Nundah State School

...we wonder at Nundah!

Our Student Code of Conduct & Wellbeing Framework

2021-2024

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 2019-2023

Purpose

Our <u>Student Code of Conduct</u> <u>and Wellbeing Framework</u> exists to tell you about our culture and our practices at Nundah State School to support all students to genuinely become the "best me" i.e., person and learner, they can be!

It outlines for you our **Vision** for our students and community – our **mindset, beliefs, values** and then, the **capabilities** we develop within students, and the **practices and behaviours** we have in place which align to this vision in order to realise it 'every day and in every way'.

> *We will work hard for and make a meaningful life with those:*
> *1.* we care for (belonging)
> *2.* we respect and who respect us (power)
> *3.* we will work hard for those with whom we laugh (fun)
> *4.* who allow us to think and act for ourselves (freedom)
> *5.* who help us to make our lives secure (survival)

Contact Information

Postal address:	PO Box 379 NUNDAH Q 4012
Physical address:	41 Bage Street Nundah Q 4012 "Nanda" ('chain of water holes') in Yuggera language Turrbal Country
Phone:	(07) 3635 5888
Email:	admin@nundahss.eq.edu.au
School website address:	https://nundahss.eq.edu.au
Contact People:	For more information or to discuss concerns please contact one of our Deputy Principals via the above email or phone number. • Early Years (P-2) – Mrs Jane Newman • Upper Primary (3-6) – Ms Shona Arneil

Endorsement

Principal Name:	**Ms Deb Cox**
Principal Signature:	
Date	As at 9th Dec 2020
P/C President Name:	**Mr Matthew Sedgman**
P/C President Signature:	
Date	As at 9th Dec 2020

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Principal's Foreword

At Nundah State School we are committed to providing a safe, respectful and self-managed learning environment for students and staff, where students, and staff, have opportunities to engage in quality learning experiences and acquire values and behaviours to realise their lifelong success and wellbeing.

"Success is liking yourself, liking what you do, and liking how you do it"

Maya Angelou

Our Vision for Nundah State School is for all our students to become active participants in learning for life, by incrementally growing our Nundah Gifts through all year levels.

Therefore, we provide a stimulating, satisfying and supportive environment, curriculum, teaching and learning, which assists our students to achieve the full potential of our Gifts, by equipping them with the personal qualities and skills to live in society as self-aware and happy people.

VISION: Our Nundah Vision is informed by 4 different aspects:

OUR MINDSET: *"There is no such thing as external motivation …*
                            every motivation that ever exists comes from within"

ATTITUDE IS A CHOICE.
HAPPINESS IS A CHOICE.
OPTIMISM IS A CHOICE.
KINDNESS IS A CHOICE.
GIVING IS A CHOICE.
RESPECT IS A CHOICE.
WHATEVER CHOICE YOU MAKE
MAKES YOU.
CHOOSE WISELY.

We have chosen an internal psychology (or intrinsic motivation) mindset for our school. This is based on current research in the areas of *Positive Psychology* and *Developmental Neuroscience*, including trauma-informed practices. We strive to create a school based on brain-friendly practices which enable personal responsibility by developing in students the dispositions for them to learn to behave "respons-ably", to have the skills to respond capably to any situation.

Our way of working to achieve this is to "encourage the behaviours we want to see" and bed down in students ways of being.

Choice Theory gives us:
- A model of hope
- A model of empowerment
- A system for understanding behaviour
- A model for improving relationships
- A way of living (thinking and doing, feeling and physiology)

OUR BELIEFS

In everything we do we believe:
- Given sufficient challenge and support, all students can learn and achieve.
- We have fun when we are learning and that by making learning playful and providing choices where possible, we can enhance learning further.
- In affirming and encouraging the best in ourselves and others, and consistently treating everyone with dignity and respect.
- It is our shared responsibility to develop the whole person…social, emotional, cognitive, spiritual and physical.
- Our basic needs drive our behaviour, and that we can teach others that we are in control of our choice of behaviour and attitudes; and how to make strong choices.
- Growth and happiness are best promoted in a school culture of internal control psychology, involving self-evaluation to harness intrinsic motivation and a growth mindset.

AT NUNDAH STATE SCHOOL
IN EVERYTHING WE DO,
WE BELIEVE:

...given sufficient challenge and support,
all students can learn & achieve
to higher levels

...we have fun when we are learning
and that by making learning playful + providing choices where possible, we can enhance learning further.

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social, emotional, cognitive, spiritual and physical

...our basic needs drive our choices, and that we can teach others that
we are in control of our choices
behaviours and attitudes; and how to make strong choices

...growth & happiness is best found in a school culture of internal control psychology, where intrinsic motivation is harnessed and a growth mindset promoted

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OUR VALUES

In everything we do we value:

- Curiosity
- Connection
- Risk-making
- Quality
- Creativity
- Independence

The world is changed by your example not by your opinion.
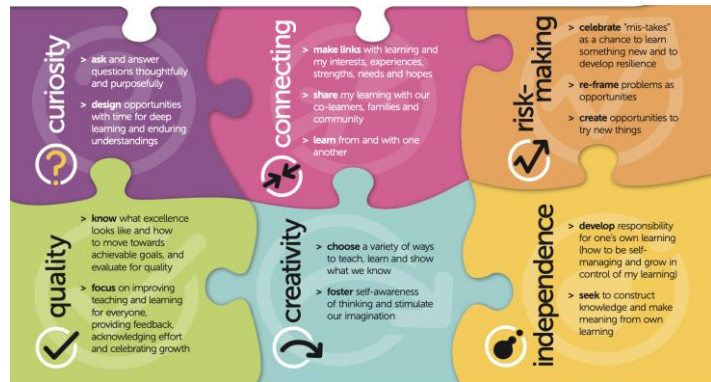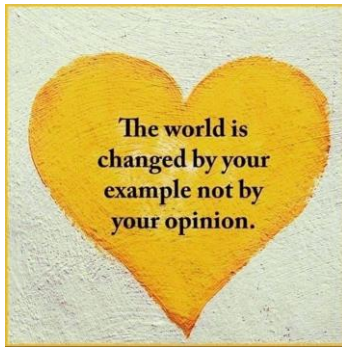
OUR CAPABILITIES

It is my firm belief and premise as our Principal that *"nobody behaves badly from a position of strength"*. Thus, it is our responsibility to grow in each person their capabilities to make wise choices for themselves and the community of which they are a part.

So, in everything we do we grow (develop) and glow (celebrate) our Nundah ~~Nine~~, now Ten, Gifts.

Through consultative process, we developed what was initially "our Nundah Nine" – the Learner Attributes i.e., Skills and Dispositions we wish to foster and teach explicitly in our students.

These are our Academic Gifts which are linked to Australian curriculum:

These are our Disposition Gifts which are linked to Australian curriculum general capabilities:

Our tenth Gift was designed and given to us by a student who felt strongly that we also developed this in our students at Nundah. This is an all-encompassing expression of who we are at Nundah.

Nicholas.

.

thank you

Our Wonder Weave

This diagram, called our *Wonder Weave* by one of our staff, explains how the gifts fit together for explicit teaching in our classrooms. The students will be learning a "what" knowledge and/or skill from the top line, and at the same time will be learning a "how" disposition skill relevant to the year level from the left side. These form our school learning intentions and success criteria.

School Captains and Leaders Statement

We asked our school leaders their reflections and learnings from the Gifts at Nundah.

The gifts represent us and show how we work and think – Julie-Ann, School Captain 2020

At Nundah we value the gifts and what they mean. It doesn't really matter what we learn, if we have the gifts we'll be ok in life. – Angus, School Captain 2020

I love the creative gift as it allows us to express ourselves in different ways. – Heidi, Vice School Captain 2020

The resilient gift teaches us to never give up and we can accomplish anything that we put our mind to. - Rosie, Vice School Captain 2020

The inclusive gift is the best as it means that we are including all. – Ava, Science Captain 2020

All of the gifts help us later in life. – Kyra, Sports Captain 2020

Community Engagement

We have developed our School Vision and the related approaches with our staff and community over many years. This document is written with the audience of parents and new staff in mind.   We engage in a number of strategies to share our approaches:

Parents:
- At Enrolment interview – (translations also available).
- At Navigating Nundah for Prep and enrolment interviews.
- On our school website and social media.
- At P&C meetings.
- In published examples of our Gifts in Action with the students in the newsletter.
- At weekly information sessions – Coffee and Connect - for parents after parade.
- During Parent Education sessions on Choice Theory and our approach to behaviour where we are very explicit about what we believe and how we work.
- Through students sharing at Student-Led Conferences.
- By direct email to all parents of the new version of the Code of Conduct.

Students:
- With students, we are constantly promoting and informing on parade, assembly, co-construct classroom expectations, preparation and debrief for events, e.g., camps-excursion-incursion.
- Through explicit teaching and modelling in classrooms, including co-construction of classroom expectations.

Staff:
- By revisiting at beginning of each year with staff and induction processes.
- With use of the Inquiry Tool to engage in Student Engagement and Wellbeing Data 2020 – making commendations and recommendations.
- And by constant reference to and making connections back to our Vision – our mindset, beliefs, values and capabilities we are developing with and for our students, and how these align with our behaviours, policies and practices.

