



Greenbank State School

# Student Code of Conduct 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

Postal address:	12-54 Goodna Road Greenbank Qld 4124
Phone:	07 3380 3222
Email:	<a href="mailto:principal@greenbankss.eq.edu.au">principal@greenbankss.eq.edu.au</a>
School website address:	<a href="https://greenbankss.eq.edu.au">https://greenbankss.eq.edu.au</a>
Contact Person:	Jeff Jones (Principal)

## Endorsement

Principal Name:	Jeff Jones	
Principal Signature:		
Date:		
P/C President and-or School Council Chair Name:	Stacy Casten - P/C President	Melissa Kent – School Council Chair
P/C President and-or School Council Chair Signature:		
Date:		

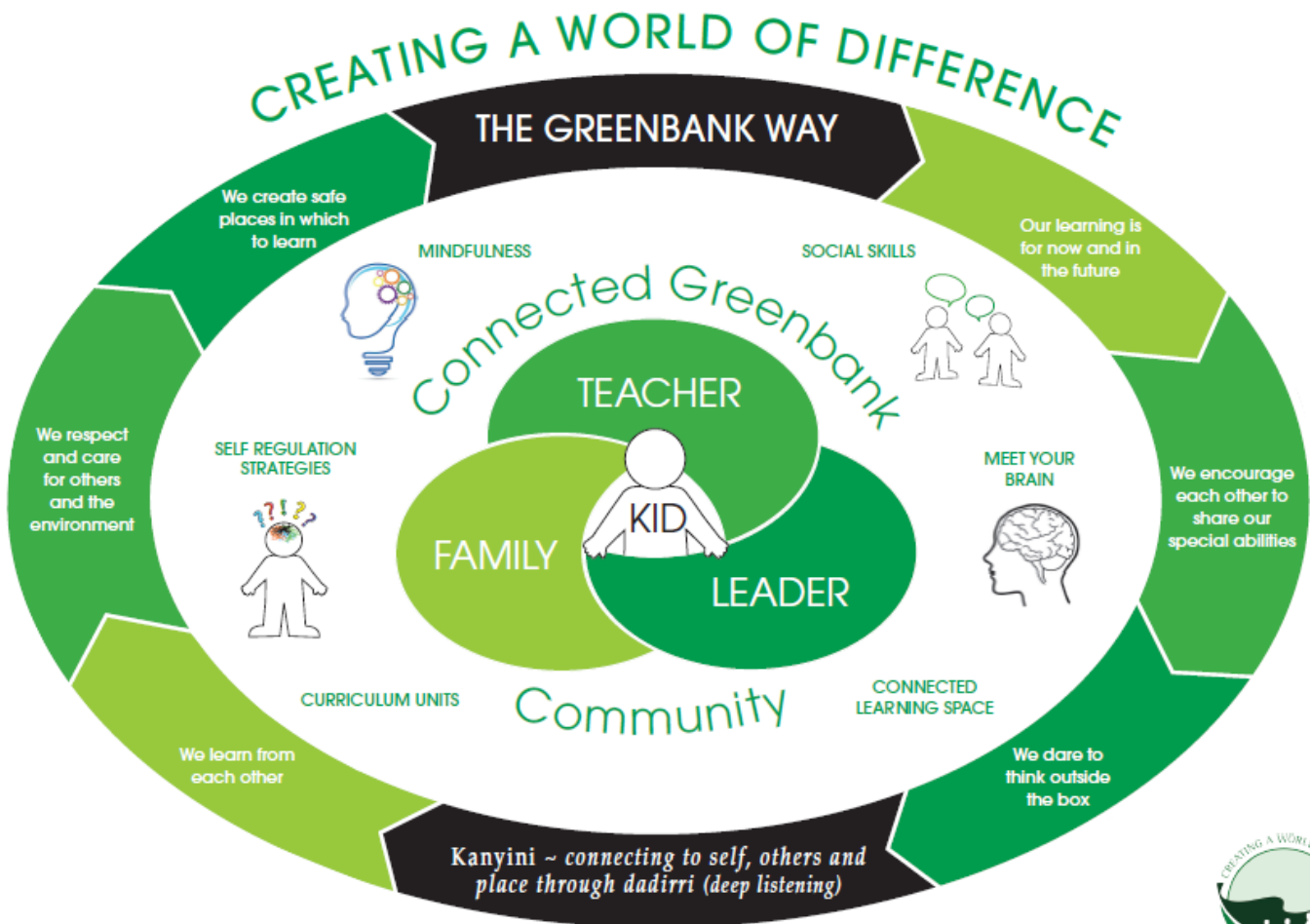
# Contents

Purpose	4
Learning and Behaviour Statement	5
Universal Behaviour Support	5
Greenbank State School Rules	9
Consideration of Individual Circumstances	10
Student Wellbeing and Support Network	11
Engagement and Wellbeing Program	11
Student Support Network	13
Whole School Approach to Discipline	15
Considerations of Individual Circumstances	16
Differentiated and Explicit Teaching	16
Focussed Teaching	16
Intensive Teaching	17
Legislative Delegations	17
Legislation	17
Delegations	17
Disciplinary Consequences	18
Targeted Behaviour Support	18
Intensive Behaviour Support	20
Emergency Response or Critical Incidents	20
Consequences for Unacceptable Behaviour	21
School Disciplinary Absences	26
School Policies	27
Temporary removal of student property	29
Use of mobile phones and other digital devices by students	29
Preventing and responding to bullying	30
Appropriate use of social media	33
Restrictive Practices	35
Critical Incidents	38
Related Procedures and Guidelines	39
Playground Duty Procedures – Teachers	
Playground Rules/Out of Bounds Area – Students	40
Bus Behaviour Plan	41
Bus Procedures for Students	41
Procedures for teacher on bus supervision duty	42
Greenbank State School Student Dress Code	44
Greenbank State School Homework Policy	46
Individual Attendance Plan	47
iConnect@Greenbank Student Participation Agreement	50
Gotcha Program	51
Connected Greenbank Kid Postcard	53
Parade Award	53
Resources	54
Examples	55

## Purpose

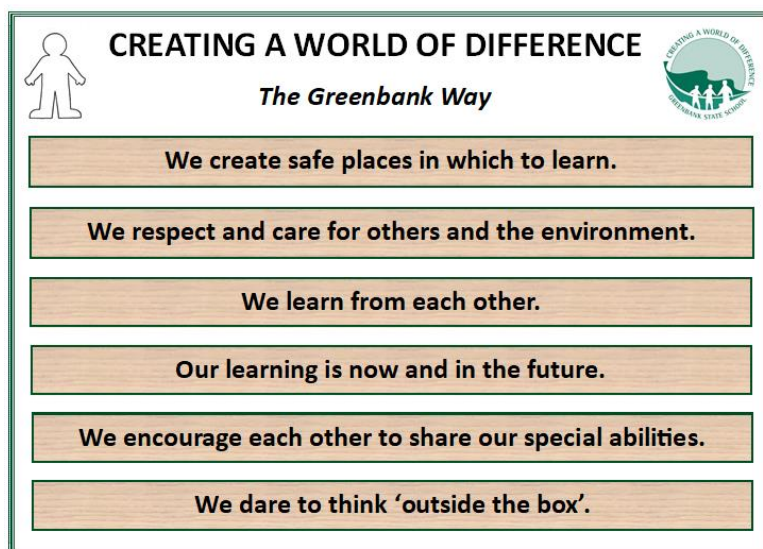
Greenbank State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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.



