

STRIVING FOR EXCELLENCE

Student Code of Conduct

2021 to 2024

Revised 2021

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education State Schools Strategy 2020-2024

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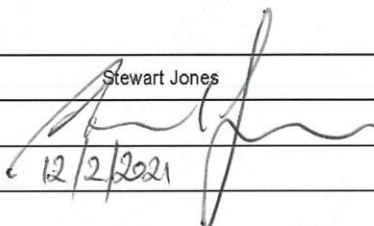
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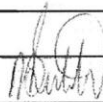
Endorsement

Principal Name: Stewart Jones

Principal Signature: 

Date: 12/2/2021

P/C President Name: Matthew Butcher

P/C President Signature: 

Date: 25.10.2020

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Purpose

Chapel Hill State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Principal's Foreword

Introduction

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

Chapel Hill State School has three core values; Respect Self, Respect Others and Respect Environment.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students. Our school staff believes in the importance of developing successful learners who are confident and creative individuals, who can interact with respect as informed global citizens.

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

Chapel Hill State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A regular segment in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- A dedicated segment in the school assembly, reminding students of the rules and routines (Focus of the Fortnight).
- School Administrators facilitate the provision of information to staff and parents in sharing successful practices.
- Induction programs for students delivered to new students as well as new and relief staff.
- Personalised Learning Plans (PLPs) developed with students, parents and relevant specialists (where appropriate) for students who may need adjustments in the school environment.

The school works to provide a personal framework of positive behaviour expectations and actions to enable staff to provide consistent strategies or adjustments across all learning environments.

Additional support is provided during playground times for those children who require assistance and monitoring, so they can be included in the playground. Staff are advised of students requiring additional adjustments i.e. becoming familiar with individual OneSchool profiles, whole school staff updates and profile cards in playground duty folders.

Staff role modelling and explicit teaching of high standards in inter-personal and intrapersonal relationship skills (Focus of the Fortnight) is a high priority at Chapel Hill State School. Professional Development: The role of professional development and training is paramount to ensuring that the members of the teaching staff are equipped with the skills to implement this policy.

We ensure consistency of approaches by discussing issues at PBL and staff meetings or with smaller groups of identified teachers. All staff will receive in-service in the following:

Essential Skills for Classroom Management

Implementation of specific policies to address:

- Use of personal property at school
- Appropriate Use of Mobile and other Electronic Equipment by Students
- Procedures for preventing and responding to incidents of bullying (including cyber bullying and recording incidents for data collection)
- procedures regarding the use or possession of weapons and other illegal items
- Reinforcing expected school behaviour

Chapel Hill State school a range of evidenced-based social and emotional learning programs e.g. Rock and Water, Club, Zones of Regulation, Walker Learning Pedagogy through Prep to Year 6.

The School Chaplain fosters the social and spiritual development of students. Some key roles and responsibilities include classroom visits, involvement in school programmes, Rock and Water, camps, Year 6 Rotary and individual appointments where children can speak about issues of concern.

A whole of school uniform policy encourages the wearing of the school uniform and is helpful in fostering a sense of pride in belonging to the school community.

Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Verbal praise, Student of the Week ribbons, Focus of the Fortnight initiatives and class privileges are some of the strategies used by all staff to recognise students who follow the school rules and display appropriate expected behaviours.

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

P&C Statement of Support

As president of the Chapel Hill State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Stewart Jones and his team has ensured that parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Chapel Hill State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Chapel Hill State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Chapel Hill State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

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

Data Overview

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

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes.

There are three different confidential surveys for:

- parents
- students
- staff

Parent opinion survey

Performance measure				
Item code	Percentage of parents/caregivers who agree that:	2017	2018	2019
S2035	This is a good school	91.9%	93.5%	96.1%
S2034	I would recommend this school to others	90.1%	93.6%	96.1%
S2016	My child is getting a good education at school	96.5%	95.2%	96.9%
S2012	Student behaviour is well managed at this school	87.3%	92.6%	89.0%
S2021	Teachers at this school are interested in my child's wellbeing	91.2%	94.3%	93.8%
S2006	Teachers at this school provide my child with useful feedback about his or her work	92.5%	90.8%	89.8%
S2028	This school provides me with useful feedback about my child's progress	87.6%	87.2%	89.1%

Student opinion survey

Performance measure				
Item code	Percentage of students who agree that:	2017	2018	2019
S2068	This is a good school	98.4%	96.2%	95.5%
S2067	I would recommend this school to others	96.1%	93.3%	92.8%
S2048	I am getting a good education at my school	99.2%	100%	98.2%
S2044	Student behaviour is well managed at my school	89.0%	87.6%	88.8%
S2063	My teachers care about me	92.1%	97.1%	95.4%
S2040	My teachers provide me with useful feedback about my school work	98.4%	97.1%	97.3%
S2059	My teachers encourage me to do my best	99.2%	99.0%	97.3%

Staff opinion survey

Performance measure				
Item code	Percentage of staff who agree that:	2017	2018	2019
S2108	This is a good school	91.9%	93.5%	96.1%
S2107	I would recommend this school to others. S3231: I would recommend my school as a good place to work	91.4%	94.8%	96.9%
S2122	I feel that students receive a good education at this school	100.0%	100.0%	100.0%
S2074	Student behaviour is well managed at this school	98.3%	98.3%	98.5%
S2072	Students are encouraged to do their best at this school	98.3%	100%	100%
S2086	I have access to quality professional development	88.1%	89.5%	87.5%
S2084	I feel that staff morale is positive at this school	79.3%	89.7%	89.2%

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, charge-related suspensions and exclusions.

The following table shows the count of incidents for students for each type of school disciplinary absence reported at Chapel Hill State School.

CHAPEL HILL STATE SCHOOL – SCHOOL DISCIPLINARY ABSENCES (SDA)				
Type	2016	2017	2018	2019
Short Suspensions – 1 to 10 days	2	6	7	5
Long Suspensions – 11 to 20 days	0	0	0	0
Charge related Suspensions	0	0	0	0
Exclusions	0	0	0	0

School Disciplinary Absences explained

School Disciplinary Absences (SDA)	
Suspension	<p>A principal may suspend a student from school under the following circumstances:</p> <ul style="list-style-type: none">• Disobedience by the student• Misconduct by the student• Other conduct that is prejudicial to the good order and management of the school
Behaviour Improvement Condition	<p>A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour.</p> <p>A <i>Behaviour Improvement Condition</i> requires the student to undertake a behaviour management program arranged by the school's principal. The program must be:</p> <ul style="list-style-type: none">• Reasonably appropriate to the challenging behaviour

	<ul style="list-style-type: none"> • Conducted by an appropriately qualified person • Designed to help the student not to re-engage in the challenging behaviour □ No longer than three months
Proposed exclusion or recommended exclusion	<p>A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons:</p> <ul style="list-style-type: none"> • Disobedience □ Misconduct • Other conduct that is prejudicial to the good order and management of the school, or • Breach of Behaviour Improvement Conditions

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

OneSchool supports teachers, administrators and students in:

- Student management
- Curriculum and assessment management
- Finance and asset management
- Resource management
- Performance, reporting and analysis.

Consultation

Chapel Hill State School developed this plan in consultation with parents, staff and students through meetings held during 2020.

A review of school data pertaining to attendance, unexplained absences, suspensions, and behaviour incidents was taken into consideration in preparing this document. Other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2020 also informed the development process.

The following consultation and review has occurred in 2020:

- School Council meetings
- Staff meetings
- P&C meetings
- PBL (Positive Behaviour for Learning) meetings
- Senior Leadership Team
- Regional Behaviour External Consultant

The Student Code of Conduct was endorsed by the Principal, the President of the Chapel Hill State School P & C and Assistant Regional Director in 2020, and will be reviewed again in 2023 as required in legislation.