Data Overview - About our School

As a result of our strongly proactive, strengthening approach here at Nundah, we have very few disciplinary absences (suspensions), choosing to use this strategy occasionally for specific purposes based on the needs of the student and class. Based on our belief that behaviour can be learned (and un-learned), we train all staff in strong understandings of human behaviour and strategies and provide additional support staff to enable students, where possible, to calm, repair and mend things and relationships. We don't take it personally when they make a "mis-take" and give them another "take" to grow and learn.

We pride ourselves on our students' understanding of, and commitment to, our Nundah Gifts and seeing themselves in them, and the gifts in themselves.

School Opinion Survey data from 2018 indicated that students and parent perceptions regarding behaviour being well-managed were our lowest scores. Since then, we have been much more explicit with students, and parents, about our "why", the reasons which sit behind our choices and way of working here at Nundah.

Students	Student behaviour is well managed at my school.	75.8 %
Parents	Student behaviour is well managed at this school.	85.0 %

Recent School Opinion Survey and Student Engagement and Wellbeing data affirms our approach:

School Opinion Survey **Parents** 2020

My child likes being at this school.	97.0%
My child feels safe at this school.	95.4%
I can talk to my child's teachers about my concerns.	93.9%
Student behaviour is well managed at this school.	86.4%
This school looks for ways to improve.	90.9%

School Opinion Survey **Students** 2020

I like being at my school.	94.2%
I feel safe at my school.	93.1%
My teachers motivate me to learn.	97.2%
My teachers expect me to do my best.	99.4%
My teachers provide me with useful feedback about my schoolwork.	97.7%
Teachers at my school treat students fairly.	83.8%
I can talk to my teachers about my concerns.	82.6%
My school takes students' opinions seriously.	86.7%
Student behaviour is well managed at my school.	86.6%
My school looks for ways to improve.	96.5%
This is a good school.	95.9%

School Opinion Survey **Staff** 2020

I felt supported in my role.	100.0%
Support was available for student safety and wellbeing.	100.0%
Support was provided to ensure inclusive learning practices could be maintained.	93.3%
I feel this school is a safe place in which to work.	94.6%
This school looks for ways to improve.	97.3%
I have access to quality professional development.	97.3%
The wellbeing of employees is a priority for my school.	86.5%
This is a good school.	94.3%

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Student Wellbeing Measures

As part of our commitment to wellbeing, in 2020 we contributed to and participated in, the state-wide trial of the Student Engagement and Wellbeing Survey. Those who participated were in Year 4 and 5 (172 students). This was a particularly challenging year for young people and the data provides some valuable baseline information about student's perceptions of themselves and the world during a time of 'stress'. Below are the % of students who rated themselves as High-Medium.

ABOUT YOU		Nundah	State
Life satisfaction overall	Overall	93 %	91 %
Personal social capabilities	Self-Awareness	97 %	94 %
	Social-Awareness	99 %	94 %
	Self-Management	90 %	88 %
	Responsible Decision-making	85 %	80 %
Future Outlook	Optimism	79 %	75 %
	Resilience	96 %	95 %
ABOUT YOUR RELATIONSHIPS AND SCHOOL			
Sense of belonging	Belonging	96 %	93 %
Relationships with peers	Peer relationships	92 %	92 %
	Connectedness with friends	98 %	98 %
Student-staff relationships	Relationships with staff	99 %	97 %
School climate	Clarity of Expectations	96 %	96 %
	Fairness	96 %	96 %
	Safety	92 %	92 %
Relationships at home	Relationships with family	99 %	94 %
ABOUT YOUR LEARNING			
Academic Self-Concept	Self-efficacy (belief in self as learner)	96 %	92 %
Motivation and Perseverance	Mastery goal - orientation	96 %	96 %
	Perseverance	93 %	89 %
ABOUT YOUR HEALTH			
	Overall Health	98 %	95 %
Physical Wellbeing	Enough Sleep	91 %	81 %
	Do not use electronic devices before sleep (never / rarely)	27 %	27 %

how much sleep is enough for your child?

Some kids may be wired to operate on a little less sleep than others, but the National Sleep Foundation suggests these guidelines:
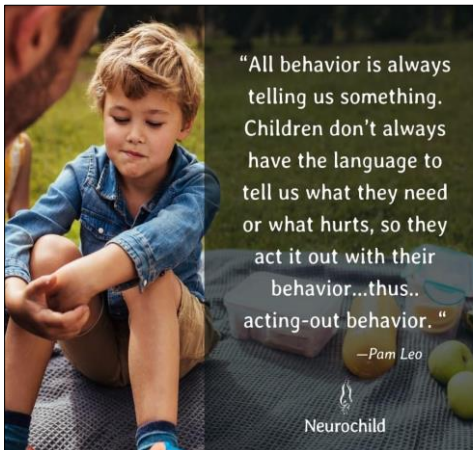
WHEN KIDS ARE …	THEY NEED …
up to 2 months	10.5 to 18 hours
3 to 12 months	9.5 to 14 hours
1 to 3 years	12 to 14 hours
3 to 5 years	11 to 13 hours
5 to 12 years	10 to 11 hours

You will notice that many of the % of students were higher at Nundah than across the state (green) and none were lower. Of particular note are the significantly higher sense of Perseverance and Enough Sleep.

Of some concern is the high percentage of students who use electronic devices before going asleep (73% often or regularly), and the impact this may be having on the quality of student sleep. Certainly, this is worth a discussion and some information for parents about the importance of useful habits in primary school and will be incorporated into our responsible use of iPads communication.

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All areas of Nundah State School are considered to be learning and teaching environments. We consider explicitly teaching students about self-awareness and self-management to be an integral and valuable basis for personal and social learning, as well as a means of maximising the success of our academic education and gifts.

"All behavior is always telling us something. Children don't always have the language to tell us what they need or what hurts, so they act it out with their behavior...thus.. acting-out behavior."

—Pam Leo

Neurochild

The latest neuroscience confirms what Choice Theory teaches us about what makes people tick and how to be happy! We all have the capacity to reshape our brains and learn more effective behaviours.

OUR PARTICULAR BELIEFS ABOUT BEHAVIOUR

1. Behaviour is a choice. It takes thought and/or action to carry out a behaviour.
2. Each individual is responsible for their behaviour choices.
3. We can only control our feeling and physiology/body talk through how we choose to think and act.
4. Behaviour can be taught. Behaviour can be learned. Behaviour can be un-learned by teaching replacement behaviours.
5. The behaviour skills required to achieve success across a variety of environments can be described as "Personal and Social Capabilities".
6. The most successful way of teaching personal and social skills is to model what is expected and provide clear criteria for success.
7. Behaviour is directly influenced by environment. As behaviour is environment specific, individuals need to learn the expectations specific to each environment. For e.g., at school we…; when online we… etc.
8. That we all behave in order to meet our 5 Basic Needs, and that we all meet these needs in different ways. For example, what you do for fun might be different to what I do. We teach these to the students using "Our Basic Needs Helping Hand" and help them identify how they meet their Basic needs, and how to evaluate if this is helpful or not helpful.

So, at Nundah, we teach children that they are in control of their own choices and behaviour and attitude.

OUR SCHOOL EXPECTATIONS

Our school community has identified the 5 disposition gifts which represent our school expectations, reflect our beliefs and values, and guide our teaching of these essential life skills. These school expectations teach and promote our high standards of responsible behaviour.

These are evident in school life in many ways.

The 'learning behaviours' of each of our Gifts are described for each year level in curriculum documents. This is so that the development of skills have a developmentally appropriate scope and sequence and link to the Australian Curriculum general capabilities.

Additionally, each classroom works with students at the beginning of each year to co-construct and during the year, evaluate-refine, their Classroom Expectations, based on these 5 Disposition Gifts. Students are encouraged and taught how to self-evaluate and set goals for themselves also. They report on their progress to parents in Student-Led conferences in Terms 1 and 3.
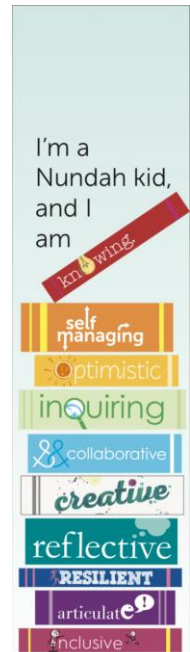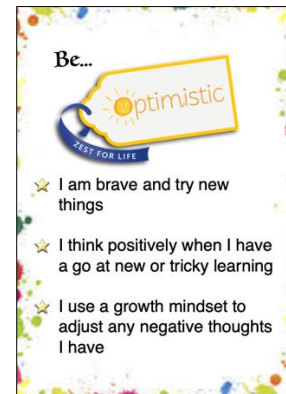

Disposition Gifts	Samples and possible organising ideas	Examples from real life
Optimistic — ZEST FOR LIFE	▪ I am brave ▪ I have a go at my learning ▪ I ask for help ▪ I expect the best for myself ▪ I set and work towards goals	Example of Classroom Expectations
self managing — VOICE + CHOICE	▪ I am responsible ▪ I am strong and kind ▪ I am safe ▪ I am self-aware	
collaborative — ACCEPT + APPRECIATE	▪ I co-operate ▪ I collaborate ▪ I appreciate	
RESILIENT — COURAGE + CONFIDENCE	▪ I have courage ▪ I have confidence in me ▪ I appreciate me ▪ I problem-solve	
reflective — GLOW + GROW	▪ I reflect on my learning ▪ I self-evaluate accurately ▪ I seek feedback from others ▪ I give feedback helpfully	