## Learning and Behaviour Statement

Our vision, **“Creating a World of Difference – The Greenbank Way”**, is based on a shared belief that everyone is a learner and has a unique contribution to make. In our school, this creates a focus on unlocking the promise that lies in individuals to make a difference. Promise is unlocked through the school planks:



At Greenbank State School we aim to engage students in forms of deep learning that develop in them the knowledge, values and skills to move with others through their own sustainability transition, develop a strong sense of place and act with compassion, responsibility and creativity in the World – respecting SELF, OTHERS and PLACE as a Connected Greenbank Kid.

### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Greenbank 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 support - a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour. In order to effectively support the Student Code of Conduct, proactive processes, procedures and strategies are implemented in classrooms and in the playground.

As a school we have expected roles and responsibilities for all school community members as follows:

#### All School Community Members

- Conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

#### Students – Connected Greenbank Kids

- Behave in a responsible and respectful manner
- Follow school rules
- Take responsibility for their own behaviour and learning
- Learn to the best of their ability and actively participate in the school's education program
- Co-operate with staff and others in authority
- Strive for personal success

- Value and respect all school community members including themselves
- Value and respect all school community property

## **Teachers – Connected Greenbank Teachers**

### **1. Building Relationships**

- Proactive classroom presence
- Know students as individuals
- Find out their interests, personalities and friends
- Understand individual student needs
- Support students inclusively

### **2. Planning and organisation of classroom and lessons to engage students in purposeful learning. Consider:**

- Delivering a relevant and engaging curriculum
- Using Essential Skills for Classroom Management (ESCM)
- Ensuring appropriate time management – ready to learn/teach
- Ways to minimise opportunities for disruption
- Furniture layout including expectations for flexible learning spaces
- Scanning (up-front, on-task)
- Ways to create an aesthetically pleasing and functional classroom
- Providing a balanced approach to curriculum that caters to the needs of individuals
- Grouping of students
- Mixed abilities (matching)
- Pacing of the lesson
- Conveying interest with enthusiasm
- Use of humour
- Creating a positive and engaging atmosphere
- Teaching and evaluating students
- Providing a safe and supportive learning environment
- Valuing and respecting all school community members
- Strengthening self-confidence and self-worth amongst students
- Initiating and maintaining constructive communication and relationships
- Encouraging parents to take an active interest in the progress of their child
- Exchanging ideas on quality teaching practices regularly and openly
- Creating exciting and active learning environments
- Implementing behaviour management strategies
- Providing skills which assist students to make responsible choices
- Contributing positively to behaviour support plans which concern students in their care
- Role modelling self-managing behaviours

### **3. Recognising and reinforcing positive behaviour practices**

- Negotiated classroom rewards
- Verbal and non-verbal praise
- Stickers/ Dojo points
- Focussed free time
- Awards presented on parade
- Special jobs/responsibilities
- Gotcha tokens and wristbands
- Gotcha token raffle
- Whole school Gotcha end of term reward
- Student positive behaviour postcards

**4. Raising personal behaviour awareness (stance, tone of voice)**

**5. Modelling expected courtesies**

**6. Emphasis on rights-enhancing behaviour, with regular encouragement**

**7. Making the routines and procedures clear**

- Where and how to line up
- Expected movement and noise level of classroom
- How to move about the school respectfully
- Rules/Planks displayed in the classroom
- Positive/Negative behaviour ladder/chart – displayed in the classroom
- Visual timetable
- Regular class/student discussions
- Monitoring safe dismissal and movement including 3pm

**8. Applying Reprimands**

- Use them sparingly
- Be firm, not aggressive
- Target specific behaviour
- Address the behaviour, not the person
- Make reprimands private rather than public
- Avoid sarcasm and idle threats

**9. At all times, be *CONSISTENT*, *PERSISTENT* and if needs be, *INSISTENT***

**10. Have clear, positive rules and know the consequences for significant rule breaking**

- Refer to the Consequences for Unacceptable Behaviour table (pages 24/25)

**11. Be aware of the importance of follow up**

- Follow through on communicated consequence

**Principal – Connected Greenbank Leader**

- Contribute to a supportive school environment
- Role model self-managing behaviours
- Value and respect all school community members
- Strengthen self-confidence and self-worth amongst students
- Reflect and implement the values and beliefs of the school community
- Encourage parents to take an active interest in the progress of their child
- Provide skills which assist students to make responsible choices
- Play a strong leadership role in implementing and communicating the school's Student Code of Conduct
- Ensure consistency and fairness in implementing the school's Student Code of Conduct
- Communicate high expectations for individual achievement and behaviour
- Review and monitor the effectiveness of school practices and their impact on student learning
- Support staff in ensuring compliance with the school's Student Code of Conduct and facilitate professional development to improve the skills of staff to promote responsible behaviour

**Administrative Support Staff – Connected Greenbank Leader**

- Support classroom teachers in the location and allocation of resources
- Complete tasks as directed by the Principal
- Contribute to a supportive school environment
- Value and respect all school community members
- Role model self-managing behaviours



### **Teacher Aides – Connected Greenbank Teacher**

- Value and respect all school community members
- Role model self-managing behaviours
- Contribute to a supportive school environment
- Implement behaviour management strategies
- Prepare and supervise student work areas, e.g. small group activities, playground duty
- Support classroom teachers in the implementation of programs
- Complete tasks as directed by classroom teachers or Principal e.g. record keeping, preparing resources

### **Parents/Community – Connected Greenbank Families**

- Value and respect all school community members
- Role model self-managing and respectful behaviours
- Ensure children are equipped for school, arrive and depart punctually
- Ensure children attend school daily unless ill
- Show an active interest in their child's schooling and progress
- Co-operate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Remind children of the before school rules such as waiting in the allocated covered areas until it is time to play
- Remind children of the after school rules such as moving to designated pick up areas promptly and not playing in or around the buildings or on playgrounds
- Exit via the designated gates
- Follow drop off and pick up procedures

### **Proactive Practices**

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

- Key items in the school newsletter, enabling parents to be actively and positively involved in school behavioural expectations
- Encouraging parent involvement in day to day school activities, enabling parents to witness and experience school behavioural expectations
- Weekly parade awards acknowledging students displaying behaviours that meet or exceed school expectations
- The Gotcha reward system recognises positive student behaviour outside the classroom
- Golden Broom Award is an incentive for students to take ownership and pride of their school environment
- Comprehensive induction programs in the school's Student Code of Conduct delivered to new staff
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings

A set of behavioural expectations in specific settings has been attached to each of our three school rules. (See Page 9) These expectations are communicated to students via a number of strategies including:

- Specific social skill lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on parade and during active supervision by staff during classroom and non-classroom activities



## Greenbank State School Rules

All behaviour at Greenbank State School is based on **THREE** school rules.

### 1. Be Polite:

- Use good manners – please, thank you, excuse me, sorry.
- Follow directions from all staff and visitors immediately without speaking back or arguing.
- Respond appropriately to adults and students.
- Use appropriate written, spoken and body language.
- Enter and leave classrooms with the permission of the teacher.
- Arrive promptly for the beginning of each session, ready to work.