Learning and Behaviour Statement

Chapel Hill State School staff believes in the importance of developing successful learners who are confident and creative individuals and who can interact with respect as informed global citizens.

We consider the Student Code of Conduct to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Student Code of Conduct outlines our student behaviour systems for facilitating positive behaviours through responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Chapel Hill State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understanding of their role in the education process.

Our community is committed to providing a supportive school environment that maximises the educational opportunities and outcomes for every student.

This is based on our core values of:

- RESPECT for self
- RESPECT for others
- RESPECT for the environment

Our school rules have been agreed upon by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Code of School Behaviour*.

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

CHAPEL HILL STATE SCHOOL

PROCEDURES FOR CLASSROOM BEHAVIOUR MANAGEMENT

The purpose of these procedures is to ensure students stay safe and healthy, and to maximise learning time and quality.

School Values

At Chapel Hill State School we follow three values. These three values encompass everything that is important to us at Chapel Hill and to everyone who works and belongs to the Chapel Hill State School community.

- RESPECT for Self
- RESPECT for Others
- RESPECT for the Environment

The **Chapel Hill State School Student Code of Conduct** articulates a range of responses including whole school, targeted and intensive behaviour support as a means of facilitating positive behaviour in students, and is enclosed for your perusal.

STAFF EVIDENCE: What the classroom procedures look like at Chapel Hill State School

Before School (to 8:45 am)

- There is no formal supervision of students before 8:45 am; however, all staff must exercise 'duty of care'.
- Safe zones (lower and top under covered area) are utilised between 8.00-8.35am for those students not under the care of "Helping Hands". Students must be seated for the duration upon arrival.
- Teachers will transition students effectively to commence morning procedures at 8:45 am.
- All tuckshop orders to tuckshop prior to 8.30am.
- Students must not be in classrooms without the supervision of a teacher.
- Students using bikes or scooters MUST walk them in the school grounds.

After school (from 3:00 pm)

- Students are dismissed from the classroom promptly at the 3:00 pm bell.
- Students in Prep are collected from the classroom by their parent, or a responsible person delegated by the parent.
- Students must report to office to seek assistance if not collected by 3:30 pm.
- Students in Year 1-6 walk quickly from the classroom to parent/caregiver pick up location.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • Teaching behaviours in the setting they will be used • Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • There is a clear connection between the skills taught in the interventions and the schoolwide expectations. • Parental involvement is important to develop common language approach • Interventions require little time from classroom teachers and are easy to sustain • Variations within each intervention are limited • Interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour □ MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Parental involvement is important to develop a common language approach. Many students can benefit from a simple Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

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

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

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

1. Promoting an environment which is responsive to the diverse needs of its students
2. Establishing procedures for applying fair, equitable and non-violent consequences for infringements of the code ranging from the least intrusive sanctions to the most stringent
3. Recognising and considering information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, and emotional state (such as individualised learning plans or individual education plans), and
4. Recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation
 - receive adjustments appropriate to their learning and/or impairment needs
 - provide written or verbal statements that will be taken into consideration in the decision-making processes
 - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Student Wellbeing

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Chapel Hill State School, we provide age appropriate pedagogy and differentiate where needed.

Programs in place to assist in regulating behaviour include

- Rock and Water
- Zones of Regulation (including the check-in system)
- Parental information sessions (student health and wellbeing)

Policy and expectations

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

Specialised health needs

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

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

Medications

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

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

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

Mental health

Chapel Hill State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Student Support Network

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

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

Students at Chapel Hill State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers
- Learning Enhancement Teachers
- Administration Staff
- School Guidance Officer
- Senior Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- Student Support Services Committee

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

The Student Support Services Team has a referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and specialist behaviour services staff.



CHSS SSS services procedural pathway – What do I do if I have a concern about a student?

Concerns raised by class Teacher or Parent or Administration

Identifies a **MAJOR** concern about a student's academic, speech/language, social/emotional/behaviour and/or physical development progress.

Class Teacher collects data and evidence of Tier 1: Differentiated and explicit teaching of strategies employed to support if an administration team member refers, they will work with the Classroom Teacher to collate relevant information.



Class Teacher, after conversations with HoC Learning Enhancement

Arranges to meet with HoC Learning Enhancement to discuss concerns and collate background information in order to determine the next action. If applicable, HoC Learning Enhancement will advise Class Teacher to complete SSS Referral forms.



Class Teacher

Completes SSS referral form and attaches supporting documentation and given to HoC Learning Enhancement. Discusses referral process with parents and assists them to complete the parent form.



Class Teacher

Gives completed referral forms to the HoC Learning Enhancement. Learning Enhancement arranges referral meeting time and inclusion of individual on the agenda.



Class Teacher/SSS Meeting Team

Attends Referral meeting to discuss the student's needs and recommendations for further actions.

SSS

Records referral and recommendations for future actions on referral form.
Completes Student Support: Referrals on OneSchool and scans and attaches documentation.
Files referral in Student File.

Class Teacher

Discusses with parents the actions agreed upon at the SSS meeting with support from SSS Team if required.
Implement further recommended strategies.



Specialist Personnel, Class Teacher and LET

Liaise to progress recommended actions to support the student's needs.
Update OneSchool with progress notes, reports and recommendations when received.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes
- Ensure that staff are utilising evidence based practices correctly
- Continually support staff members in maintaining consistent school and classroom improvement practices.

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

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

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

Positive Behaviour for Learning (PBL) Expectations

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

Universally, the first step in facilitating standards of positive behaviour is communicating those standards to ALL staff and students. At Chapel Hill State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour modification and provides a framework for responding to unacceptable behaviour.

What is PBL?

PBL is a positive school environment is where all students are included and feel safe and supported which in turn improves student learning outcomes.

Every member of the school community (school staff, parents and students) has a role to play in creating a safe, supportive and disciplined school environment, where students can learn and achieve.

The Department of Education provides a framework to support schools to develop and maintain this type of environment. The key documents are:

- [Statement of expectations for a disciplined school environment](http://education.qld.gov.au/behaviour/statement-expectations.html)
 - (<http://education.qld.gov.au/behaviour/statement-expectations.html>)
- [Code of school behaviour](http://education.qld.gov.au/behaviour/codebehaviour.html) (<http://education.qld.gov.au/behaviour/codebehaviour.html>)
- [Responsible behaviour plan for students](http://education.qld.gov.au/behaviour/responsible-behaviour.html)
 - (<http://education.qld.gov.au/behaviour/responsible-behaviour.html>)
- [Safe, supportive and disciplined school environment](http://education.qld.gov.au/behaviour/safe-supportive.html)
 - (<http://education.qld.gov.au/behaviour/safe-supportive.html>).
- Some of the key factors that contribute to a disciplined school environment are:
- [a whole-school approach](http://behaviour.education.qld.gov.au/positivebehaviour/whole-school)
(<http://behaviour.education.qld.gov.au/positivebehaviour/whole-school>)
- [school leadership](http://behaviour.education.qld.gov.au/positivebehaviour/school-leadership) (<http://behaviour.education.qld.gov.au/positivebehaviour/school-leadership>)
- [effective teaching](http://behaviour.education.qld.gov.au/positivebehaviour/effective-teaching) (<http://behaviour.education.qld.gov.au/positivebehaviour/effective-teaching>)
- [clear and consistent expectations for behaviour](http://behaviour.education.qld.gov.au/positive-behaviour/settingexpectations)
 - <http://behaviour.education.qld.gov.au/positive-behaviour/settingexpectations>)
- [using data to inform decisions](http://behaviour.education.qld.gov.au/positive-behaviour/informeddecision-making)
 - <http://behaviour.education.qld.gov.au/positive-behaviour/informeddecision-making>)
- [parent and community engagement](http://behaviour.education.qld.gov.au/positive-behaviour/parent-andcommunity)
 - (<http://behaviour.education.qld.gov.au/positive-behaviour/parent-andcommunity>).