Be... **Optimistic** — ZEST FOR LIFE
★ I am brave and try new things
★ I think positively when I have a go at new or tricky learning
I use a growth mindset to adjust any negative thoughts I have

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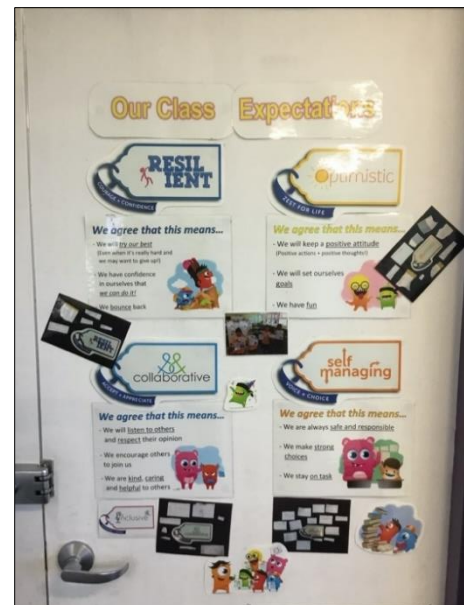
Whole School Approach to Student Self-Management

Student Wellbeing

Our whole of school culture and life is about enabling the wellbeing of people to flourish. It is who we are and our way of working with one another. To achieve this we have man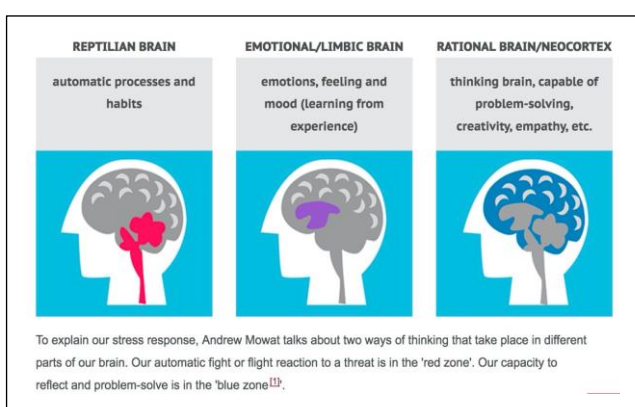y behaviour, practices, policies and processes in place which align with our school vision in order to realise it on a daily basis.

It is worth noting that:
*The **Latin** root of **punishment** and its related verb, **punish**, is punire, "**punish**, correct, take vengeance for, or cause pain for some offense."*

*The word "**discipline**" is from the **Latin** word disciplina meaning "instruction and training". It's derived from the root word discere — "to learn."*

To explain our stress response, Andrew Mowat talks about two ways of thinking that take place in different parts of our brain. Our automatic fight or flight reaction to a threat is in the 'red zone'. Our capacity to reflect and problem-solve is in the 'blue zone'[1].

Brain research tells us that no-one learns in a FEAR environment as our pre-frontal cortex shuts down and we retreat to our Survival Brain (brain stem) in flight-fright-freeze-flop-fool mode. Thus, we do not speak of punishment here at Nundah State School.

Our responsibility to students it to teach them and help them learn new behaviours, and to remove the barriers to their learning.

Thus, we do not use "behaviour charts" at Nundah as these generate embarrassment and shame rather than commitment to growth.

Professional and Personal Development:

We do this by having a deep understanding of human behaviour, psychology and developmental neuroscience, developed by ongoing professional development in these areas. We are also committed to ongoing professional learning and the implementation of a range of related programs and processes which can offer concrete experiences to develop personal and social capabilities for our students. The role of professional development and training is paramount to ensuring that the members of the teaching and support staff are equipped with the skills to implement our vision in this policy. We ensure consistency of approaches through discussions at staff meetings or at smaller groups of identified teachers, and in meeting with our teaching assistants.

All staff will receive in-service in the following:
a. *Essential Skills for Classroom Management* - DoE
b. *Choice Theory*, *Reality Therapy and Lead Management* – intrinsic motivation psychology – we all choose our own behaviour and response to others' behaviour – Dr William Glasser
c. *Neuroscience* – Developmental and Neuro-Leadership models.
d. *Play is the Way* – behaviour education through games – Wilson McCaskill
e. Other related programs of professional interest and student need, e.g., Berry St, Rock & Water, Peaceful Kids, Smiling Minds, Restrictive Practices, Trauma-informed etc.
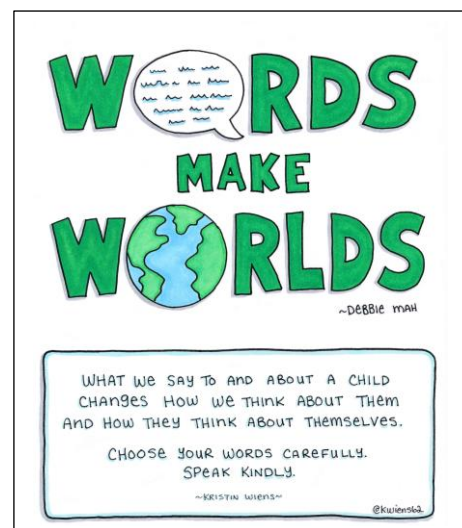
Differentiated and Explicit Teaching

We are committed to explicit teaching and modelling of pro-social behaviour and personal skills as exemplified in the personal and social Australian Curriculum-General Capabilities and underlying psychology of intrinsic motivation as evident in "Choice Theory".

We know that what students think about themselves as a learner makes a difference. How clever a child feels is what matters …not any measure of intelligence. If you believe you can or if you believe you can't ... you are right!

The concepts we teach are always connected back to our disposition Gifts.

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 Department of Education student learning and wellbeing framework informs our creation of a positive school culture and embedding student wellbeing in all aspects of our school life, through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life, such as those below.

WHOLE SCHOOL PRACTICES for Explicit Teaching

Our Nundah Gifts - Gift of the week (weekly class, parade & assembly)	Gift of the Week – an explanation and examples of how to develop the virtues and behaviours at school. One or two students are nominated by each class to have a collectable Gift badge for displaying behaviours of the focus Gift. This is usually done with student input and nomination. Our student leaders promote these each week.	
Gotcha Awards (weekly on parade)	Gotchas are awarded to students demonstrating one or more of the school gifts/expectations both in class and in the playground. Thus, all staff on duty, including sport, will carry Gotchas to acknowledge positive behaviour. A weekly draw for P, 1-2, 3-4, 5-6 will be conducted on parade with successful students receiving a tuckshop voucher to a value.	
Student of the Week (weekly in class and on assembly) 	'Student of the Week' certificates and pencils are awarded to student/s from each class who consistently display one of our Gifts. Both certificate and pencil display the Gift. A community donated milkshake voucher is also received. Parents are often proudly in attendance for this assembly.	

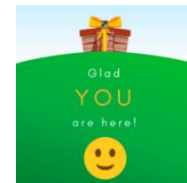|		
Newsletter Celebrations (weekly)	Each week our newsletter features acknowledgements for Student of the Week and external achievements. Our newsletter also celebrates the work the students are engaged in and how it relates to our learning Gifts.	**Prep Classes Create Mosaics for Village Green** As part of our commitment to realising our Creative Gift, all prep children are contributing to making mosaic stepping tiles as part of our Village Green development. The tiles will be installed at the bottom of the prep stairs coming down to the Village Green area and the new Piazza learning place (new under-covered area) We had a start-up meeting with the landscaping company and work begins this term and will be finished in 2020, ready for our curriculum footprints as the classes begin to develop the space. We have lots more artistic ideas and would welcome any parent artistic skills to assist. In the meantime.. many thanks to our artist-in-residence for this project, Ms Chrissy Byers.
Welcome to School Slips (daily)	We believe that language matters, as it changes the chemicals in your body. Thus, at Nundah SS, we issue "Glad you are here" slips rather than "Late to school slips".	
Student Engagement (every day)	We value student co-creation of our school and actively seek ways to involve students in the design and creation of artefacts (e.g. classrooms, our Courtyard, playgrounds and our Village Green). Each year, students in year 5 design their shirt for senior year reflecting on what is important to them about Nundah SS.	
Our Helping Hands (daily/weekly)	At Nundah, we teach students about their four Helping Hands to give them daily thinking routines to grow into their best selves. 1) **My Basic Needs Hand** – teaches them about their basic needs and how they meet them through their choices. 2) **My Gratitude Hand** – helps us stay focussed on positive thoughts, creating helpful chemicals in our bodies, and encouraging students to articulate their gratitude. 3) **My Thinking Hand** - a thinking routine for any situation … from planning a project, to goal setting, to debriefing and problem-solving. 4) **My Acting Hand** – is the problem-solving hand with guides as to their choices. It is connected to the Options and Plan part of the Thinking Hand.	