### 2. Be Safe:

- Play in your year level play area.
- Do not use or bring to school any dangerous objects (such as stones, sticks, sharp implements and weapons) or inappropriate items (such as chewing gum and aerosols etc.) or unsuitable toys, books, magazines or digital media.
- Choose appropriate games and behaviour and exclude any activities which could hurt ourselves, others or damage clothing and property.
- Wear appropriate clothing at school including shoes and hats. The only jewellery items allowed are studs, sleepers and watches. These must be removed for organised sport.
- Walk on concrete areas and in and around buildings.
- Bicycles and scooters may only be pushed in the school grounds. Follow all road rules, including the wearing of helmets, when travelling to and from school. Skateboards are not permitted at school.
- Enter the school parent car park accompanied by a parent/caregiver.
- Enter and exit the school through the designated gates to the front and side of the school. Do not exit or enter the school via the staff car parks.

### 3. Be Respectful:

- Self, Others and Place
- Respect school property, schoolwork and items belonging to ourselves and others.
- Eat during lunch breaks in our designated eating areas and put rubbish in the relevant bins.
- Value and care for the flora and fauna in our environment.

**Examples of expected positive behaviours which generally reflect polite, safe and respectful conduct:**

- Showing kindness and consideration for the feelings of others
- Taking hats off when entering a room or during anthems
- Knocking before entering a room
- Standing aside for adults in walkways and doorways
- Using 'please', 'thank you', 'excuse me' when making requests at office, tuckshop, library or classroom
- Addressing and greeting other students and adults appropriately
- Applauding politely during award and parade presentations
- Showing respect while pledge and anthem are being recited and sung
- Displaying good sportsmanship during games and sport by congratulating or thanking opponents
- Accepting referees'/umpires'/judges'/staff decisions without question
- Keeping to the left of the walkways
- Dressing appropriately and being neatly groomed
- Displaying appropriate listening habits
- Accepting consequences for own behaviour
- Reporting responsibly

### **Consideration of Individual Circumstances**

To ensure alignment with the Student Code of Conduct 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.

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

- promoting an environment which is responsive to the diverse needs of its students
- effective communication between all stakeholders, e.g. teacher, administration, SEP staff, Advisory Visiting Teacher, parent, etc. when consequences for inappropriate behaviour are imposed
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account student's age, gender, behaviour history, disability, religious and cultural considerations, socioeconomic situation, care arrangements, trauma and his/her emotional wellbeing/mental health

- managing students with disabilities in a way that takes into account their individual circumstances as outlined in their Individual Educational Plans. Consultation with Head of Special Education Services is recommended
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work, learn and play in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
  - equity - receive adjustments appropriate to their learning and/or impairment needs; ensuring students are provided with the support they need to be successful

Our teachers are obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequence another student might have received, staff at Greenbank State School will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. Parents can be assured that school staff take all behavioural matters very seriously and will address them appropriately. It is an expectation that staff, parents and students will respect the privacy of other students and their families.

Concerns, regarding the behaviour of another student at the school or the way staff have responded to the behaviour, are to be directed to the deputy principal or principal through an appointment.

## Student Wellbeing and Support Network

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

At Greenbank State School, staff are committed to building the foundations for wellbeing and lifelong learning by embedding the Personal and Social Capabilities of the Australian Curriculum (including self-management, self-awareness, social awareness and social management). In addition, neuroscience and mindfulness practices are embedded into daily routines which incorporate brain and movement breaks, regulation activities and skill development through the school's Social Skills Program and curriculum Health units.

## Engagement and Wellbeing Program

The Greenbank State School Engagement and Wellbeing Program has been developed to support the social, behavioural and academic needs of the students at our school. The program is informed by the practices embedded within Positive Behaviour for Learning, Trauma Aware Schooling and Functional Behaviour.

Through the acknowledgment of "Unconditional Regard" for our students, the intent of the program is to identify, support and explicitly teach students the skills required for self-regulation and appropriate behaviour, and to facilitate the development of positive and co-operative relationships.

The goal of the Engagement and Wellbeing program, of targeted, explicit instruction and support, is to build student capacity for successful engagement across all aspects of academic and social schooling.

## The Engagement and Wellbeing Program

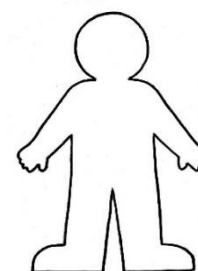
This program is underpinned by students understanding of the Greenbank State School Rules as well as the 'Greenbank Way' and School Planks.

The program operates across three Tiers:

Tier 1 – Whole of school support

Tier 2 – Targeted Intervention

Tier 3 – Intensive Support



Connected  
Greenbank Kid

Greenbank State School provides a supportive school environment that promotes students developing sustainable connections between self, others and place. Embedded in school practice is the Indigenous concept of 'dadirri', or deep listening, as a way for students to develop this connectedness through caring and responsibility, known in Indigenous culture as 'kanyini'. Through their unpacking of the 'School Planks', students deepen their understanding of 'The Greenbank Way' – the desired values and behaviour that students visibly display now and in the future. The Greenbank Connected Kid is used by teachers as a vehicle to reinforce these expected student values and behaviours through engagement with curriculum units (head). Students are then able to make informed decisions as active, connected citizens (heart and hands). Mindfulness practices and self-regulation strategies based on neuroscience principles are regularly implemented in classrooms along with a school social skills program, to assist with student's social and emotional development.

### Connected Learning Space

A 'Connected Learning Space' is set up within the school as a dedicated classroom and supportive space, staffed by a teacher and teacher aide. The Connected Learning Space provides an engaging and supportive environment for students to engage in social, behavioural and academic learning.

### Implementation:

<b>Tier 1</b> <b>Whole of School Support</b>	<p>This program supports the whole of school cohort in meeting and maintaining desired behaviour and engagement across the broader school. It focusses on creating a positive and preventative teaching and learning environment for all students. Through explicitly taught lessons and practice, students understanding of expected behaviours are developed and applied throughout the school setting. School staff provide positive acknowledgement of student's efforts and aim to create a positive learning environment for all students. A key aspect of this is building positive relationships with students and can begin with simple changes to language. In addition to these practices the understanding of the following is recognised and how this may effect a student's participation in the classroom.</p> <ul style="list-style-type: none"><li>▪ Student regulation / dysregulation</li><li>▪ Trauma</li><li>▪ Functions of Behaviour</li></ul>
<b>Tier 2</b> <b>Targeted Intervention</b>	<p>Provides targeted interventions aimed at supporting and building the capacity of social and emotional skills for those students who have been identified as requiring additional support (Using data-based decision making to refer and support these students).</p> <p>This may include small group programs, individual support, classroom support, lunchtime support etc.</p>