Chapel Hill State School introduced Positive Behaviour for Learning at the beginning of the 2017 school year. The purpose of introducing PBL was to further improve academic outcomes, reduce the rates of problem behaviour across the school and raise awareness through community consultation with families. Furthermore, the school was aiming to ensure that we were all consistently managing behaviour and in doing so having a common language approach. PBL targets the entire Chapel Hill community ensuring this common language approach.

Chapel Hill State School facilitates PBL through regular lessons with a Focus of the Fortnight derived from OneSchool behaviour data. Each Focus of the Fortnight is discussed on assembly and reinforced in class lessons. Parents and carers can help to reinforce PBL with their children by discussing each Focus of the Fortnight, and can view the relevant PowerPoint attached to the weekly school newsletter.

The success of PBL is measured via continual review of whole school data through a fortnightly collaborative approach at PBL meetings which consist of staff and parents.

Process for facilitating standards of positive behaviour and responding to unacceptable behaviour

Chapel Hill State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A regular segment in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- A dedicated segment in the school assembly, reminding students of the rules and routines (Focus of the Fortnight).
- Focus of the Fortnight derives from the CHSS Behaviour Teaching Matrix. Every 5 weeks, OneSchool data and anecdotal observations are discussed at PBL meetings to organise the explicit teaching of expected school behaviours. Each focus comes from the Chapel Hill State School Schoolwide Expectations Teaching Matrix, and is introduced on assembly and then further taught explicitly during class time over the following fortnight.
- School Administrators facilitate the provision of information to staff and parents in sharing successful practices.
- Induction programs in the CHSS Student Code of Conduct delivered to new students as well as new and relief staff.
- Behaviour Support Plan developed with students, parents and relevant specialists (where appropriate) for students who demonstrate repeated inappropriate or unacceptable behaviour. The school works to provide a personal framework of positive behaviour expectations and actions to enable staff to provide consistent strategies or adjustments across all learning environments.
- A Chaplaincy Program to foster the social and spiritual development of students. Key roles and responsibilities include: classroom visits, involvement in school programmes eg Camps, Rotary Year 6, Rock and Water, and individual appointments where children can speak about issues of concern.
- Implementation across P-6 of evidenced-based social and emotional learning programs – (e.g. Rock and Water, Clubs, Zones of Regulation).
- A whole of school uniform policy, recognising that encouraging the wearing of the school uniform is helpful in fostering a sense of pride in belonging to the school community.
- Additional staff to provide support for students that may require assistance with regulation. This gives them opportunities to engage with their peers in the playground.

- Staff role modelling and explicit teaching of high standards in inter-personal and intra-personal relationship skills.
- Professional Development: The role of professional development and training is paramount to ensuring that the members of the teaching staff are equipped with the skills to implement this policy. We ensure consistency of approaches by discussing issues at staff meetings or with smaller groups of identified teachers. All staff will receive in-service in the following:
 - Essential Skills for Classroom Management
 - Restorative Justice Approach – No Blame Approach
 - Implementation of specific policies to address:
 - The use of personal property technology devices at school
 - Procedures for preventing and responding to incidents of bullying (including cyber bullying)
 - Procedures regarding the use or possession of weapons including knives and any other items that could be considered a weapon in school

Reinforcing expected school behaviour

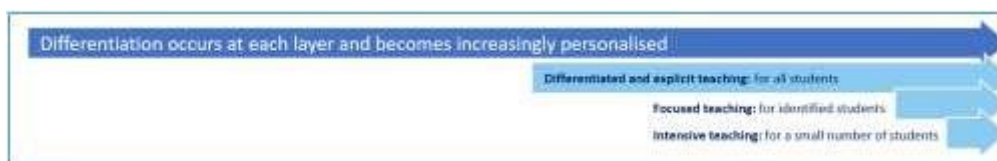
Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. Verbal praise, Student of the Week ribbons, Focus of the Fortnight initiatives (for example Lori feathers) and class privileges are some of the strategies used by all staff to recognise students who follow the school rules and display appropriate expected behaviours, and to assist in reinforcing positive behaviours observed in students.

Differentiated and Explicit Teaching

Chapel Hill State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



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

Every classroom in our school uses the Chapel Hill State School Schoolwide Expectations Teaching Matrix, illustrated below, as a basis for developing their behaviour standards. The matrix outlines our agreed rules and specific behavioural expectations in each of the categories. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom (and around the school), used as the basis of teaching expectations throughout the year and is revisited regularly to address any new or emerging issues.

CHAPEL HILL STATE SCHOOL SCHOOLWIDE EXPECTATIONS TEACHING

	RESPECT SELF	RESPECT OTHERS	RESPECT ENVIRONMENT
Always Everywhere	Right Place, Right Time Try your best Wear correct school uniform	Use polite words e.g. please, thank you Keep hands, feet and objects to myself Listen and respond to instructions from adults Accept others' abilities and differences	Pick up rubbish and place in bin Walk on the pathways Personal electronic devices to be handed school
Classroom	Actively contribute Stay on task Have the right equipment Ask for help	Respect all property Hands up to speak Encourage others	Keep learning area tidy Put items back where they belong
Playground	Wear a hat	Include others in games Share equipment	Stay out of gardens Stick and stones stay on the ground Be safe and gentle with nature Play away from the toilets
Toilets	Walk Wash hands Straight there and back	Use toilets during breaks Use quiet voices	Keep area tidy
Transition Times	Wait for teacher direction Walk in a straight line between classes Line up for class	Walk quietly Stay on left of pathway	Follow arrows on pathway Observe and adhere to red lines during bre
Lining up	Be in correct area	Wait quietly for teacher	Line up on Pathways
Digital Technology	Post & view only appropriate content on line Use your own digital device Keep usernames and passwords private	Report any unacceptable behaviour to staff Be courteous and polite in all on line communications Use device, when and as directed by staff Respect the property of others	Keep your device in a safe place
Journey to and from School	Cross roads at crossings Wear a helmet when riding to school Follow road rules	Speak nicely to others Be considerate of others	Use footpaths Respect our neighbours
Variations to school routine	Sit safely Walk safely Wait quietly at bus line Stay with your group	Follow the rules of game or activity Respect bus property Speak nicely to bus driver	Take care of equipment
Before School	Stay off play equipment unless supervised by your parent or carer	Move promptly to class when the bell goes	
Bike Racks	Walk bike/scooter to the gate Use own bike only	Leave school promptly Be mindful of others on the road and footpath Walk bike/scooter inside school grounds	

Focused Teaching

Some students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Chapel Hill State School to provide focused teaching. Focused teaching is aligned to the PBL Schoolwide Expectations Teaching Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- No longer require the additional support
- Require ongoing focussed teaching
- Require intensive teaching.

Chapel Hill State School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

Links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

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

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

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

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

Disciplinary Consequences

Chapel Hill State School employs systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents are recorded on OneSchool.

When responding to behaviour incidents, staff members determine if the problem behaviour is minor or major, with the following agreed understanding:

Minor behaviour incidents are handled by staff members at the time it happens.

Major behaviour incidents are referred directly to the school Administration team.

MINOR Behaviours

Minor problem behaviours are those that:

- Are minor breaches of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of inappropriate behaviours.
- Do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction process where a staff member takes the student aside and:
 - names the behaviour the student is displaying
 - asks student to name expected school behaviour
 - states and explains expected school behaviour if necessary - gives positive verbal acknowledgement for expected school behaviour.

MAJOR Behaviours

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of school Administration.

Major behaviours result in an immediate referral to school Administration because of the seriousness. When major unacceptable behaviours occur, staff members calmly state the behaviour and remind the student of expected school behaviour.

The staff member then contacts Administration. A report of the student's behaviour is recorded on OneSchool and parents are contacted.