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PLAY ConneCTors (**P**ositivity, **L**eadership **A**ctivated **Y**outh) (daily/weekly)	Our PLAY ConneCTors program involves trained volunteer year 5 and 6 students supporting younger students in the playground with games and friend making and also using our **Thinking and Acting Hands** to help them problem-solve. Our PLAY ConneCTors designed their vests and logo.	
Student Leadership (daily/weekly)	We value Student Voice at Nundah. An example being our Senior Leaders and School Captains and our Student council. Each year the student council engage in a legacy project of their choosing – these have recently included a new flagpole for 3 flags, new 'Kiss and Go" signs designed by students and new outdoor chess boards. They certainly know how to make things happen.	
Camps and Excursions and Incursions (each year)	At Nundah, school camps occur from year 3 up until year 6. Leading up to camp, teachers work on increasing self-awareness, positive relationship building and applying learning to new experiences, which is the focus of all camps. We also conduct many incursions and excursions as we value real-life purpose and connections to spark our curriculum!	 Setting goals for and reflecting on camp
Movement – PE, Sports, Games, Music & Dance (weekly)	At Nundah, we know the value rhythm, music and movement has on brain development and calm. Thus, we provide and promote lessons year round in PE and Music to students. In the early years this includes a Perceptual Motor Program for lower grades. In term 4 this includes dance lessons and our valued Fancy Dress Concert for all year levels. Older students in Years 4-6 participate in sport to learn teamwork skills.	

Effective Transitions (annually and for new enrolments)	**Navigating Nundah** – for entry into Prep, we have an extensive process to ensure that parents and students feel comfortable in making this transition. **Success into Secondary** – we forge strong relationships with our feeder secondary schools, and connect with them to visit, engage in programs and discuss each student. Additional processes are in place for our SWAN students (Students with Additional Needs). **New students during the year** – our Chaplain conducts weekly sessions to settle new students into Nundah.	

CLASSROOM PRACTICES for Explicit Teaching

At Nundah we focus on:
- Teaching and modelling the skills of emotional intelligence.
- Developing student self-managing behaviours.
- Maintaining relationships through natural and logical consequences and practices focussed on restoring relationships.

Clear expectations about how we show up (daily)	We show care, embrace student differences, hold positive expectations and provide opportunities for meaningful participation by all students. Each session and each day is a new opportunity.	
Predictable Consistent Routines for neuro-friendly classrooms (daily) 	At Nundah we value movement breaks, Mindfulness practices and Brain Breaks as we now know that movement is connected to learning – not just muscles. These can **create calm** by teaching calming-soothing strategies. We use language to cue the brain and create predictability; smooth transitions.	*"You can't afford not to do mindfulness practices"* as it sends children in the cortex already further up the cortex so they can access their real brilliance, and calms children in the survival brain (brain stem)" Nathan Wallis
Explicit teaching – in lesson context (daily)	We engage in Explicit Teaching of knowledge and skills through clear Learning Intentions in all lessons linked to our Gifts.	
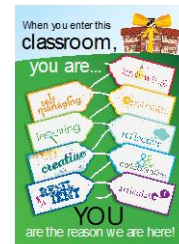
Class Meetings and Discussions	Class meetings promote student voice and engagement. They are an opportunity for students to learn about specific learning concepts or behaviours, co-construct classroom expectations, and understand school expectations. They also provide a valuable debrief process. We find a "Define-Personal-Challenge" structure is useful.	Co-constructing what "Collaborative" means
Choice Theory Chats linked to our Helping Hand – **The Thinking Hand**)	This involves leading a guided reflection process with students to identify their underlying needs and then, how to effectively meet these needs through the creation of new organised behaviours. This can be done individually, in small groups or a class group.	
Student personal goal setting and self-evaluation (daily/weekly)	We focus on strategies which enable student self-evaluation and ownership of their learning to promote self-management. 	
Parallel programs - social - emotional learning (weekly)	We use a range of approaches to explicitly teach these skills depending on the age and needs of the class. • **Choice Theory –** Get Happier and school-based materials. • **Rock and Water** – An experience to children with a pathway to self-awareness, and increased self-confidence and social functioning. • **Play is the Way** – To develop, improve and entrench the personal and social capabilities of students. • **Peaceful Kids** – Mindfulness program to lessen anxiety and stress and increase resilience.	
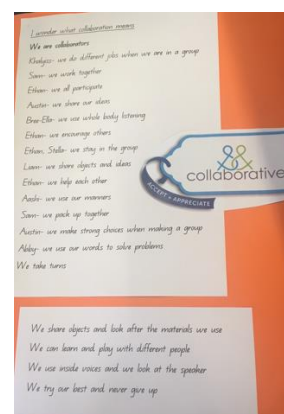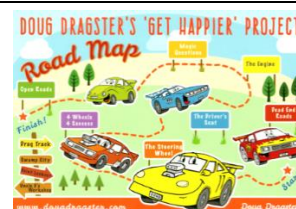
Focused Teaching

Sometimes students need more time and attention - more explicit teaching, more opportunities to practise skills and more regular feedback on progress and to learn new or replacement behaviours.

WHAT WE UNDERSTAND:

About meeting our needs: People all attempt to meet their needs the best way they know how.

This might be effective and responsible or irresponsible/unhelpful (even though the chosen behaviours might be effective for them in the short term).

Our role is to give students a wider range of more effective ways to meet their needs, and to build these into their patterns of behaviour (called organised behaviours).

Below explains what this *might* look for a child, noting that we all meet our different needs in different ways.

Beneath every behaviour there is a **feeling.** And beneath each feeling is a **need.** And when we meet that need rather than focus on the behaviour, we begin to deal with the **cause** not the symptom.
@RaisingHumansKind

EFFECTIVE AND RESPONSIBLY		UNHELPFUL OR IRRESPONSIBLE
By choosing to:	**BASIC NEEDS**	*By choosing to:*
▪ Work hard ▪ Co-operate ▪ Collaborate ▪ Achieve ▪ Listen ▪ Feel successful ▪ Feel important	POWER — Empowerment	• Disrupt • Seek attention • Tease others • Anger • Cry • Tantrum • Not to comply
▪ Work collaboratively ▪ Make and maintain friendships ▪ Wear uniform or similar clothes	LOVE + BELONGING — Connectedness	• Belong to 'gangs' • Buy friends • 'Bullying' behaviours • Follow peers even though it goes against their own value system
▪ Make responsible decisions ▪ Behave responsibly ▪ Be creative	FREEDOM — Freedom to and Freedom From	• Opt out of activities • Take absences from school • Daydream
▪ Laugh with others rather than at them. ▪ Enjoy success and respect ▪ Relax ▪ Be engaged in learning.	FUN/JOY — Enjoyment and Learning	• Play hurtful and practical jokes • Tell jokes at the expense of others • Make fun of people • Be disengaged from learning
▪ Risk-take in new learning ▪ Follow routines ▪ Get adequate sleep and eat well ▪ Behave safely	SURVIVAL — Safety & Security	• Avoid taking risks- new learnings and situations • Be rigid in thinking and routines • Engage in unsafe behaviours • Withdraw/shut down • Run away

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APPROACHES WE FIND USEFUL AT THIS LEVEL:

Connecting Habits - Disconnecting habits
This is a useful framework when a child is having relationship difficulties. They can help them to evaluate their behaviours and provide easy replacement behaviours.

Solving circle:
We use this approach to help a small group of children resolve social challenges.

The Solving Circle

We have a problem!

To solve our problem, let's circle up and follow the solving circle guide below
Each person in the circle answers these questions one question at a time.

1. **Do you want to be friends?** (if so, stay in the circle, if not, step out, but you know you are welcome to return at any time)

2. **Whose behaviour can you control?**

3. **What is the problem?**

4. **What is good about your friendship?**

5. **What are you willing to do to help solve the problem and help your friendship that does not depend on what anyone else will or will not do?**

Kids Skills:
This approach is particularly effective in the early years, as it helps children be specific and visualise their new skill.

Reframe the Behaviour:
This curious approach helps an adult stay with the child rather than enabling the child's behaviour to be about them.

Brain stem calming strategies
We use these in order to help children move from their limbic (emotional) brain to their rational (logic) brain, so they can make effective decisions.

Relational	(offered by a safe adult)
Relevant	(developmentally matched to the child, not just age)
Repetitive	(patterned)
Rewarding	(pleasurable)
Rhythmic	(resonant with neural patterns)
Respectful	(of the child and family)

Learn to respond (not react)
Helpful techniques

You can learn to manage your stress response more effectively.

Use the following techniques to reduce the production of stress hormones so you can respond from the blue zone rather than react from the red zone.

1. Pause and breathe – Label your emotions.
2. Calm down and clear your head.
3. Reframe how you think about the event.

Manage in the Moment: (nb. if we don't do 1&2 - then the same words mean we are just nagging!)

1. *Safety* – we calm the brain first in a way that is useful and meaningful to students.
2. *Validation* – we listen, acknowledge their feelings, and reflect back emotions (it is not agreeing with them); we resist giving advice.