<p><b>Tier 3</b></p> <p><b>Intensive Support</b></p>	<p>Encompasses intensive supports for those students who are/have experienced behavioural and academic difficulties over a prolonged period of time (using data-based decision making to refer and support these students). These students may require more intensive instruction and support to effectively participate in the social and academic aspects of schooling. Often problem behaviours are exhibited by students who experienced academic and behavioural difficulties over an extended timeframe.</p> <p>Using data-based decision making to refer and support these students is important. Interventions focus on creating and implementing individualised behaviour support plans that are linked to the school's universal system. Explicit, individualised intervention plans will be developed and implemented with the aim of reducing the intensity and severity of challenging behaviours and school disengagement. These plans are devised using functional behavioural assessment, One School data and appropriate anecdotal information. This assessment looks at contextual, learning and relationship factors to help explain the purpose of the behaviour. The evidence shows that understanding the function of behaviour is essential to make the problem behaviour ineffective, inefficient and irrelevant.</p> <p>Key features include:</p> <ul style="list-style-type: none"> <li>▪ team based functional behavioural assessment</li> <li>▪ linking academic and behavioural performance</li> <li>▪ personalised interventions that focus on prevention</li> <li>▪ intensive instruction and support to reduce the frequency of behaviour</li> <li>▪ strategies for enhancing specific feedback</li> <li>▪ the effective use of consequences</li> <li>▪ use of data for decision making.</li> </ul> <p>Process for Development of Support Plan.</p> <ol style="list-style-type: none"> <li>1. Discuss with Classroom Teacher, Deputy Principal, Guidance Officer (as required)</li> <li>2. One School Data</li> <li>3. Discuss with Parent (as required)</li> <li>4. Discuss with Student</li> <li>5. Complete Functional Behaviour Assessment (as required)</li> </ol>
--	---

## Student Support Network

On occasions some students may benefit from assistance provided by other staff beyond the classroom teacher. Listed below are some options and a description of the referral process.

### 1. Staff

Teachers should refer students to their buddy teacher after using rule reminders and classroom Time Out.

### 2. Parents

Parents should be notified about their child's inappropriate choices and behaviour and be involved in discussions around strategies to support them.

### **3. Administration**

The Administration should act as facilitators between parents, staff and external agencies. They should also provide support for classroom teachers.

### **4. School Chaplain**

Referral forms can be obtained from the Administration for parental consent. The teacher obtains signed permission from the parents. The parent returns the consent form to the teacher who submits the form to the Chaplain. The Chaplain can provide support for students experiencing emotional issues, home issues, loneliness, separation, friendship issues and anxiety.

### **5. Guidance Officer**

Referral forms can be obtained from the Administration when behaviour could be related to more serious issues. The Guidance Officer should act as a link between school and home.

### **6. Engagement and Wellbeing Committee**

Referrals to the Engagement and Wellbeing Committee are presented by the Senior Leadership Team and Guidance Officer on behalf of teachers and parents. Issues dealt with tend to be ongoing such as classroom and work refusal and avoidance, anger management and conflict resolution; many of which also relate to out of class behaviours. Parents are kept informed and some strategies employed may be conducted jointly with the Guidance Officer, Chaplain and external agencies providing programs either at school or at another location. When required, regional behavioural support personnel will be consulted.

### **7. Academic Support Services**

Referral forms can be obtained from the Administration who will advise the Inclusive Education Committee of the referral. Parents are kept informed and some strategies employed may be conducted jointly with the Guidance Officer and external agencies providing alternative programs and specialised recommendations.

### **8. Department of Communities, Child Safety and Disability Services**

Child Safety Services provides assistance and support for children in the care of the State. They provide support and follow up to students in potentially 'at risk' circumstances.

It is also important for students and parents to understand there are regional and statewide support services which are available to supplement the school network. For more information please contact the school.



## Whole School Approach to Discipline

At Greenbank State School we believe that it is important to feel connected to self, others and place in order to maintain positive and respectful behaviours and interactions. Staff at Greenbank State School understand the importance of proactive rather than reactive processes when individual situations arise and expressions of behaviour are displayed. In order to be proactive the school rules and expectations are explicitly addressed, examples of positive conduct are taught, modelled and expected, each class has clear structures, routines and expectations for a supportive environment - which invites optimal teaching and learning opportunities. Our staff take responsibility for redirecting student behaviour, providing supportive instruction about how to meet the expectations and strive to use behavioural incidents as an opportunity to re-teach and work towards a positive behavioural outcome. At Greenbank State School we believe that communication between school and home is essential. Therefore, we encourage open, honest and respectful dialogue with our Connected Greenbank Families when supporting our Connected Greenbank Kids.

The Greenbank State School Student Code of Conduct is developed to:

- support student participation and engagement in the classroom.
  - Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.
  - Student attendance data assists in identifying students who may be experiencing difficulty in participating and engaging in school on a regular basis
- support the management of classroom activities.
  - Teachers are expected to demonstrate the capacity to organise classroom activities and provide clear direction.
  - Model and share with colleagues a flexible repertoire of strategies for classroom management to ensure all students are engaged in purposeful activities.
  - Teachers are supported by Deputy Principals, HOD-Cs, Support Teacher: Literacy and Numeracy and Head of Special Education Services to deliver appropriately managed teaching and learning opportunities.
- support staff to manage challenging behaviour.
  - Staff refer to the Student Code of Conduct for professional pedagogy to support classroom and behaviour management.
  - Staff refer to One School data under Behaviour, Contact and Support for additional information to provide a personal background and to move forward proactively with a knowledge of the student's history.
  - Staff, parents and students are supported by Principal, Deputy Principals, Guidance Officer, Chaplain and Engagement and Wellbeing Teacher
- maintain student safety.
  - Strategies are implemented to support students' wellbeing and safety when working within the school, curriculum and legislative requirements.
  - Staff, parents and students are supported by Principal, Deputy Principals and Guidance Officer
- use ICT safely, responsibly and ethically.
  - Upon enrolment parents and students sign a Code of Conduct for ICT usage.
  - Teachers explicitly teach appropriate safety measures and responsible use of ICT
  - Teachers engage students in ethical practice and discussions.



## Consideration of Individual Circumstances

When responding to inappropriate behaviour and applying disciplinary consequences a student's individual circumstances, such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account. OneSchool records provide the relevant information to support the differentiated approaches.

At Greenbank State School we respect students' privacy. Staff are not permitted to share personal or confidential information with persons other than the student's parents/carer. Therefore, information regarding the individual circumstances of a student, including any applied disciplinary consequences will not be shared with parents/carers other than the direct parent/carer of the child.

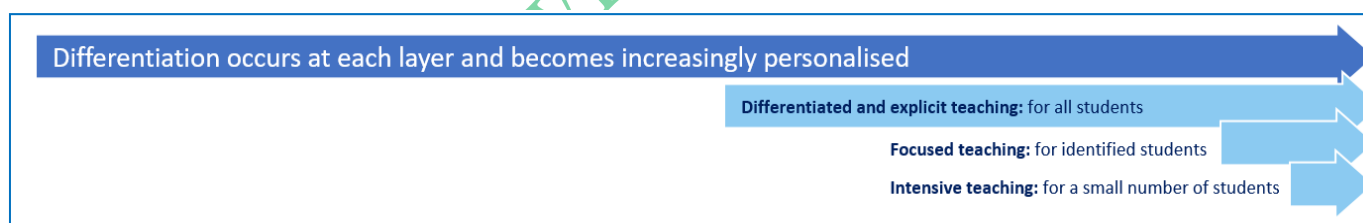
## Differentiated and Explicit Teaching

Greenbank 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 develop positive behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Greenbank 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.

*'Schools respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.'* **Whole school approach to differentiated teaching and learning.**

There are three main layers to differentiation, as illustrated in the diagram below.