Major unacceptable behaviours may result in the following consequences:

- **Level One:** Time out, detention (see Definition of Consequences below), loss of privilege, restitution, and/or warning regarding future consequence for repeated or persistent inappropriate behaviour.
- AND/OR
- **Level Two:** Referral to Guidance Officer, referral to Student Support Services Team, referral for specialist behaviour services, suspension from school, behaviour improvement conditions.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

Definition of Consequences

Time Out	<p>A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down.</p> <p>During time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes.</p>
Detention	<p>A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations.</p> <p>A detention is no more than 20 minutes during school lunch.</p>

CHAPEL HILL STATE SCHOOL - MINOR and MAJOR BEHAVIOURS

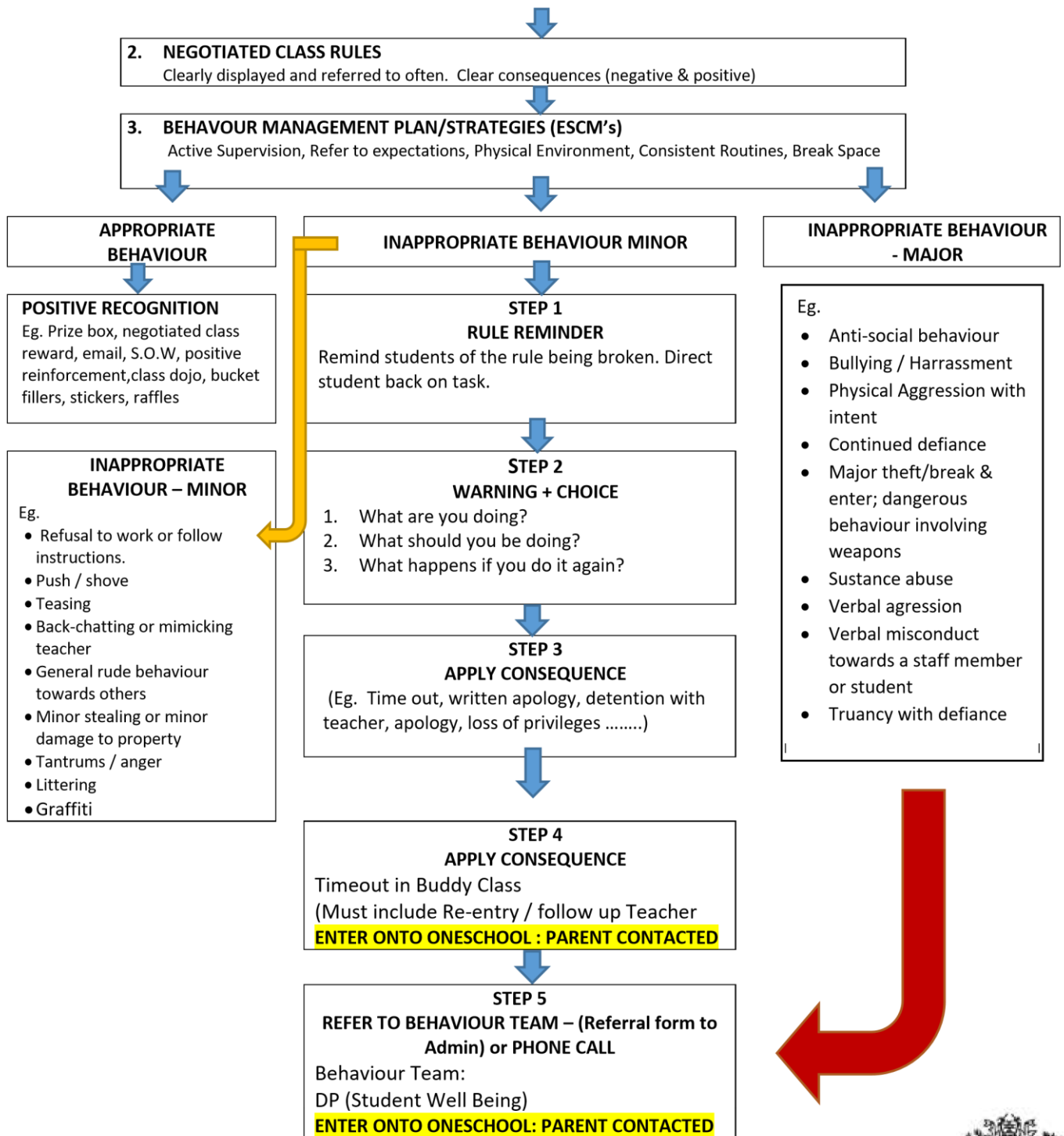
Behaviour Category		Definition	Example	Non-Example
Bullying / Harassment	MINOR	Being a witness to repeated and targeted bullying or harassment of an individual.	Being present while others are repeatedly targeting an individual.	☐ One-off fighting with, name calling at or note writing to, another individual.
	MAJOR	Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.	<ul style="list-style-type: none"> Sustained targeting of the same individual (physical/verbal/written). Repeatedly staring at a girl's breasts. 	<ul style="list-style-type: none"> One-off fighting with, name calling at or note writing to, another individual. Commenting positively about a girl's looks.
Defiant (Threat to Adults)	MINOR	Resisting authority, engaging in power struggles, refusal to comply with a reasonable request.	☐ Comment made by student to adult, "You can't make me".	☐ Comment made by student to adult, 'I can't do this, this is stupid'.
	MAJOR	Refusing boldly to obey staff, combined with attitude of rebelliousness.	☐ Repeated refusal to follow instructions, student has not responded to flowchart intervention.	☐ Repeated refusal to follow instructions with response by child prior to Step 4 or 5.
Disruptive	MINOR	Any disturbance or interference that takes away from the learning environment which does not cause physical harm or injury to one's self or others.	<ul style="list-style-type: none"> Calling out without raising hand. Repeated noise, talking. Comment made by student to adult "You can't make me". 	<ul style="list-style-type: none"> Excitedly calling out an answer Discussion with teacher assistant during assisted activity
	MAJOR	Any major disturbance or interference that takes away from the learning environment causing loss of teaching and/or learning time for a prolonged period of time.	☐ Constantly walking around or out of place, yelling out, interrupting learning, without responding to flowchart intervention.	☐ Getting up in the middle of a lesson to sharpen a pencil.
Dress Code	MINOR	No adhering to school dress code or uniform policy, not being sun safe, not wearing appropriate footwear.	<ul style="list-style-type: none"> Wearing items of clothing not connected to school colours. Not wearing a hat at play time. 	☐ Out of uniform, accompanied by a note or message from parent.
	MAJOR	Not adhering to dress code or uniform policy to the point where a change of clothing is required.	☐ Wearing visually inappropriate or offensive clothing.	☐ Having to be provided with a t-shirt because the wearing of a singlet at school was beyond the control of the student.
IT Misconduct	MINOR	Inappropriate use of ICTs, e.g. internet, email, iPod, IWB, cameras, mobile phones.	<ul style="list-style-type: none"> Accessing ICTs without permission Accessing inappropriate web content ☐ Using someone else's student login and password. 	<ul style="list-style-type: none"> Student accessing iPad for learning. Accidental redirection from a weblink. Another student logging someone else on.
	MAJOR	The use of technology used to display inappropriate or offensive material, or used in such a way to bully, harass or threaten others.	<ul style="list-style-type: none"> Using ICTs or phone to access or show inappropriate photos. Sending during school time, an email or text which states <i>'Meet me after school we'll get back at her then'</i>. 	<ul style="list-style-type: none"> Printing a picture of the human body for a project. Opening an email attachment to find it is offensive but alerting a teacher immediately.
Lying/Cheating	MINOR	<p>Lying – Making a statement which one knows to be untrue.</p> <p>Cheating – Using dishonest methods to gain academic advantage.</p>	<ul style="list-style-type: none"> Blatantly denying behaviour or activity that has been witnessed. Cheating on a test, copying work done by someone else. 	<p>☐ Denying responsibility when behaviour was accidental. ☐ Using another student's work to 'catch up' after absence.</p>
	MAJOR	Verbalising an incident which is found to be blatantly untrue and affects the reputation of another student or staff member.	☐ Accusing a staff member of physical assault but found through own admission or witness statement that incident did not occur.	☐ Offering information as a 'witness' where information is based on hearsay only.
Misconduct Involving Object	MINOR	Inappropriate use of an object for the nonintended purpose of that object.	<ul style="list-style-type: none"> Playing with a fad toy or similar during school time. Throwing sticks or stones in a dangerous way, but not intended to hit others. 	<ul style="list-style-type: none"> Using a device with permission in order to access curriculum. Throwing sticks or stones into garden at direction of staff member.
	MAJOR	Stealing school, staff or student property with the intention of keeping it.	☐ Removing an item from a classroom and placing it in a school bag.	☐ Using someone else's sharpener without asking.
Non-compliant with Routine	MINOR	Behaving in such a way that does not comply with classroom or playground routines. Not being organised, refusing to follow teacher expectations	<ul style="list-style-type: none"> Walking or running away from a teacher who has given a reasonable direction. Being on the oval during eating time. Playing 'chasey' on the concrete. 	<ul style="list-style-type: none"> Not following a teacher's instructions with plausible reason e.g. fear, not hearing, didn't understand. Picking up rubbish as directed by a teacher. Running to a teacher for help.