THEN **Coach WHEN Calm:**
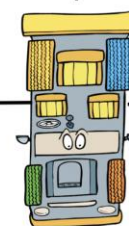
3. *Cognitive Training* – i.e. Choice Theory Chat – Thinking Hand and explicit expectations. We focus on creating a picture in their brain of the behaviour we want and the person they want to be. This might look like a **Thinking Hand Plan** or a **Ready to Play or Ready to Learn Plan.** We work with students to help them to learn how to be their best selves, through counselling when calm, so staff can help them self-manage in the moment.

The car I have been driving: (name)   *For Coaching when calm and manage in moment debrief*   The car I want to be driving: (name)

1. What was I feeling?
2. What was my body telling me?
3. What was I thinking/saying to myself?
4. What was I doing?
5. What do I really **WANT**?
6. What do I **NEED**?

My READY TO LEARN / PLAY PLAN will help me to....
1. How do I want to be feeling?
2. What will my body telling me when I am feeling this?
3. What was I thinking/saying to myself?
4. What will I be doing?
My strong choices mean I am likely to get...

PROGRAMS AND PROCESSES WE FIND VALUABLE:
Additional lessons and personal goals may be developed for the child/ren supported by our SWAN Team of teachers and teaching assistants. For example:

- *Rock and Water* – An experience for children with a pathway to self-awareness, and increased self-confidence and social functioning.
- *Play is the Way* – Game-based program to develop, improve and entrench the personal and social capabilities of students.
- *Peaceful Kids* - Mindfulness program to lessen anxiety and stress and increase resilience.
- *PALS Playground Program* – Peer led program to plan and lead fun, safe activities in playground.
- *Friends* – Resilience skills.
- *Seasons for Growth* – Program to strengthen the social and emotional wellbeing of children who have experienced significant loss and change in their lives.
- Supervised games room for students preferring indoor activities and students identified as needing playtime assistance in Chappie Room/Games Room (Library)

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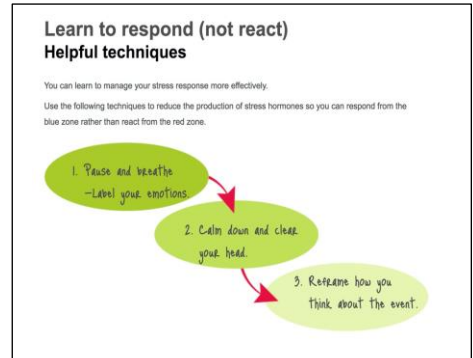
Intensive Teaching

And again, a small number of students need even more frequent, explicit instruction in different contexts to develop their self-awareness and self-management skills when their behaviours are complex. They may require more observation, analysis and assessments to inform our actions and support at school. This will inform a very individualised approach with multi-agency and people collaboration: a team around the child.

For these children their skills need to be broken up into small incremental steps that are achievable and noticeable, so they can be celebrated and built on.

Some students may require intensive teaching using the above approaches or new ones 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 and based on the child's individual needs and circumstances.

Consideration of Individual Circumstances

Staff at Nundah State School take into account students' individual circumstances,

such as their learning behaviours history, emotional state, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching behaviour expectations, responding to inappropriate behaviour or considering appropriate and helpful consequences.

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 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 dignity and 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 involves your child. You can be assured that school staff take all matters very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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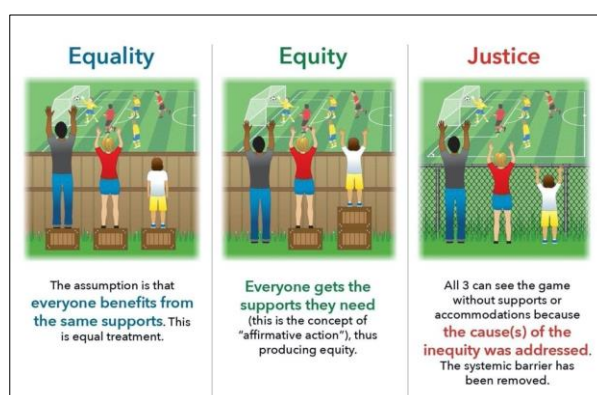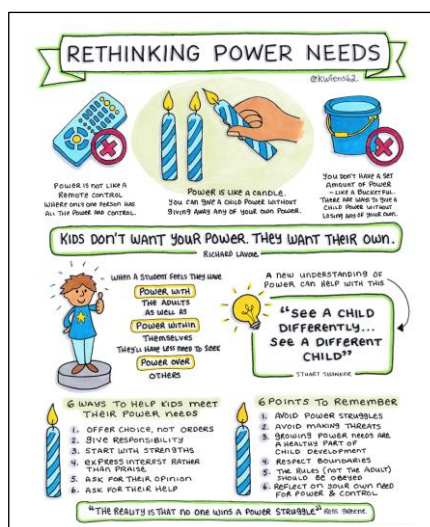
Our Support Networks

All of our work every day is about supporting students and one another.
The table below explains the particular key roles and responsibilities, and delegations we all have in relation to students' wellbeing and learning behaviours.

Families – are our first support network in understanding your children and their needs, and thus we value regular and open communication in order to be proactive as well as to respond appropriately to the student's circumstances. We see education as a partnership and invite you to be part of this.

Peers – we also consider that it is not only the adults who provide valuable learning and support to children, and so it is that our approaches train the students on how best to think and support their friends and classmates.

Learning Environments and Opportunities – we consider that our whole school is a support network including its spaces and supervised lunch time options and extra-curricular activities e.g. games room, sensory room, mindfulness room, library, sport, art, dance, gardening, chess, science clubs, robotics, choirs, playgrounds. We actively encourage all students to avail themselves of these spaces and activities.

Role	What we do and our delegations
Classroom Teachers Specialist Teachers Teaching Assistants	• ensure students feel safe and comfortable and want to come to school. • provide neuro-friendly consistent predictable routines and practices • nurture a sense of belonging to the class, year level and school. • lead their classroom to promote an inclusive, positive school culture based on our mindset, values and beliefs. • teach explicitly for the development of our Nundah Gifts as a way of attending to the Australian Curriculum. • monitor attendance, behaviour and academic data to identify areas of additional need and respond to these needs. • work collaboratively with the SWAN Team and families to meet student's needs. • notice and attend to the behaviours you want to see and teach replacement behaviours for inappropriate ones. • provide unconditional positive regard. • facilitate goal setting with students and celebrate their achievements. • record using OneSchool incidents, responses, supports and adjustments using Personalised Learning and Support Provisions. • work closely with families to understand children and their circumstances and agree on ways of working together to support the students. • refer students to SWAN team when needed and Guidance Officer. • teach students how to self-evaluate against criteria and co-verification. • deliver support programs and targeted teaching as required.
SWAN Team *(Students with Additional Needs)*	This team is made up of a SWAN Team Leader, SWAN intensive teachers, EAL/D teacher, Chaplain and Guidance Officer • support staff in the development of individual self-management plans **(Ready to Learn-Play)** and processes, including classroom, playground, camp-excursion risk management assessments and plans, individual behaviour management plans etc. • assist students with specific difficulties, acting as a mediator or providing other life skills/support or alternative programs. • liaise with parents, teachers, or other external health providers as needed as part of the individual plan process. • coordinate individualised transitions for new and leaving students. • help teachers and students to reframe their behaviour, set goals and identify replacement behaviours. • teach students how to be present, centred and grounded. • support staff to complete referrals to departmental support groups and outside agencies. • *are delegated to request parents consult with specialist medical practitioners, along with the DP's, GO and P of the school.*
Chaplain	• visits classrooms to give children extra attention from a caring and positive adult and to support students on specific needs. • involved in school programs e.g., camps, excursions, pastoral care of children. • conducts small group programs based on need. • inducts new students into the school culture and practices.

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	• is open for individual appointments so children can speak about issues of concern. • liaises closely with the SWAN team and classroom teachers. • *Please note that the Chaplain does not provide counselling support to families or adults. Request support through our GO or DPs for this service.*
Guidance Officer (GO)	• contributes towards a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting. • works with students with informed parental or carer consent. • offers short-term counselling with students on a one-on-one basis or in a group setting (within range of professional expertise). • liaises with parents, teachers, or other external health providers as needed as part of the counselling and/or individual planning process. • assists identifying needs of students with specific difficulties through assessments. • leads the development of crisis management plans and provides leadership and specialised support in response to critical incidents. • advocates for use of appropriate, evidence-based resources, e.g., *BeYou*.
Heads of Department (Curriculum)	• lead role for implementation of our school vision and practices. • support teachers in planning for our Nundah Gifts as the vehicle for the Australian Curriculum (Learning Areas and General Capabilities). • monitor the implementation and effectiveness of teaching of personal and prosocial skills as Nundah Gifts. • respond and support students, teachers and families (as needed).
Deputy Principals	• responsible for student welfare at each year level. • provide continuity of contact for students and their families through the several years of schooling (P-2 then 3-6). • coordinate general transitions for new students and leaving students. • lead role for implementation of our school vision and practices. • monitor the on-going implementation of the proactive and reactive approaches. • ensure access to the professional development related to our vision for all. • provide parent education sessions and programs on our vision and psychology. • support teachers and individual students and families. • monitor student attendance data. • *delegated to apply "disciplinary absences" from school if needed and, with the Principal, are the only staff members who can exclude a child from an event, incursion, excursion or camp.*
Principal	• lead role for the development and implementation of our school vision. • visits classrooms and delivers lessons to give children extra attention from a caring and positive adult and to teach on specific topics e.g., our Helping Hands. • supports through coaching and mentoring of all staff.