## Focused Teaching

Students 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.

Principal, Deputy Principals, Head of Special Education Services, Head of Department- Curriculum, Support Teacher: Literacy and Numeracy and the Engagement and Wellbeing teacher, will work collaboratively with classroom teachers to monitor student progress and to identify those who:

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

## Intensive Teaching

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 the student's teacher/s, deputy principal, Guidance Officer and following consultation with the student's family.

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

Students who require intensive teaching will be assigned a Case Manager who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Legislative Delegations

### Legislation

Links to relevant legislation which inform the student discipline procedures of the Student Code of Conduct.

- [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](#)
- [Enhancing Online Safety Act 2015 \(Cth\)](#)
- [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

### Targeted Behaviour Support

Each year a small number of students at Greenbank State School are identified through our data as needing additional scaffolding in the way of targeted behavioural support. In most cases the problem behaviours of these students 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.

In the first instance, inappropriate behaviours are managed by the supervising teacher with immediate action taken e.g. warning, time out, community service, counselling. However, if behaviours are of a serious nature whereby the safety or wellbeing of others could be compromised, then those involved should be referred to the administration. Initial investigation should be conducted prior to the referral being made. Each incident is investigated and treated on its merits with all parties (perpetrators, victims and witnesses) given the opportunity to provide their point of view.

#### Preferred behaviour when disciplining students

- Maintain eye contact.
- Use a respectful voice tone (speak clearly, firmly).
- Watch proximity (not too close or overbearing in body language).
- Refer to appropriate class or school rule.
- Avoid arguing, be assertive, take the student aside, give clear choice and follow up later

The successful achievement of an effective program for managing student behaviour must take into account the following three related aspects of discipline:

**Preventative** - action to prevent unnecessary disruptions

**Corrective** - action to correct problems when they arise

**Supportive** - action to employ support procedures and processes

#### Correct Action Progression

- **Tactical ignoring** – a decisive choice not to notice low level disruptive behaviour.
- **Simple directions** – establish eye contact, speak clearly, briefly, firmly, expect compliance.
- **Question and feedback** – use a “what” question to break into disruption cycle and obtain feedback from student.
- **Rule reminder** – remind the disruptive student/s of an established rule and restate direction.
- **Simple choice** – form of final warning – e.g. “In your bag” or “on my desk, thanks”.
- **Isolation from peers** – an option to exit from the room is to send an overly disruptive student to:
  - a) An alternate classroom (previously negotiated Buddy Class) with appropriate supervision and/or support.
  - b) Administration (overly aggressive behaviour/repeated offences) with appropriate supervision and/or support.

**Students are NOT to be placed outside a classroom or away from direct teacher supervision.**

**BLOCKING** can be incorporated into the Corrective Action Progression. If a student argues or procrastinates, use “blocking” – a verbal strategy that reasserts a teacher's fair direction, using the same form of words – repetitively (sometimes known as broken record).

**SUPPORTIVE ACTION** – Action to provide support for teacher and student

### **Time out**

An appropriately timed cooling off period or withdrawal under supervision of another teacher or Administration.

### **Contracting/Counselling**

Any process to lead to a behaviour agreement. This may include discussion between the class teacher, Administration, parents, Guidance Officer, Support Teacher: Literacy and Numeracy, Engagement and Wellbeing teacher

### **Formal support process**

A parent conference with Administration and the Guidance Officer. Referral to external agencies will be provided as needed e.g. SPOT Plus, Child Youth and Mental Health, Advisory Visiting Teachers: Behaviour, Autism Spectrum Disorder, Physical Impairment and Hearing Impairment.

### **Planning**

Adjustments are made to classroom programs, Individual Support Plans, Educational Support Plans, etc. as required to address individual student needs.

### **Daily Behaviour Report Sheet**

Individual student behaviour goals are tracked and monitored by teachers and administration through the use of Daily Behaviour Report Sheets and/or books.

### **Referral to Administration**

Where incidents of misbehaviour are considered serious enough to warrant referral to the Administration, the following procedure is to be followed:

A staff member contacts a Deputy Principal or Principal and makes a verbal report

or

A staff member accompanies the referred student to the office and makes a verbal report and/or submits a behaviour referral form (pink slip)

or

A staff member calls a member of the Administration to attend site of incident using the telephone or sending a red or orange card (located in the front pocket of duty bags)

or

A behaviour referral form (pink slip) is completed and passed to the Administration for follow up

**STUDENTS ARE NOT SENT TO THE OFFICE UNTIL COMMUNICATION  
WITH ADMINISTRATION IS MADE.**

## Intensive Behaviour Support

Greenbank 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 need comprehensive systems of support. The Administration team supports staff by:

- Working with other staff members to develop appropriate behaviour support strategies
- Using behaviour data for the identification of students requiring individualised support
- Demonstrating flexibility in the creation of alternative learning options
- Monitoring the impact of support for individual students through continuous data collection
- Making adjustments as required for students
- Working with the school Guidance Officers, Head of Special Education Services, Special Education Staff, Engagement and Wellbeing Teacher, District Behaviour Advisory Visiting Teachers and external agencies to achieve continuity and consistency

Once a student is identified, a member of the administration contacts parents and any relevant staff members to form a support team and begins the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and his/her family, a representative from the school's administration and may include district based behavioural support staff.

## Emergency Response or Critical Incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies:

#### Avoid escalating the problem behaviour

Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

#### Maintain calmness, respect and detachment

Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

#### Approach the student in a non-threatening manner

Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

#### Follow through

If the student starts displaying the appropriate behaviour briefly acknowledge his/her choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind him/her of the expected school behaviour and identify consequences of continued unacceptable behaviour.

#### Debrief

Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Consequences for Unacceptable Behaviour

Greenbank State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form (pink slip) is used to report all major problem behaviour.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to one or more of the following school rules:

- Be Polite
- Be Safe
- Be Respectful

Consequences for unacceptable behaviour are applied according to the severity and frequency of the behaviour demonstrated by the student. Consequences range from:

### Teacher Warning

Students are given reminders by their teacher regarding expected classroom behaviour.

- Teacher asks the student, 'Do you know why you're receiving a warning?'
- Student responds to the teacher OR teacher informs the student if behaviour is unknown.
- Teacher/student manipulates the behaviour chart/ladder to represent the warning.

### Time Out from class activities

Students are removed from the class group but are kept in the classroom. They are provided with the opportunity for reflection and counselling. If the demonstrated behaviour is ongoing or 'out of character' teachers are to communicate with parents/carer.

- Student moves to an allocated Time Out desk/location.
- Student completes pre-determined Time Out activity
- Student reflects on:
  - What did I do?
  - What will I do to make improvements?
  - How am I feeling?

### Buddy Class

Students are asked to leave their classroom and report to a pre-arranged buddy classroom. Students should take work with them. Class teacher records 'buddy class' on OneSchool – Behaviour, referring the student's line managing Deputy Principal for their information or further follow up. Class teacher to communicate with parents/carer.