	MAJOR	Any problem behaviours that are considered to be persistent violations. Similar behaviours over a course of 1-2 weeks.	<input type="checkbox"/> weeks. <input type="checkbox"/> Late to class for the third time in 1-2 weeks. <input type="checkbox"/> Third occasion without swimming gear.	<input type="checkbox"/> Late due to recurring medical appointments. <input type="checkbox"/> Inability to swim for medical reasons.
Other Conduct Prejudicial to the Good Order and Management of the School	MAJOR ONLY	Any incident on excursion, representative sporting, extra-curricular activity (including commenting on social media) which puts the school or staff in disrepute.	<ul style="list-style-type: none"> Students 'pushing' in the playground. Exposing private body parts to others. Being rude to visitors in school or in public places. 	<ul style="list-style-type: none"> Students walking around with arms over one another's shoulders. Unintentional removal of clothes as part of a game. Not responding to visitor for fear of stranger danger.
Physical Misconduct	MINOR	Inappropriate or deliberate contact made by hands or feet which does not result in injury.	<input type="checkbox"/> Intentionally tackling, wrestling or jumping on another person in the course of a game.	<input type="checkbox"/> Accidentally landing on or being pushed into someone during the course of a game.
	MAJOR	Physical contact with the intent of outcome of causing injury or harm to others of self.	<input type="checkbox"/> Intentionally punching another child in the head.	<input type="checkbox"/> Accidentally landing on another student's head during the course of a game.
Prohibited Items	MINOR	Having at school an item that is of value or is banned (generally toys, trading cards).	<input type="checkbox"/> Keeping a phone in school bag or pocket instead of office. <input type="checkbox"/> In possession of or the owner of expensive toys or toy weapons at school	<input type="checkbox"/> Arriving late and forgetting to hand phone in. Bringing something in with parent permission for show and tell. <input type="checkbox"/>
	MAJOR	Having possession of one being the owner of a weapon or weapon look alike capable of causing bodily harm.	<input type="checkbox"/> Owner of prohibited items in someone else's possession. <input type="checkbox"/> Bring a pocket knife to school.	<input type="checkbox"/> Finding prohibited items and handing to a teacher. <input type="checkbox"/> Having a knife in a lunch box to cut an apple.
Property Misconduct	MINOR	Use of property in a way which it was not designed that does not cause physical harm or injury to one's self or others.	<input type="checkbox"/> Throwing or kicking property belonging to school or someone else.	<input type="checkbox"/> Throwing or kicking own property.
	MAJOR	Deliberate damage done to another's property.	<input type="checkbox"/> Taking an item that belongs to someone else and destroying it	<input type="checkbox"/> Accidental damage of others' property
Refusal to Participate in Program of Instruction	MINOR	Not being organised for class, refusing to follow class or teacher expectations.	<input type="checkbox"/> No bringing swimming gear for swimming lesson. <input type="checkbox"/> Not completing or returning homework on time.	<input type="checkbox"/> Not bringing swimming gear but accompanied by a note. <input type="checkbox"/> Not returning homework after being absent all week.
	MAJOR	Repeated and deliberate refusal to follow instructions or participate in activity.	<input type="checkbox"/> Refusing to participate after multiple prompts, over a period of time.	<input type="checkbox"/> Refusing to participate due to play/home conflict as an isolated incident (one-off).
Substance Misconduct Involving Illicit Substances	MAJOR ONLY	Having possession of or affected by any illegal drug.	<input type="checkbox"/> Found with or affected by illegal drugs	<input type="checkbox"/> Having or using own asthma puffer.
Substance Misconduct Involving Tobacco and Other Legal Substance	MINOR	In possession of non-prescription medication such as Panadol, without staff knowledge or written parental permission.	<input type="checkbox"/> Carrying or self-administering nonprescription medication such as Panadol.	<input type="checkbox"/> Carrying non-prescription medication such as Panadol but in the process of forwarding to office.
	MAJOR	Having possession of or affected by any alcoholic substance, high caffeine drink or tobacco product. Taking of, or distribution of, non-prescription medications.	<input type="checkbox"/> Found with or affected by alcohol or energy drink. <input type="checkbox"/> Found with or found to have brought in cigarettes or matches with intention to use.	<input type="checkbox"/> Finding items in grounds and taking to a teacher. <input type="checkbox"/> Bringing an empty cigarette packet in for an assignment.
Threat/s to Others	MAJOR ONLY	Written or verbal intent to inflict punishment or injury or desire to see harm or death come to another person.	<input type="checkbox"/> "I'm going to kill you", verbal or written.	<input type="checkbox"/> "I won't be your friend" <input type="checkbox"/> "I'm going to tell mum on you".
Truant / Skip Class	MINOR	Noticeably absent from class without reasonable explanation.	<input type="checkbox"/> Not showing up to class (beyond 10 minutes). <input type="checkbox"/> Leaving classroom without permission.	<input type="checkbox"/> Taking the 'scenic' route via the toilets, when returning to class <input type="checkbox"/> Racing to toilet in an emergency, for example, not feeling well.
	MAJOR	Missing school, skipping classes or leaving school grounds without prior parental consent.	<input type="checkbox"/> Leaving school grounds without permission. <input type="checkbox"/> Failing to respond to returning to class. <input type="checkbox"/> Failure to attend class.	<input type="checkbox"/> Running to collect a ball without asking. <input type="checkbox"/> Child working with another staff member in another room/area.
Verbal Misconduct	MINOR	Unsuitable use of words, calling names, use of inappropriate tones.	<input type="checkbox"/> Yelling back at staff member, "This sucks". Using inappropriate words to discourage another student. <input type="checkbox"/>	<input type="checkbox"/> Yelling to a teacher across the oval. <input type="checkbox"/>

				Telling another student to stop being stupid.
	MAJOR	Repeated gestures or words directed toward others in a demeaning or provoking manner, includes racial or religious slurs.	<div><input type="checkbox"/> Screaming at other students during class time, "you're an idiot, you're a loser". A student directing an expletive at another person.</div> <div><input type="checkbox"/></div>	<div><input type="checkbox"/> Telling another student to stop being stupid.</div> <div><input type="checkbox"/> A student using an expletive after stubbing their toe.</div>

SEQUENCE FOR MANAGING STUDENT BEHAVIOUR

Chapel Hill State School has a Sequence for Managing Student Behaviour which addresses both appropriate and inappropriate behaviours, and this sequence is displayed in all teaching spaces across the school:



Time out with Buddy Class is a strategy implemented to support the delivery of the ESCMs within the classroom environment. This strategy allows teaching staff to remove consistently disruptive students from the classroom to ensure maximum focus on lesson delivery.