EXTERNAL SUPPORT (Situation must meet criteria from external support and outlined in referral)
Our "team around a child" approach to learning behaviours support includes our staff, students, parents, as well as members of the wider community and personnel from other agencies.

Internal Support Services

Behaviour Support Service *Outreach support*	• Support involving individual students and/or their family. • Support involving a group of students and/or a class. • Support involving an individual staff member. • Consulting / Professional Development.
Positive Learning Centre	• Alternative program / site for 'at risk' students. • Short Term Intervention Program is located at Stafford State School and provides an alternative education program for students aged 7, 8 and 9 years old.
SAFS	• School and Family Support Team is a service that assists students, their families and schools to develop strategies for behaviours that place students at risk educationally.
MYCP	• Management of Young Children Program – a parent education program.
CYMHS Support	• Child Youth and Mental Health Services provide trained staff to assist students, parents and teachers in dealing with mental health issues.

Outside agencies

Parentline	• Parentline is a confidential telephone service providing professional counselling and support in QLD. Phone lines are open every day 8am – 10pm. Webchat available every day 8am – 9pm. ph: 1300 031 300. https://parentline.com.au/about.
Family and Child Connect	• An agency that works with family to connect them to services they may need to support their family including managing children's behaviour. https://qld-families-referrals.infoxchangeapps.net.au

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About Consequences

Every day we make lots of choices. Every choice has consequences.

We understand that as a natural part of learning, all children will make "mis-takes". This includes learning about the consequences for our choices.   Here we explain our approach to this.

Punishments – are imposed after the fact, often excessive, usually unrelated to offence, imposed by adult/teacher and results in resentment, resistance and rebellion - the best you can hope for with coercion is compliance, and we want so much more than this for students.

Rather, we speak of and teach about consequences for our choices.

There are several different types of Consequences:

a) **Natural Consequences:**   for example, when I do A … B happens (without intervention).
This is best when related to the problem-ineffective "behaviours" and are designed to repair damaged property or damaged relationships.

b) **Imposed Consequences:** these are known ahead of time, fair, relate to "offence", and most importantly, developed with students. They have no emotion attached to them, they simply happen in a matter-of-fact way because they are known and understood … *these generate conformity to rule/expectation and enable a focus on being effective and responsible for all.*

c) **Elicited Consequences**: "elicit" means "to draw out", so elicited consequences are "drawn out" FROM the student. This is most effective when they clearly understand that the behaviour is not effective or acceptable. In the situation, where the adult feels that a consequence is necessary, the adult will be most effective by **eliciting** a consequence FROM the person, rather than **imposing** a consequence ON the person. With children this is best done by a "guiding" process because children may need some guidance in finding a suitable consequence for their behaviour choices- i.e. *"Guided Choices"* (as children are often very hard on themselves). *To be most effective an elicited consequence should be agreeable to the adult and should also fulfill the following three requirements for the child:*

1. The consequence should be related to the incident/ineffective behaviour.
2. The consequence should be reasonable.
3. The consequence should be related to growth for the child, ideally providing the capacity to reflect, plan and implement a new or 'replacement' behaviour.
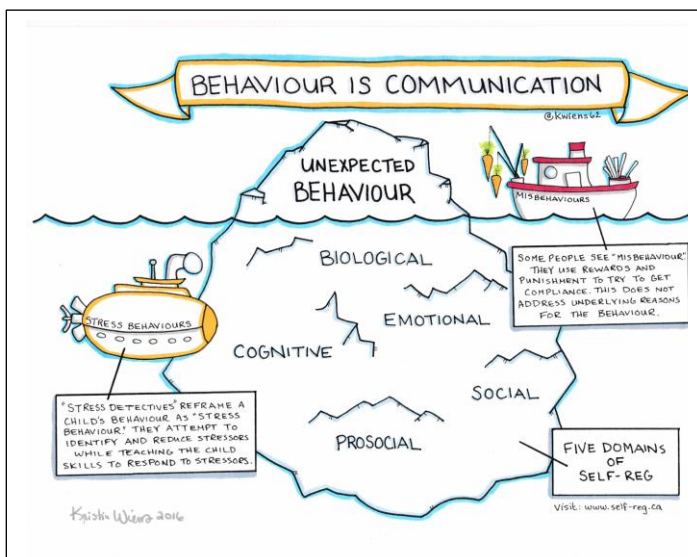
What is crucial to do when considering consequences is to apply them, and then let the child restore, re-enter, restart.

We ensure that they have the chance to resume learning and to emerge stronger and wiser from the learning/experience.

Differentiated Responses to Supporting Learning Behaviours

Our differentiated responses to children struggling with their learning behaviours can be organised into three tiers, with increasing intensity of responses to address behaviours that endanger others or cause major, ongoing interference with safety and/or learning.

Quality Teaching Interactions

Teachers provide in-class or in-school responses to low-level or minor off-task learning behaviours using their training in psychology, neuroscience and essential skills for classroom management. This may include:

- Establishing and co-constructing expectations and reminding.
- Pre-correction (e.g. "Remember, walk quietly to your seat").
- Non-verbal and visual cues (e.g. posters, gestures, desk cards).
- Whole class practising of predictable, consistent routines, e.g. transitioning, brain breaks, movement breaks etc.
- Ensure ratio of 5 positive to 1 negative commentary or feedback.
- Corrective feedback (e.g., "Hand up when you want to ask a question").
- Expectation or Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you").
- Explicit and clear behavioural instructions.
- Proximity control – (arrange to be near the student).
- Waiting and Scanning.
- Cueing with parallel acknowledgement (noticing other's behaviours).
- Body Language encouraging (smiling, nodding, gesturing, moving closer).
- Descriptive encouraging (noticing the behaviours you want to see).
- Selective attending (not attending/responding).
- Tactical ignoring of inappropriate behaviour (not student).
- Revised seating plan-relocation of student/s with input about where they learn best.
- Individual positive reinforcement for appropriate and helpful behaviour.
- Reminders of class goals or personal goals.
- Redirecting to the learning.
- 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?").
- Giving choices (3 is a real choice).
- Agreed consequences reminder.
- Following through (do what you said you would do).
- 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.
- Private Choice Theory chat with student about expected behaviour using the **Thinking Hand** for questioning: - What do you want? What are you doing? Is it working to get you what you want? What are your options? What is your plan?
- Prompt student to take a break or time away in class (time in) - designate an area within the classroom that students can go to regroup before re-joining class learning experiences. May also be used as a cool off area to self-regulate before resume-repair.
- Remind student of agreed-understood imposed consequences (e.g. removal from classroom to support class for a period of time). **Support Class** – At the beginning of each year, teachers will be allocated /identify a support class teacher to utilise as support for students who may need to be withdrawn from class to de-escalate, self-regulate and minimise disruption to the learning environment. Each class teacher will have a designated area for student withdrawal to facilitate this process.
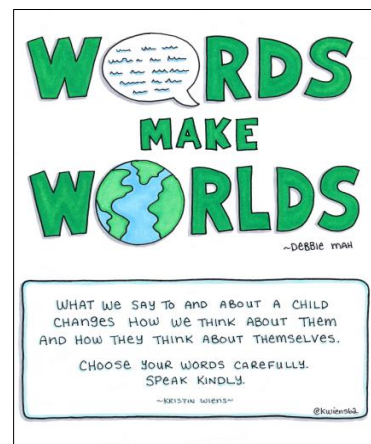
Focussed Responses

Teachers are supported by other school-based staff to address ongoing or escalating in-class inappropriate learning behaviours. This may include:

- Functional Behaviour Assessment.
- Observation of Essential Skills for Behaviour Management.
- Individual student behaviour support strategies (e.g. Student Ready to Learn-Play or a more detailed Individual Behaviour plan, which may include risk assessment and management plans).
- Targeted skills teaching in small group.
- Counselling and guidance support.
- Self-monitoring plan for class and playground.
- 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
- **Playground passport -** Students are responsible for monitoring their playtime behaviour choices and checking in with adults at the end of each play session for varying periods of time. This will result in regular play time being restored or time away from the playground.
- **Time away from the playground -** This may be supported by SWAN staff in the games room, carried out by class teachers as part of a logical consequence or supported by Deputy Principals. These times are for de-escalation, self-regulation, reflective practice and/or restoration.
- **Supported Attendance at Camps, Excursions and Sports:**   From time-to-time students are identified as needing additional support if to be included in school activities. This may be due to issues of previous behaviour or the potential for behaviour that would severely disrupt an activity or endanger the student or others. At Nundah we strive to include all students and in doing so will negotiate the following:
    - Risk Assessment undertaken and Management Plans signed off by parents for various events - these management plans list behaviours and logical consequences that will be implemented as a result of unacceptable behaviours e.g. Collection of students by parents.
    - Parent or outside agency support before, during and after the event.
    - Parent support for portions of the event.
    - Partial inclusion of the event by the student.