At Buddy Class, students in P-2 will:

- Draw a picture of the classroom behaviours he/she was demonstrating and label their actions
- Draw a picture of how he/she should be behaving with labels for their actions
- Student continues with the work which was to be completed in their classroom

At Buddy Class, students in Years 3-6 will:

- Write a letter to their parents/carer to inform them:
  - that their behaviour led them to buddy class
  - of the behaviours demonstrated in the classroom
  - of the reasons why they were behaving this way
  - of what they will do to correct their behaviour

Returning from Buddy Class P - 6:

- Teacher and student engage in a re-entry conversation focussing on the positives.
- Student's letter/drawing is viewed by the teacher to be sent home for the parent/carer to view.
- Teacher to find opportunities to positively interact with the student soon after their return.



### **Time Out from play**

Students are withdrawn from play by either the Class Teacher or Deputy Principal and spend time in the classroom or the office.

### **Community Service**

Community service is expected of students who demonstrate minor behaviours which have detracted from the school community and do not demonstrate The Greenbank Way. Students are expected to participate in activities that contribute positively to our school environment such as: picking up litter, cleaning off graffiti, packing up at play areas, supporting other students, encouraging safety at a playground, assisting in the library etc.

The Community Service should reflect the displayed behaviour.

Example behaviours with possible community service:

- Drawing on a wall - cleaning the drawing off the wall
- Throwing rubbish into the gardens - cleaning the rubbish from gardens
- Running through gardens – working on a garden

Teachers who allocate Community Service as a consequence are responsible for the supervision.

- Students are not to be sent to duty teachers unless confirmed by the Administration.
- Community Service is not an appropriate consequence for class issues such as not completing homework.

#### **Process:**

- Teacher arranges the day, time and location of the Community Service and provides the student with the Community Service Slip.
- Teacher who allocates the Community Service, supervises the Community Service.
- Student hands the Community Service slip to the teacher then completes the Community Service (max 20 minutes).
- Teacher records the community service on OneSchool – referring the student's class teacher and line managing deputy principal.

### **Allocated play**

Students are allocated an area in the school by the Deputy Principal where they must play. Parents are notified by the Deputy Principal. Students are to report to the teacher on duty who assesses their behaviour during that break. The information is recorded by the playground duty teacher on the allocated play form. This form is then passed on to a Deputy Principal by the student for monitoring or further action.

### **Thinking Room**

Students eat their lunch in the Thinking Room. After the allocated eating time, students remain in the Thinking Room to be withdrawn from lunchtime play for a maximum of 20 minutes. Students reflect upon their behaviours during this time. Parents receive written notification with a signed returned by slip. Failure to return a signed slip the following school day will result in an additional Thinking Room consequence.

Students who are in Thinking Room forfeit the right to participate in the sports training session/Gala Day during the week of the student's consequence. If behaviours continue, which result in further Thinking Rooms, students may forfeit the right to participate in the inter-school or intra-school sport/Gala Day competition, extracurricular activities, school camps or school excursions. This will be communicated to the student and his/her parents/carers by the deputy principal.

### **Office Time Out**

Students are withdrawn from class for less than a day and may not interact with other students. Deputy Principal provides phone contact to the parents/carers.



## **Inschool Withdrawal**

Students are withdrawn from class for a day or more and may not interact with other students. Students are withdrawn from inter-school or intra-school sport/Gala Day training sessions for the week of the withdrawal. In addition, students will not attend the next intra-school sport/Gala Day competition. Your child may also forfeit the right to participate in extracurricular activities, school camps or school excursions.

### **Process:**

- Inschool Withdrawals will be communicated to parents by the deputy principal, including considerations regarding the student's participation in extracurricular activities.
- Written notification is sent home to parents with a signed returned slip.
- Parents/carers sign and return the Inschool Withdrawal letter.
- Signed letter is scanned and uploaded to OneSchool in: Manage Incidents – Record of Contact.

## **External Suspension - Short Term 1 – 10 days / Long Term 11 – 20 days:**

Students are externally suspended after consideration has been given to all other responses. While External Suspensions may be applied in any of the phases of learning (early, middle, or senior), it is particularly important to consider the age and maturity of students, any disabilities the student may have, timing of the incident, individual circumstances relating to the student and the needs and rights of school community members. Grounds for suspension include disobedience, misconduct and other conduct of the student that is prejudicial to the good order and management of the school or state schools.

### **Process:**

- The incident and associated consequence is reported to the student's parents/carers.
- The incident leading to the external suspension should be recorded on OneSchool and the appropriate paperwork should be provided to students and parents.
- An educational program should be provided for the student for the duration of their suspension.
- In addition, the student is withdrawn from inter-school or intra-school sport for the remainder of the term and may forfeit the right to participate in extracurricular activities, school camp and school excursions.

## **Charge-related Suspension**

A charge-related suspension is separate from short or long term suspension. A charge-related suspension may be imposed if the principal is reasonably satisfied that the student enrolled in their school has been charged with a serious offence or an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

## **Recommendation for Exclusion**

Students may be suspended with a recommendation to exclude as per the grounds outlined for suspension, but the student's disobedience, misconduct or any other conduct must be so serious that suspension of the student is inadequate to deal with the behaviour. Additionally, a student may be suspended with a recommendation to exclude for the student's contravention of a Behaviour Improvement Condition.

If a child receives Thinking Room, In School Withdrawal, External Suspension, Charge-related Suspension or Recommendation for Exclusion, parents/carers will be informed and encouraged to support the school's actions. External agencies will be consulted if necessary. All incidents will be recorded on OneSchool. Students who are not permitted to attend an extra-curricular activity will be provided with supervision and work to complete.

**It is to be noted that the consequences outlined are not necessarily sequential and that steps can be, and will be, escalated as deemed appropriate by the Principal. Immediate suspension can be invoked if the conduct of the student concerned is deemed to warrant such action.**

## Informal Processes/Minor Behaviour Incidences

**Minor** 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 problem behaviours
- do not require involvement of specialist support staff or Administration (**e.g. forgetting hat, running on concrete, etc.**)

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem 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

**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 Administration because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of the expected school behaviour. The staff member then fills out the office referral form (pink slip) and escorts the student to Administration.

Major problem behaviours may result in the following consequences:

- Office Warning
- Office Withdrawal
- Parents contacted
- Community Service
- Thinking Room
- Internal Withdrawal
- Suspension 1-10 days
- Suspension 11-20 days
- Exclusion

The following table outlines examples of major and minor problem behaviours:

MINOR INCIDENTS	
<b><u>Classroom</u></b> <ul style="list-style-type: none"><li>▪ Talking out of turn</li><li>▪ Annoying others</li><li>▪ Making a mess</li><li>▪ Being off task</li><li>▪ Back chatting</li><li>▪ Not completing set tasks</li><li>▪ Failing to submit a mobile phone/digital device to a teacher prior to the start of the day</li></ul>	<b><u>Possible Consequences</u></b> <p>Teachers determine appropriate consequences for such offences within their own classrooms. Continued incidents may be seen as deliberate disobedience. (See Major Incidents)</p>
<b><u>Out of Class</u></b> <ul style="list-style-type: none"><li>▪ Running on concrete</li><li>▪ Littering</li><li>▪ Playing out of bounds</li><li>▪ Playing roughly</li></ul>	<b><u>Possible Consequences</u></b> <ul style="list-style-type: none"><li>▪ State rule</li><li>▪ Repeat action correctly</li><li>▪ Time out with teacher on duty</li><li>▪ Miss your turn</li></ul>