Sequence for Managing Student Behaviour (Step 4)

Chapel Hill State School

Buddy Class Referral Procedure

Aim

- To support teacher with behaviour management processes when dealing with minor inappropriate behaviours

Purpose

- To inform all staff of the Chapel Hill State School processes in relation to this policy

Guidelines

- Teachers are responsible for following the Chapel Hill State School General Procedure for dealing with inappropriate behaviour flow chart.

Procedure

Step One	Student is sent to buddy class with a completed pink slip and a blank reflection sheet
Step Two	While in buddy class, students will complete a reflection sheet appropriate to their year level
Step Three	Student will return to their home class with the pink slip and a completed reflection sheet.
Step Four	Teacher will debrief with student and sets a new expectation.
Step Five	Teacher enters Buddy Class referral onto One School and makes contact home to parents.

Considerations

Students will attend buddy class for a minimum of 15 minutes to a maximum of 30 minutes

BUDDY CLASS PINK SLIP

I am here for Buddy class: _____

I am here for _____ mins.



HOME CLASS ☐ BUDDY CLASS ☐



Chapel Hill State School
Buddy Class Reflection Plan (Early Years)

Name: _____



Date: _____

X 	✓ 

Chapel Hill State School
Buddy Class Reflection Plan (Early Years)

Name: _____

Date: _____

X 	✓ 



Chapel Hill State School
Buddy Class Reflection Plan (Upper Years)

Name _____ Class _____ Date _____ Time In _____
Time Out _____

1. Why was I sent to Buddy Class?

2. Which school value did I not meet?

Respect:

Self

☐

Others

☐

Environment

☐

3. What effect did my actions have?

4. What could be a consequence if I did the action again?

5. Do I want that to happen?

Yes

☐

No

☐

6. Am I willing to make things better?

Yes

☐

No

☐

7. What will I do when I return to my classroom?



Sequence for Managing Student Behaviour (Step 5)

Chapel Hill State School

Orange Card Referral Procedure - Classroom

Aim

- To ensure that teachers have clear guidelines on how and when they use Orange Card referrals o To ensure alignment between Chapel Hill State School processes and Queensland Government Policy and Procedures

Purpose

- To inform all staff of the Chapel Hill State School processes in relation to this policy

Guidelines

- Please ensure that you fill out the forms thoroughly. It is essential that onto the form, you put the full name of any child that you are referring, including the Christian, Surname and class.

Procedure

- **Orange Cards**

Classroom	
○	Orange Cards are ONLY for Classroom MAJOR offences during first session, second session or third session.
○	Minor offenses require effective classroom management strategies, ESCM's, followed up with teacher and should be entered on One School.
○	Please indicate office action required and details of incident (facts only).
○	Orange Card to be given to front office as soon as possible.

DP will notify relevant staff member involved in incident regarding One School Action/Follow up.

Orange Card (MAJOR, CLASSROOM BEHAVIOUR ONLY) FILL IN ALL SECTIONS

Student (FULL name): _____				
Class: _____		Date of Incident: _____		
Time: (tick one) <input type="radio"/> Transition ___AM/PM <input checked="" type="radio"/> First Session <input type="radio"/> Second Session <input type="radio"/> Third Session				
Location of Incident: (tick one)				
<input type="radio"/> Classroom	<input type="radio"/> Subject	<input type="radio"/> Other		
Referring Staff Member (your name):				
Witnessing Staff Member / Student:				
Office action required: <input type="radio"/> Discuss with child and send back to class <input type="radio"/> Discuss with child, short time in office and send back to class <input type="radio"/> Follow up and appropriate actions by Administration				
Admin follow up: <input type="radio"/> Investigation <input type="radio"/> Suspension <input type="radio"/> Time in office		<input type="radio"/> Detention <input type="radio"/> Mediation <input type="radio"/> Community Service	<input type="radio"/> Parents contacted <input type="radio"/> Other _____	
Details of Incident: Please tick only ONE category (what is the student getting the orange card for?)				
Verbal misconduct	<input type="radio"/> Ongoing obscene language <input type="radio"/> Swearing at teacher/teacher assistant	<input type="radio"/> Racial remarks <input type="radio"/> Threats to others		
Non-Compliance with Routines	<input type="radio"/> Repeated back chatting <input type="radio"/> Consistently ignoring instructions	<input type="radio"/> Continued misdemeanour		
Property misconduct	<input type="radio"/> Defacing school property <input type="radio"/> Destroying school property <input type="radio"/> Deliberately destroying others property	<input type="radio"/> Misuse of equipment <input type="radio"/> Theft		
Physical misconduct	<input type="radio"/> Striking/attempting to strike another <input type="radio"/> Aggressive outburst with intent to harm <input type="radio"/> Throwing objects in a dangerous manner	<input type="radio"/> Striking with an object <input type="radio"/> Bringing weapons <input type="radio"/> Exposing themselves		
Bullying – instigated or encouraged	<input type="radio"/> Bullying another student <input type="radio"/> Inappropriate touching / gestures <input type="radio"/> Encouraging bullying / fighting	<input type="radio"/> Repeated verbal abuse <input type="radio"/> Sexual comments		
Prohibited	<input type="radio"/> Prohibited items <input type="radio"/> Substance Misconduct involving illicit substance	<input type="radio"/> Possess Prohibited items <input type="radio"/> Substance Misconduct involving tobacco and other illegal substances		
Notes _____ _____ _____				
Has this been entered on OneSchool? Staff Member <input type="radio"/> or DP <input type="radio"/>				

Chapel Hill State School

Blue Card Referral Procedure - Playground

Aim

- To ensure that teachers have clear guidelines on how and when they use Blue Card referrals
- To ensure alignment between Chapel Hill State School processes and Queensland Government Policy and Procedures

Purpose

- To inform all staff of the Chapel Hill State School processes in relation to this policy

Guidelines

- Please ensure that you fill out the forms thoroughly. It is essential that onto the form, you put the full name of any child that you are referring, including the Christian, Surname and class.

Procedure

- Blue Cards

Playground
<ul style="list-style-type: none">○ Blue cards are ONLY for out of class MAJOR offences during Lunch,○ Afternoon Tea before/after school.○ MINOR offenses require effective management strategies e.g. walk with me, sit out or follow up with teacher at another time and should be entered on OneSchool if necessary.○ Please indicate which area of the school it is.○ Please be clear and precise when detailing the incident (facts only)○ Please ensure that all information is correct.○ Blue Card to be given to front office Blue Card to be directed to DP Tal Mitchell or available Administration

DP will notify relevant staff member witnessed/involved in incident regarding OneSchool Action/Follow up.