Intensive Responses

Our School leadership team works in consultation with the Team around Child (SWAN Team and Teacher, DP etc.) to address persistent or ongoing serious learning behaviours. This may include:

- Functional Behaviour Assessment based individual support plan, including risk assessment and management 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.

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On a final note, if you are still reading, here is a thought or two for you about what all this can look like at home.
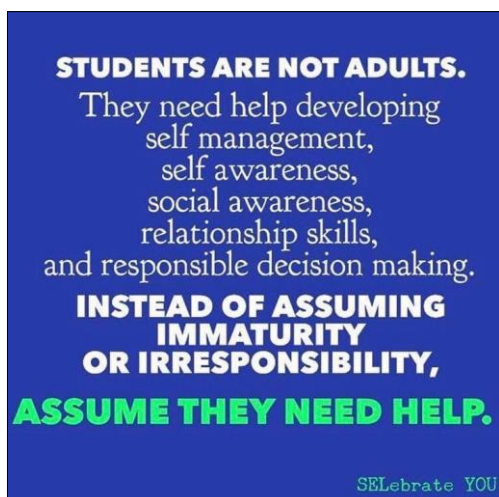
Differences between Praise and Encouragement

	PRAISE			ENCOURAGEMENT	
Underlying Characteristics	Message Sent to Child	Possible Results	Underlying Characteristics	Message Sent to Child	Possible Results
1. Focus is on external control.	"You are worthwhile only when you do what I want." "You cannot and should not be trusted:	Child learns to measure worth by ability to conform: or, child rebels (views any form of cooperation as giving in).	Focus is on child's ability to manage life constructively.	"I trust you to become responsible and inde-pendent"	Child learns courage to be imperfect and willingness to try. Child gains self confidence and comes to feel responsible for own behaviour
2. Focus is on external evaluation.	"To be worthwhile you must please me." "Please or perish."	Child learns to measure worth on how well he/ she pleases others. Child learns to fear disapproval.	Focus is on internal evaluation	"How you feel about yourself and your own efforts is most important"	Child learns to evalu-ate own progress and to make own de-cision
3. Is rewarded only for well-done completed tasks.	"To be worthwhile you must meet my stan-dards"	Child develops unrealistic standards and learns to measure worth by how closely he/ she reaches perfection. Child learns to dread failure.	Recognises effort and improvement	"You don't have to be perfect. Effort and improvement are important."	Child learns to accept efforts of self and others. Child develops desire to stay with tasks (persistence)
4. Focuses on self evaluation and personal gain.	"You're the best. You must remain superior to others to be worthwhile."	Child learns to be over competitive, to get ahead at the expense of others. Feels worthwhile only when 'on top'	Focuses on assets, contributions and appreciation	"Your contribution counts. We function better with you. We appreciate what you have done."	Child learns to use talents and efforts for good of all, not only for personal gain. Child learns to feel glad for successes of others as well as for own successes.

2014 – Differences between Praise and Encouragement

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Related School Policies

Use of Disciplinary Absences

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension
Students who are suspended from Nundah State School will 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-entry meeting should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting is narrowly focussed on making the student and their family feel welcome back into the school community.
- Welcome back to school and 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 to review personal goals-plan.
- Thank student and parent/s for attending.
- Walk with student to classroom.

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

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Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, and to maintain and foster mutual respect. 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 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 Nundah State School and will be removed if found in a student's possession:
- Illegal items or weapons (e.g. guns, knives of any type, throwing stars, brass knuckles, chains).
- Imitation guns or weapons.
- Potentially dangerous items (e.g. blades, rope).
- Drugs* (including tobacco).
- Alcohol.
- Aerosol deodorants or cans (including spray paint).
- Explosives (e.g., fireworks, flares, sparklers).
- Flammable solids or liquids (e.g., fire starters, mothballs, lighters).
- Poisons (e.g., weed killer, insecticides).
- Inappropriate or offensive material (e.g., racist literature, pornography, extremist propaganda).

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

Responsibilities

State school staff at Nundah State School:
- Do not require the student's consent to search school property such as desks or iPads, or laptops that are supplied to the student through the school.
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police.
- Obtain consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- Use professional judgement in 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);
- Obtain consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Nundah State School:
- Ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
  - Is prohibited according to the Nundah State School's Code of Conduct and Wellbeing Framework.
  - Is illegal.
  - Puts the safety or wellbeing of others at risk.
  - Does not preserve a caring, safe, supportive or productive learning environment.
  - Does not maintain and foster mutual respect.
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or State School staff that the property is available for collection.

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Students of Nundah State School:

- Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - Is prohibited according to the Nundah State School Code of Conduct.
  - Is illegal.
  - Puts the safety or wellbeing of others at risk.
  - Does not preserve a caring, safe, supportive or productive learning environment.
  - Does not maintain and foster mutual respect.
- Collect their property as soon as possible when advised by the Principal or State School staff that 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, Nundah 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.
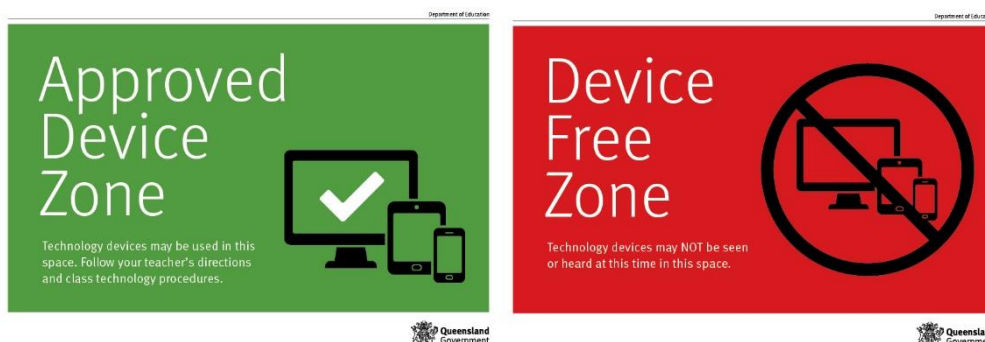
Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below. Note that mobile phones must be handed in/picked up from the school office before and after school.

It is **acceptable** for students at Nundah State School to:
- Use mobile devices (i.e. iPads) for
  - Assigned class work and assignments set by teachers.
  - Developing appropriate literacy, information and communication skills.
  - Authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
  - Conducting general research for school activities and projects.
  - Communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork.
  - Accessing online references such as dictionaries, encyclopaedias, etc.
  - Researching and learning through the department's eLearning environment and Managed Internet System.
- Be courteous, considerate and respectful of others when using a mobile device.
- Switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning.
- Seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Nundah State School to:
- Use a mobile phone or other devices in an unlawful manner.
- Use a smart watch/device to communicate inside school hours.
- Use a mobile phone in technology-free designated spaces or times.
- Create, download, distribute or publish offensive messages or pictures.
- Use obscene, inflammatory, abusive, racist, discriminatory or derogatory language.
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking.
- Insult, harass or attack others.
- Deliberately waste printing and internet resources.
- Damage computers, printers or network equipment.
- Commit plagiarism or violate copyright laws.
- Ignore teacher directions for the use of social media, online email and internet chat.
- Send chain letters or spam email (junk mail).
- Knowingly download viruses or any other programs capable of breaching the department's network security.
- Use device cameras without express permission of the people involved and the supervising teacher.
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material.
- Use a mobile phone or device (including those with Bluetooth functionality) to cheat during exams or assessments.
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

While using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Nundah State School Student Code of Conduct and Wellbeing Framework. In addition, students and their parents should:
- Understand the responsibility and behaviour requirements (as outlined by understand the school) that come with accessing the department's ICT network facilities.
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.
- Be aware that:
  - Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs.
  - The school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices.
  - The school remotely accesses <u>departmentally owned</u> student computers or mobile devices for management purposes. The school uses remote access software to assist in the management of school-owned student computers and mobile devices.
  - Students who use the school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access.
  - Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.
  - Teachers will always exercise their duty of care but avoiding or reducing access to harmful information also requires responsible use by the student.

Appropriate Use of Social Media

The department acknowledges the growing popularity of social media, both as a communication and educational tool, and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using 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.

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It is also key to note that most social media sites have a minimum age of 13 and are therefore not permitted to be used by most primary school aged students. It is fraudulent to create a social media account by lying about the user's name/age. Parents should not encourage students to create these accounts.

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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.

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. 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 the 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. However, other parents may not be happy to have their child's images shared via social media. 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.
- Block the offending user.
- Report the content to the social media provider.
- 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.

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Prevention and Responding to Behaviours

At Nundah State School we follow a restorative justice approach. A restorative justice approach uses the incident of inappropriate behaviour as an opportunity to educate students about the impact of their actions. This approach actively involves students in repairing and taking responsibility for the development of positive peer relationships. The goal of a restorative justice approach is to solve the problem rather than interrogate, punish, blame or label individuals.

Bullying behaviours are serious, and thus we ask our parents, staff and students to use this word very carefully. We are careful to describe the behaviours and not label the student. The 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.
(https://bullyingnoway.gov.au/ understanding-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 social problems are still considered serious and need to be addressed and resolved. At Nundah State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Our mindset, values, beliefs and the capabilities we develop in students, are designed to minimise bullying behaviours.