<ul style="list-style-type: none"> <li>▪ Use of inappropriate language</li> <li>▪ Disrupting games</li> <li>▪ Showing poor manners at tuckshop</li> <li>▪ Back chatting</li> <li>▪ Uniform policy breaches</li> </ul>	
---	--

MAJOR INCIDENTS	
<p><b><u>Classroom</u></b></p> <ul style="list-style-type: none"> <li>▪ Discrimination</li> <li>▪ Violent behaviour</li> <li>▪ Vandalism</li> <li>▪ Stealing</li> <li>▪ Non-compliance</li> <li>▪ Speaking insultingly or disrespectfully</li> <li>▪ Sexual harassment</li> <li>▪ Bullying</li> <li>▪ Possession/use of illegal substances, knives and weapons</li> <li>▪ Obscene language</li> <li>▪ Truancy</li> <li>▪ Inappropriate use of ICT</li> <li>▪ Racism</li> <li>▪ Cheating</li> <li>▪ Sexualised behaviour</li> <li>▪ Physical aggression</li> <li>▪ Misuse of mobile phones or personal technology devices</li> </ul>	<p><b><u>Possible Consequences for Classroom and Out of Class Incidents</u></b></p> <ul style="list-style-type: none"> <li>▪ Buddy Class</li> <li>▪ Contact Parents</li> <li>▪ Thinking Room</li> <li>▪ Internal Withdrawal</li> <li>▪ Suspension</li> <li>▪ Exclusion</li> </ul> <p>In <b>extreme</b> cases, a teacher may use the intercom to get immediate assistance or he/she can send a 'RED CARD' to the office and the student will be removed from the student's location (classroom/playground) to the office.</p>
<p><b><u>Out of Class</u></b></p> <ul style="list-style-type: none"> <li>▪ Discrimination</li> <li>▪ Stealing</li> <li>▪ Vandalism</li> <li>▪ Non-compliance</li> <li>▪ Violent behaviour</li> <li>▪ Physical aggression</li> <li>▪ Sexualised behaviour</li> <li>▪ Sexual harassment</li> <li>▪ Speaking insultingly or disrespectfully</li> <li>▪ Obscene language</li> <li>▪ Truancy</li> <li>▪ Engaging in social relationships deemed inappropriate for the school setting</li> <li>▪ Bullying</li> <li>▪ Possession/Use of illegal substances, smoking implements, alcohol, knives and weapons</li> <li>▪ Inappropriate conduct in the toilets</li> <li>▪ Inappropriate use of ICT</li> <li>▪ Frequent breaches of the uniform policy</li> <li>▪ Racism</li> <li>▪ Throwing dangerous objects</li> </ul>	

## School Disciplinary Absences

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

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

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

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

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

### Re-entry following suspension

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

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

### Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via the incident letter. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

### Structure

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

### Re-entry Agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss expected behaviours – The Greenbank Way inc. school rules, school planks, Connected Greenbank Kid
- Offer information about supports available (e.g. guidance officer, chaplaincy)
- Thank student and parent/s for attending
- DP walks with student to his/her classroom

### Reasonable adjustments

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

## School Policies

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

### Temporary removal of student property

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

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

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

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

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

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

#### Responsibilities

**State school staff** at Greenbank 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;

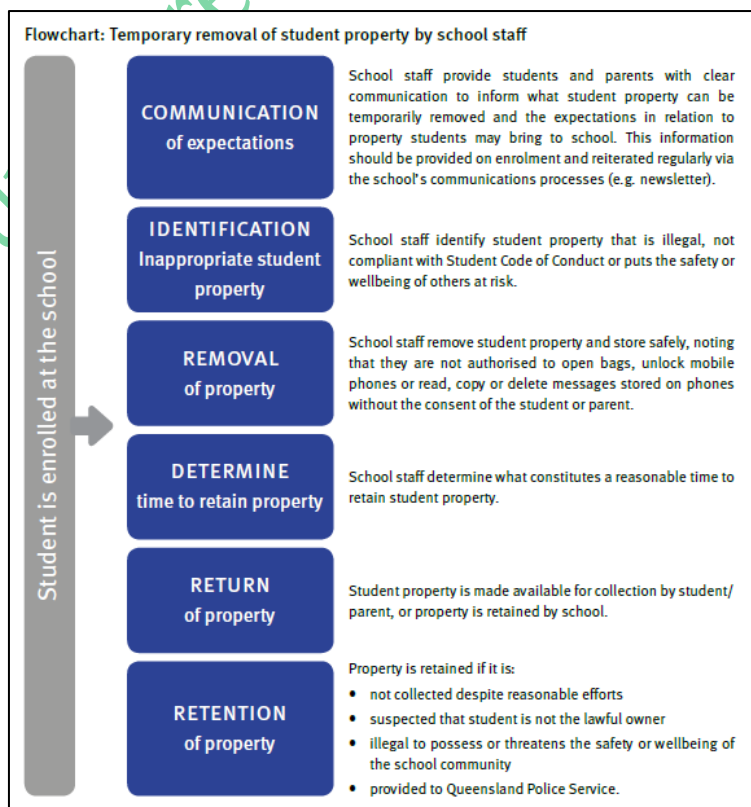
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- obtain consent from the student or parent to examine or otherwise deal with the temporarily 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;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

**Parents** of students at Greenbank State School:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Greenbank State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

**Students** of Greenbank State School:

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





## Use of mobile phones and other digital devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

When using a mobile phone, electronic devices, wearable technology or sensing device it is expected that students will display courtesy, consideration and respect for themselves, others and the school environment. Students will achieve this by adhering to the following rules –

- Students must not use a mobile phone, electronic devices, wearable technology or sensing devices in any manner that is disruptive to the normal routine of school.
- Students are not permitted to use a mobile phone, electronic devices, wearable technology or sensing devices within the school grounds, where these devices are not being used in a teacher directed activity to enhance learning.
- All mobile phone, electronic devices, wearable technology or sensing devices in possession of students are to be switched off upon entry to the school. Students are required to submit their mobile phones, electronic or sensing devices to their class teacher at the soonest possible opportunity. Student mobile phones, electronic or sensing devices are then collected at the end of the school day. Students are not permitted to switch on these devices until they exit the school grounds.
- Students are not permitted to use in-phone or device cameras anywhere a normal camera would be considered inappropriate e.g. classrooms, change rooms, toilets, etc.
- Student use of a mobile phones, electronic or sensing devices that contravene Greenbank State School's iConnect@Greenbank Student Participation Agreement and Mobile Phone Policy will lead to the devices being temporarily removed from students by school staff, with collection/return to occur at the end of the school day should the device not be required for further investigation. Students may also be subject to consequences as outlined in the Greenbank State School Student Code of Conduct.
- Invasion of privacy through the recording of personal conversations or daily activities and/or the further distribution (e.g. via Multi Media Messaging Service, Bluetooth, Internet, etc) of such material will result in disciplinary action and contravenes the **Information Privacy Act 2009 (Qld)**.
- The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will be subject to disciplinary action and potentially police investigation.
- Mobile phones, electronic devices, wearable technology or sensing devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by school staff.
- Greenbank State School or school staff will not be held responsible for the data on or the security of a student mobile phone, electronic devices, wearable technology or sensing devices whilst connected to the school's Education Queensland network and/or while being used for school purposes.
- Families and students are to seek special permission by negotiating with relevant staff when requesting to use a mobile phone, electronic device, wearable technology or sensing device



in special circumstances that may contravene the Greenbank State School policies and agreements.