Blue Card (MAJOR, PLAYGROUND BEHAVIOUR ONLY) FILL IN ALL SECTIONS

Student (FULL name): _____ Class: _____ Date of Incident: _____						
Time: (tick one) <input type="radio"/> Before School <input type="radio"/> Lunch <input type="radio"/> Afternoon Tea <input type="radio"/> After School						
Location of Incident: (tick one)						
<input type="radio"/> Prep	<input type="radio"/> Junior Toilets	<input type="radio"/> Adventure Playground & Buildings	<input type="radio"/> Top Covered Area & Buildings	<input type="radio"/> Lower Covered Area	<input type="radio"/> Rainforest Area	<input type="radio"/> Fairyland & Buildings
<input type="radio"/> Library	<input type="radio"/> Oval	<input type="radio"/> Netball Courts	<input type="radio"/> Senior Toilets	<input type="radio"/> Outside school area _____	<input type="radio"/> Out of Bounds _____	<input type="radio"/> Resource Centre _____
<input type="radio"/> Arts Building	<input type="radio"/> Ignite Room	<input type="radio"/> Computer Lab	<input type="radio"/> Inst. Music	<input type="radio"/> Hall	<input type="radio"/> Other _____	
Referring Staff Member (your name): _____						
Witnessing Staff Member / Student: _____						
Details of Incident: Please tick only ONE category (what is the student getting the blue card for?)						
Verbal misconduct	<input type="radio"/> Ongoing obscene language <input type="radio"/> Swearing at teacher/teacher assistant			<input type="radio"/> Racial remarks <input type="radio"/> Threats to others		
Non-Compliance with Routines	<input type="radio"/> Repeated back chatting <input type="radio"/> Consistently ignoring instructions			<input type="radio"/> Continued misdemeanour		
Property misconduct	<input type="radio"/> Defacing school property <input type="radio"/> Destroying school property <input type="radio"/> Deliberately destroying others property			<input type="radio"/> Misuse of equipment <input type="radio"/> Theft		
Physical misconduct	<input type="radio"/> Striking/attempting to strike another <input type="radio"/> Aggressive outburst with intent to harm <input type="radio"/> Throwing objects in a dangerous manner			<input type="radio"/> Striking with an object <input type="radio"/> Bringing weapons <input type="radio"/> Exposing themselves		
Bullying – instigated or encouraged	<input type="radio"/> Bullying another student <input type="radio"/> Inappropriate touching / gestures <input type="radio"/> Encouraging bullying / fighting			<input type="radio"/> Repeated verbal abuse <input type="radio"/> Sexual comments		
Prohibited	<input type="radio"/> Prohibited items <input type="radio"/> Substance Misconduct involving illicit substance <input type="radio"/> Substance Misconduct involving tobacco and other illegal substances			<input type="radio"/> Possess Prohibited items		
Notes _____ _____ _____						
Has this been entered on OneSchool? Staff Member <input type="radio"/> or DP <input type="radio"/>						

Staff responding to unacceptable student behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students to reflect on their behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community.

Targeted behaviour support:

Each year a small number of students at Chapel Hill State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Specific strategies used for targeted behaviour support:

Chapel Hill State School derives strategies from The 10 Essential Skills of Classroom Management, and include the following strategies:

Verbal Reinforcement

Verbal reinforcement, used every day in both the classroom and playground, includes:

- Specific reinforcement e.g. Thank you for sitting down.
- Targeted direction giving.

Non-Verbal Reinforcement

Non-verbal reinforcement, used every day in both the classroom and playground, includes:

- Body language e.g. smiles, thumbs up
- Behaviour charts
- Privately understood signals
- Proximity to the child in terms of desk placement or where staff members are standing
- Awards.

Increased attention

Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through:

- One-on-one curriculum support with the teacher
- Teaching Assistant support

- Learning Enhancement Teacher support
- Work with another member of school staff
- Student may require time to reflect on their behaviour – Reflection Sheet.

Curriculum Adjustment

Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve:

- A targeted response to intervention which may include working with a Teaching Assistant or Learning Enhancement Teacher
- Differentiated class work or adjustments provided
- Working with a peer

Communication within the school community

Communication with the parents/caregivers should occur through all stages of targeted behaviour support, and include positive/encouraging notes or phone calls home on issues that are persistent and frequent.

Intensive Student Behaviour Support

Students whose behaviour does not improve with targeted behaviour support, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Chapel Hill State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff. The Student Support Services Team:

- Works with staff members to develop appropriate behaviour expectations and strategies
- Monitors the impact of support for individual students through continuous data collection
- Provides consistent strategies and adjustments outlined within the Personalised Learning Plan and,
- Works with the School Administration to achieve continuity and consistency.

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)

- Long term suspension (up to 20 school days)
- 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)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are three types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Exclusion (period of not more than one year or permanently).

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

Re-entry following suspension

Students who are suspended from Chapel Hill State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. 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 reengagement in school following suspension.

Arrangements

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.

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The inclusion of support staff, such as Student Support Services members, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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 between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

- The condition, nature or value of the property
- The circumstances in which the property was removed
- The safety of the student from whom the property was removed, other students or staff members
- Good management, administration and control of the school.
- The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.
- The following items are explicitly prohibited at Chapel Hill State School and will be removed if found in a student's possession:
 - Illegal items or weapons
 - Imitation guns or weapons
 - Potentially dangerous items
 - Drugs
 - Alcohol
 - Poisons
 - Inappropriate or offensive material

Responsibilities

State school staff at Chapel Hill State School:

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- Will 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;

- May, in emergency circumstances, 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);
- Will obtain consent from the student or parent to search the 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 Chapel Hill State School:

- Will ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
- Is prohibited according to the Chapel Hill State School Student Code of
 - Conduct and related Chapel Hill State School policy documents
- 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;
- Will collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Chapel Hill State School:

- Will not bring property onto school grounds or other settings used by the school (e.g.
 - camp, sporting venues) that:
 - Is prohibited according to the Chapel Hill State School Code of Conduct and related Chapel Hill State School policy documents
 - 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;
- Will collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

WORKING TOGETHER TO KEEP CHAPEL HILL STATE SCHOOL SAFE

We can work together to keep weapons out of school. At Chapel Hill State School:

- Every student has the right to feel safe and be safe at school.
- No weapons are allowed to be taken to school by students.
- There is no reason for a student to have a weapon at school, and it is against the law for a student to have a weapon at school.

The Principal can take action against a student who brings a weapon to school.

- If a student has a weapon at school, principals can inform the police.
- Possessing a weapon at school may result in serious disciplinary consequences [e.g. suspension].

- Police can search a student and their property at school if they suspect a student has a weapon.
- A student may be charged with a criminal offence and may face serious consequences.
- School property such as desks or bags may be searched if the principal suspects that a student has a weapon on or in school property.
- If the principal suspects the student has a weapon in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a weapon at school, it can be confiscated by the principal and given to the police.

How can parents help to keep Chapel Hill State School safe?

- Make sure your child knows what the laws and rules are about weapons.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and weapons at school, please contact the Principal.

Use of mobile phones and other devices by students (Electronic Communication Device Policy)

At Chapel Hill State School, we teach positive behaviours guided around our three values; respect self, respect others, respect environment. Our core business is teaching and meeting the learning needs of our students. An effective learning environment needs to be free from unnecessary distractions or disruptions, which is caused by the presence of mobile/smart phones/watches at school. The rationale of this policy is to meet the learning needs of our students, while recognising:

- Many students and their families own a mobile/smart phone/watch; and
- Some parents/guardians request that their children bring a mobile/smart phone/watch to school for before and after school safety/security reasons.

Parents are reminded that in cases of emergency the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly and assisted in any appropriate way.

Aim

This policy aims to inform all members of our school community about the appropriate use of mobile/smart phones/watches at our school (including school excursions and other extra curricula activities), and also their potential inappropriate use. Although this policy explicitly refers to the use of mobile/smart phones/watches, its provisions equally apply to the use of devices with similar technical capabilities, including portable computer games, iPods, tablets, and similar devices.

Purpose

The purpose of this policy is to mitigate against the following:

- A positive learning environment will lessen the likelihood of the disruption of the learning environment or interference with the operation of the school
- Inappropriate use that threatens the safety or wellbeing of any person
- Inappropriate use that breaches any law
- Use that threatens to bully, intimidate or otherwise harass other people through any mobile/smart phone/watch functionality or other data transfer system available.

It should be noted that it is a criminal offence to use a mobile phone to menace, harass or offend another person. The school may consider it appropriate to involve the police if necessary.

Parents and guardians

Students bringing electronic devices to school must sign them in at the office as soon as they arrive at school and can be collected and signed out after 3pm.

- Mobile/smart phones/watches are the complete responsibility of the owner and the school will not take any responsibility for loss, damage or costs associated with the electronic device.
- The Department of Education and Training (DET) does not provide insurance for personal property brought to school.

