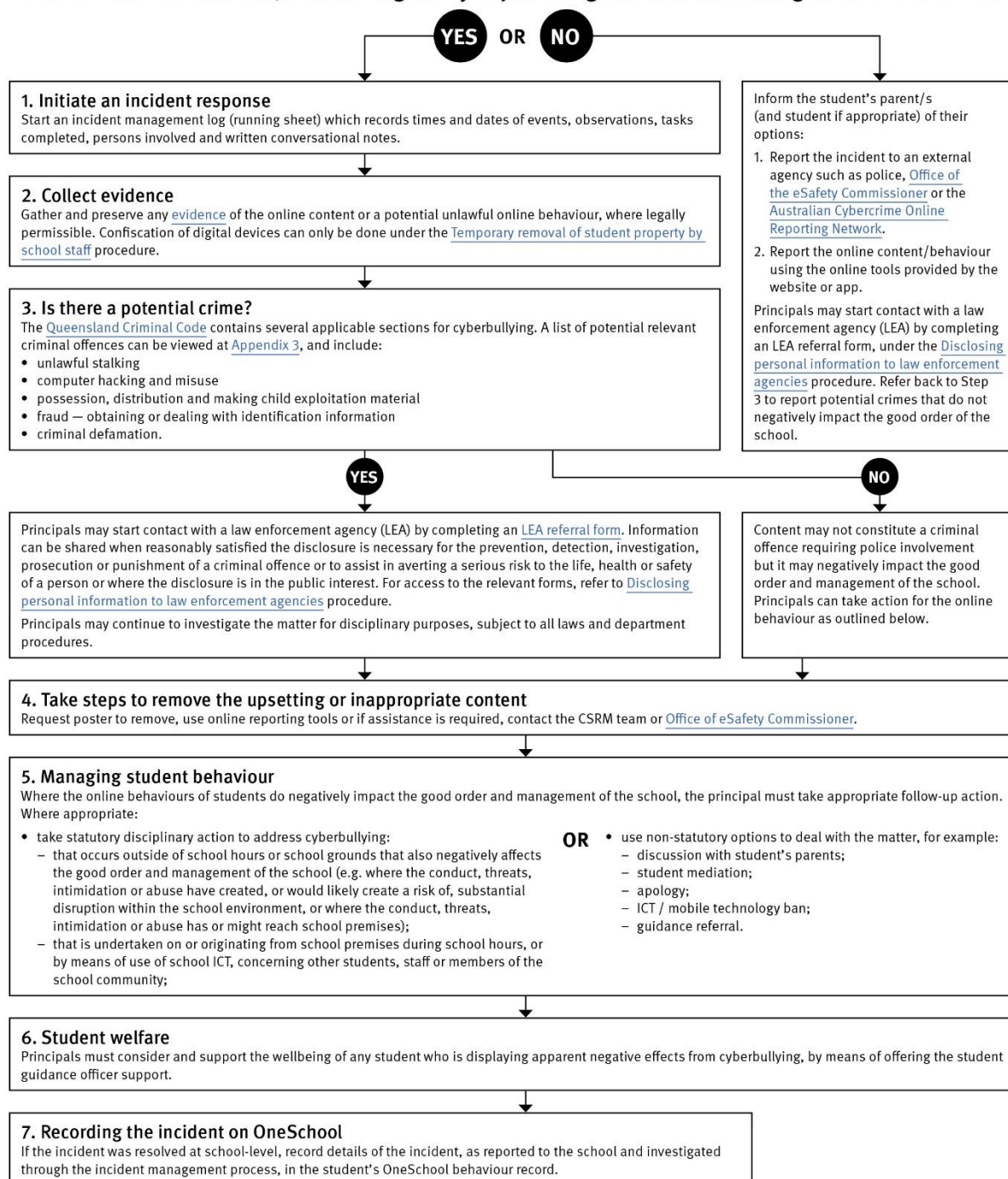
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

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

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

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

YES

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

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

NO

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

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

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

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

OR

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

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

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

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

Regents Park 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 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 Regents Park 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.

Regents Park State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Exemplar State College 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.

Regents Pak State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Regents Park 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 Regents Pak 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 One School.

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. *This may include reference to*

- 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