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.

Contact People

Parents can report bullying by contacting their classroom teacher in the first instance. All reports of bullying must include:
- When the bullying is taking place?
- Where the bullying is taking place?
- Who is involved?
- What are the behaviours of concern?
- How long has the bullying been occurring?

All reports of bullying will be investigated by the person who received the report. Following the investigation process the No Blame Approach may be implemented. The No Blame Approach follows these distinct steps:

What happens when a case of bullying is reported?

The Shared Problem-Solving (No Blame) approach
- The Shared Problem-Solving (No Blame) approach to handling bullying is suitable for stopping bullying behaviour. Specific acts of violence should be dealt with in accordance with the law. This is an enabling approach to bullying. It starts with the understanding that it is more important to solve the problem of bullying than to punish the perpetrator. It is important that the process is properly managed, so that bullying is not reinforced.
- If the process is unsuccessful – administration are informed to refer to other agencies for support.

What your child can do if he/she is being bullied:
- Tell the person to stop.
- Use neutral language to respond to the bullying, like 'maybe' or 'that's what you think'.
- Walk away.
- Try to act unimpressed.

But if it's been going on for a while and these don't work:
- Talk to your friends for support.
- Talk to your parents.
- Talk to a teacher.

If you see someone else being bullied
- Tell the person acting like a bully to stop.
- Talk to a teacher.
- Don't watch or join in.
- Try to change the subject.
- Try to comfort and/or include the person who's being targeted.
- Explain that it's nothing to do with them – it's about the other person's behaviour.

If you're being cyberbullied…
- Don't respond to the message or image.
- Save the evidence.
- Block and delete the sender.
- Report the situation to the website or Internet Service Provider.
- Tell trusted people – friends, adults, teachers, parents and police if necessary.
- Report it. Report it. Report it.

What can parents do if your child is being bullied?
1. **Talk:** Start a conversation about being bullied. Don't make it intense or you might deter them from talking to you.
2. **Listen:** Hear the whole story without interrupting. Ask what they want to happen **before** you make any suggestions.
3. **Explain:** It's normal to feel hurt. It's **never** ok to be bullied, and it's **NOT** their fault.
4. **Find out what is happening:** As what, when and where the behaviours occurred, who was involved, how often and if anybody else saw. Find out if any teachers know and if the school's done something to address the situation.
5. **Contact the school:** Check the school's bullying policy. Make an appointment to speak to your child's teacher or coordinator. Be calm! Make a follow-up appointment in a week or two to make sure the situation is being addressed. Take your child.
6. **Give sensible advice: Don't** advise your child to fight back. **Don't** explain that the child doing the bullying did not mean it – they did. **Don't** tell them it will go away – it probably won't. **Don't** let your child stay away from school – it won't solve the problem.
7. Help your child work out some things to do.

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Bullying response flowchart for staff

The following flowchart explains the actions Nundah staff will take when they receive a report about student bullying behaviours, including those 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 staff who receive the bullying complaint and their assessment of immediate risk to student/s. Timeframes should be clearly discussed and agreed with students and family.

In all we do at Nundah State School, the underlying motive is to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

First hour
Listen

- 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.

Day one
Document

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

Day two
Collect

- 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.
- Provide the student and parent with information about student support network.

Day three
Discuss

- 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.
- Create a plan of action.

Day four
Implement

- Document the plan of action in OneSchool.
- 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

Day five
Review

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

Ongoing
Follow up

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

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Cyberbullying

Cyberbullying behaviours are treated at Nundah State School with a great deal of seriousness. Unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. There is also a dedicated Deputy Principal (Shona Arneil) who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Nundah 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. 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 Deputy Principal, Shona Arneil.

Cybersafety and Reputation Management (CRM)

Cybersafety features heavily in the Australian Curriculum through Health and the ICT capability. At Nundah State School, students learn about Cybersafety and Digital Citzenship from their classroom teachers and specialists, using information and resources from The Office of the Safety Commissioner and Common Sense Education.

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.

Student Intervention and Support Services

Nundah 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 Nundah 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 the school.

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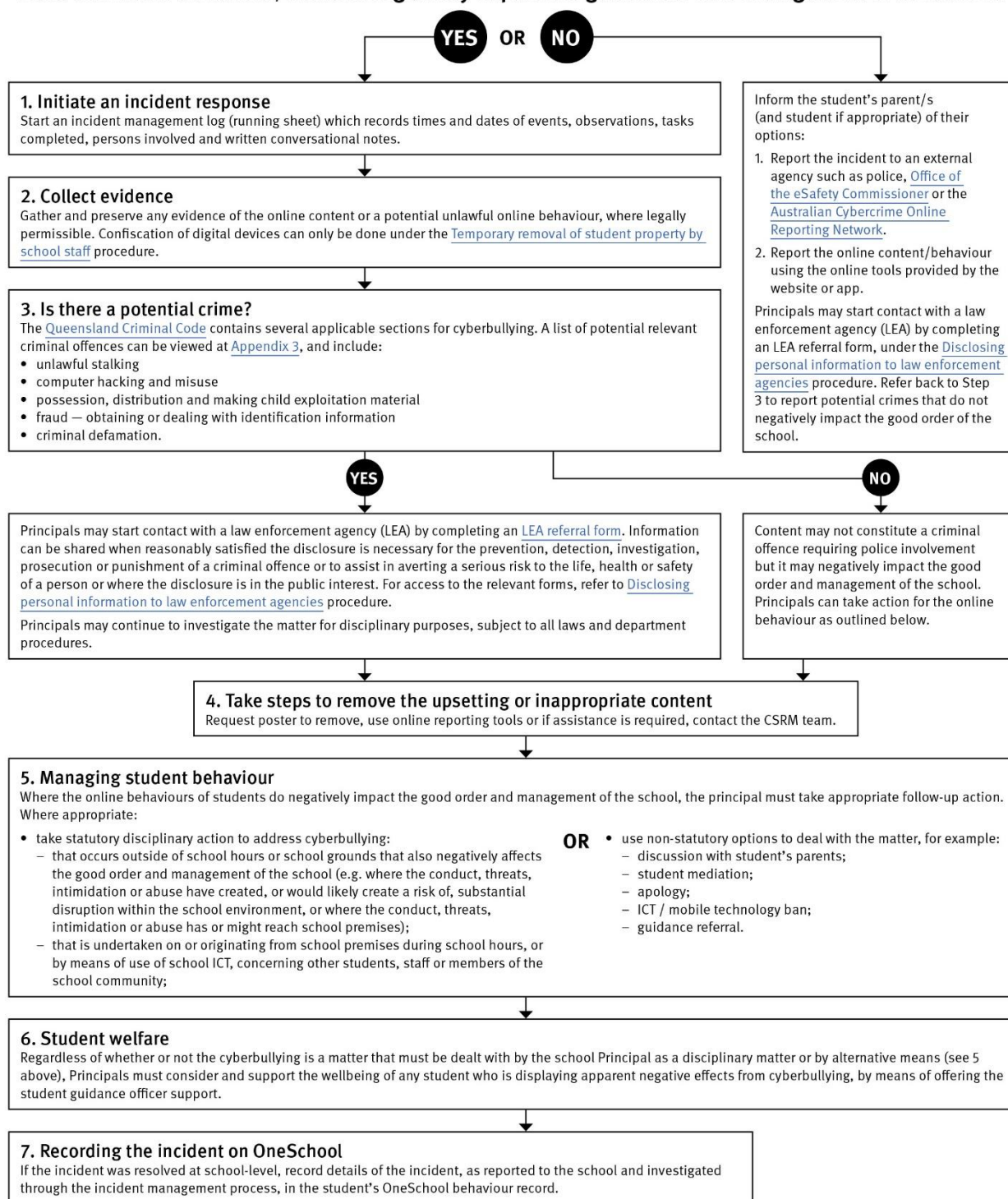
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

Help
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 / **NO**

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.

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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Critical Incidents

It is important that all of our 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 punish or discipline the student; it is a crisis management period only.

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

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

- 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.

- 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.

- 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.

- 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.

- 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.

Follow Up Strategies
- Restore normal school operations as soon as possible.

- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. debriefing from appropriate adult, Guidance Officer.
  - Assisting the individual 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.
  - Contact parents/carers.
  - Record a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.
  - *Review/ Completing a Risk Analysis and Management Plan and present to stakeholders.*
  - *Review/ Completing a IBSP with stakeholders.*

Restrictive Practices

Staff at Nundah State School very occasionally need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that our approaches mean 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. Shows 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.

Physical Intervention
Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:
- Physically assaulting another student or staff member.
- Posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Nundah's staff demonstrate a duty of care to protect students and staff from foreseeable risks of injury. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:
- Physical intervention cannot be used as a consequence.
- Physical intervention must not be used when a less severe response can effectively resolve the situation.
- The underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- Property destruction.
- School disruption.
- Refusal to comply.
- Verbal threats.
- Leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:
- Be reasonable in the particular circumstances.
- Be in proportion to the circumstances of the incident.
- Always be the minimum force needed to reduce the risk of harm to self or others.
- Take into account the age, stature, disability, understanding and gender of the student.

Record keeping
Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:
- School Incident Report; or
- Student Record of Incident.

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