Students

- Mobile/smart phones/watches should not be used in any manner or place that is disruptive to the normal routine of school.
- The mobile/smart phone/watch will not be allowed in class where they can be a distraction and must be switched off and submitted to the office upon arrival at school.
- Mobile/smart phones/watches are not to be turned on during school time. Any breach of this rule would see the phone confiscated and returned to the parent/guardian directly.
- Under no circumstances within the school grounds is the mobile/smart phone/watch to be taken out into the playground during recess and lunch breaks.
- School excursions: Mobile/smart phones/watches are not to be used on school excursions

Preventing and responding to bullying

Purpose

Bullying is an 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. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Bullying can happen 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).

Bullying of any form or for any reason can have 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.

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

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and wellbeing of all members of the school community.

There is no place for bullying in Chapel Hill State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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

Bullying may be related to:

- Race, religion or culture
- Disability
- Appearance or health conditions
- Sexual orientation
- Sexist or sexual language
- Young carers or children in care.

Rationale

Research indicates that many problem behaviours are peer-maintained.

That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Chapel Hill State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Delivering lessons on anti-bullying and appropriate strategies i.e. "High Five" on how to prevent and respond is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide positive behaviour support practices derived from PBL (Positive Behaviour for Learning) will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school values (respecting self, others and environment) and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Chapel Hill State School participates in the National Day of Action Against Bullying and Violence and Mental Health Week. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Chapel Hill State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Chapel Hill State School uses behavioural data to reflect on policies and processes. This data is entered into OneSchool on a routine basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Preventing and responding to Cyberbullying

Cyberbullying

Cyberbullying often does not occur at school. Students are explicitly taught Cyber safety - for example how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

Our school will then investigate and respond to any incident of cyberbullying.

Chapel Hill State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours such an incident will be a matter for parents and/or police to resolve.

Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (CT) and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines several criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is "using a carriage service to menace, harass or cause offence to another person".

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

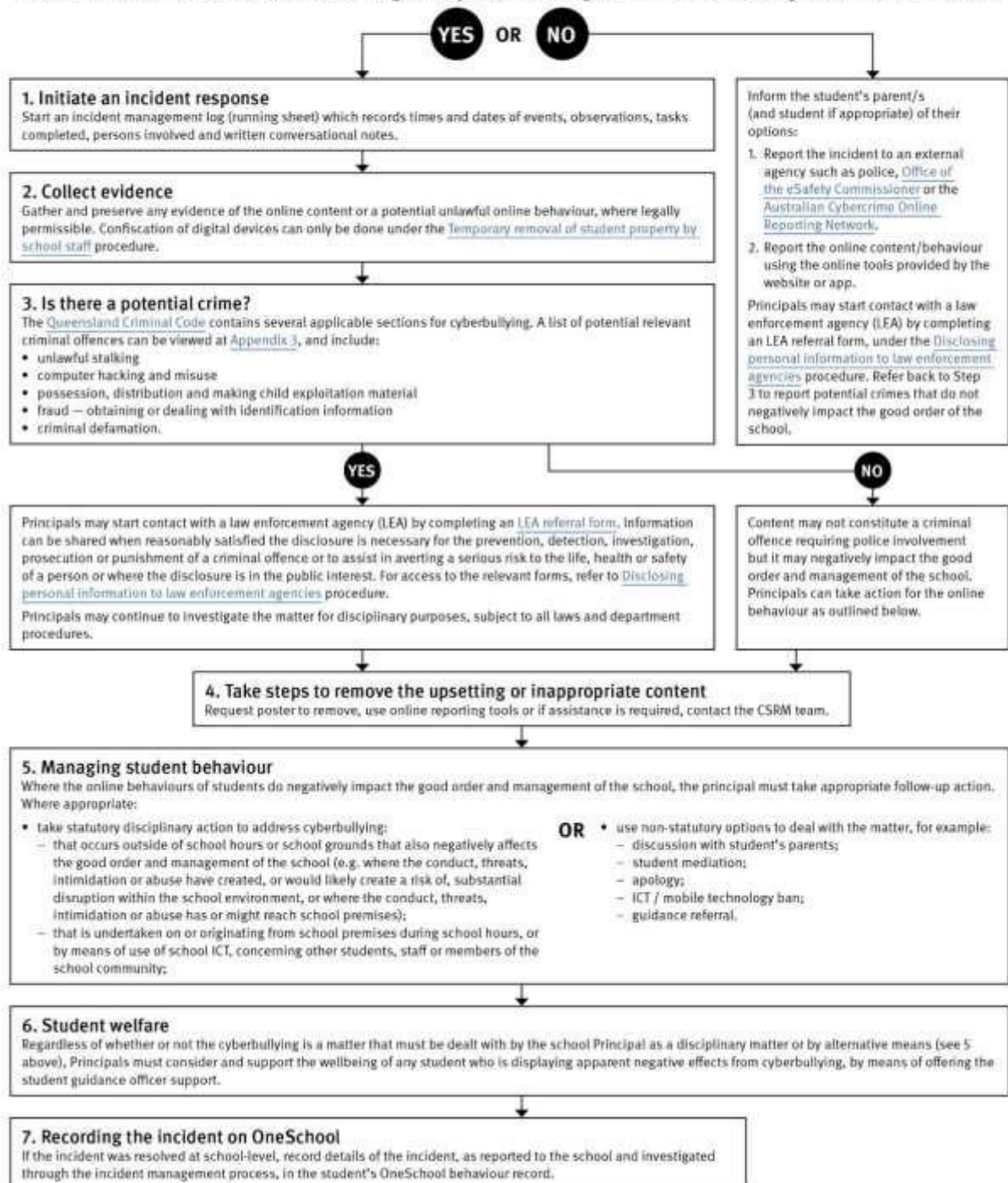
Explicit images

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

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?



Appropriate use of social media

There is no place for bullying in Chapel Hill State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students. The school's Internet access provider automatically blocks access to resources that are identified as unsuitable. All social media sites are blocked to students at Chapel Hill State School.

Chapel Hill embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and apps for primary school aged students must be determined by parents for home use only. There are age limits for creating social media accounts and parents need to read the terms and agreements of each social media site and app.

It is unacceptable for students to bully, harass or victimise another person whether within Chapel Hill State School grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Chapel Hill State School – whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Chapel Hill State School engaging in appropriate online behaviour. A guide for parents and caregivers is provided by DETE called *Cyber safety and cyberbullying*.

If inappropriate online behaviour impacts on the good order and management of Chapel Hill State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Chapel Hill State School strives to create positive environments for all students, including while online. To help in achieving this goal, Chapel Hill State School expects its students to engage in positive online behaviours.

Restrictive Practices

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](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- 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.

State schools may plan for the use of physical restraint in respect of a particular student to respond to certain behaviours.

Any use of planned physical restraint must be:

- Supported by an Individual Behaviour Support plan that: ○ is informed by a Functional Behaviour Assessment, and ○ details the positive and proactive strategies that will be implemented prior to the use of any planned physical restraint
- Undertaken on the basis of evidence and recorded in the [Behaviour risk assessment tool - safety or wellbeing](#)
- Informed by a clear documented rationale for the planned use of physical restraint
- Included in the student's Individualised Student Safety Plan
- Supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and
- Developed in consultation with the student's parents.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice.

Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

Critical Incidents

Emergency Situations or Critical Incident Responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe unacceptable behaviour. This consistency ensures that actions taken are responsive to the safety and wellbeing of students and staff.

An **emergency or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety and wellbeing of the student or others is likely to be placed at serious risk.

Immediate Strategies

- Avoid escalating the unacceptable 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 situation or incident, 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.

Reinforcement and Correction Strategies

- 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 unacceptable behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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:

- 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.
- Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

Record Keeping

Each instance involving the use of critical incidents must be formally documented on OneSchool following the Department of Education guidelines.

Related Procedures and Guidelines

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

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