- All mobile phones, electronic devices, wearable technology or sensing devices are bought to the school at the students' own risk.

Please refer to the Greenbank State School Student Participation Agreement for the iConnect@Greenbank BYOD iPad Program.

## Preventing and responding to bullying

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

**Bullying** - The agreed national definition for Australian schools describes bullying as

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

Behaviours that *do not* constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Greenbank State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

**Cyberbullying** - is bullying carried out through the internet or mobile devices and may involve the use of social media platforms.

**Harassment** - is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

It offends, humiliates, intimidates or creates a hostile environment.

It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional

**Discrimination** - occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

**Violence** - is the intentional use of physical force or power, threatened or actual, against another person(s) that results in psychological harm, injury or in some cases death. It may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

**Prevention -**

1. Greenbank 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:
  - ensuring the safety and well-being of all members of the school community
  - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
  - raising achievement and attendance
  - promoting equality and diversity
2. There is no place for bullying at Greenbank State School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems.
3. 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 by 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.
4. 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. This will be achieved by ensuring that:
  - Our universal behaviour support processes always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
  - All students know the three school rules 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 non-classroom areas, including exiting and re-entering the classroom and conducting themselves in accordance with the school expectations in the playground and other areas
  - All students receive high levels of positive reinforcement from all staff for demonstrating expected behaviours in all areas of the school
  - A high level of quality active supervision is expected of all staff. Staff on duty are easily identifiable and are mobile within their areas, scanning and positively interacting as they move through the designated supervision sectors
5. Greenbank State School uses behavioural data for decision-making. This data is entered into OneSchool on a daily basis and can be recalled as summary reports at any time. This resource allows the school to track the effectiveness of its behaviour management strategies, to make any necessary adjustments and to identify specific behaviours that may need to be revisited or revised in the instructional process.

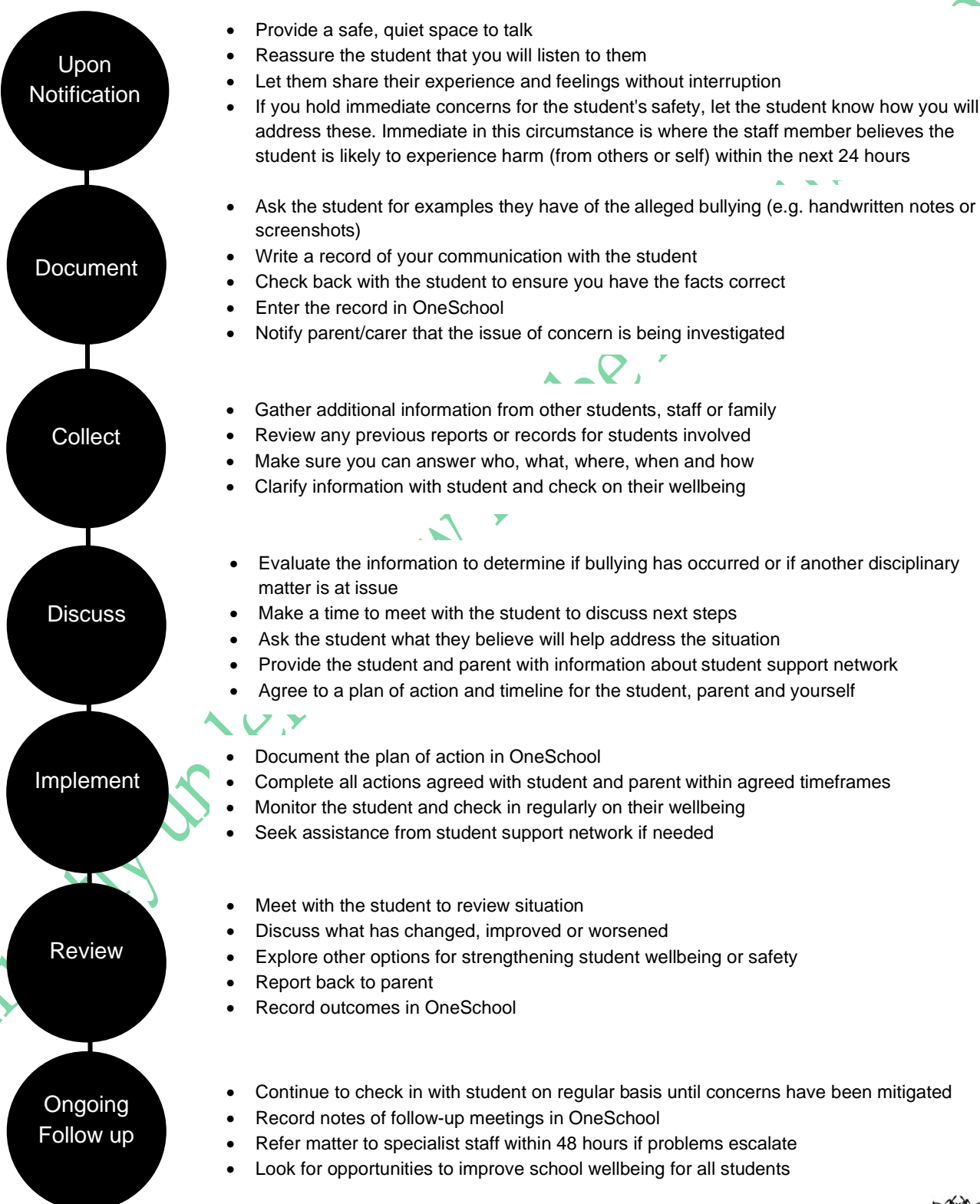
The following flowchart explains the actions Greenbank State School staff will take when they receive a report about student bullying. Please note that the indicative timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s.

## Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher - line managing deputy principal



## Appropriate use of social media

Cyberbullying is treated at Greenbank State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays. Parents and students who have concerns about cyberbullying incidents are encouraged to seek assistance through the [Office of the e-Safety Commissioner](#).

The Office of the eSafety Commissioner was established as an independent statutory office which functions and powers under the [Enhancing Online Safety Act 2015 \(Cth\)](#). Initially, these functions primarily related to enhancing online safety for Australian children. In 2017, the Act was amended to expand the Commissioner's remit to promoting and enhancing online safety for all Australians.

The Office allows children suffering from serious cyberbullying to submit complaints about such content to have it removed if social media companies do not remove the offending content after it has been reported to them.

### How are complaints handled?

The Office receives complaints through an online form ([www.esafety.gov.au](http://www.esafety.gov.au)). The form may be completed by the child making a cyberbullying complaint with the help of a trusted adult.

Upon receipt of a complaint, the Office may take one or more of the following actions:

- contact the social media platform or the alleged poster of the content to secure removal;
- refer the incident to the school for resolution;
- refer the matter to the police if it warrants attention from a law enforcement agency

### When will a cyberbullying complaint be referred to a school?

In most cases, the Office anticipates working with social media services to take down material without the need to contact schools. However, there will still be times when a complaint will best be resolved by the Office working with schools directly. In such circumstances, the Office may make direct contact with a school and seek help to resolve the problem.

Greenbank State School actively encourages its students to engage with multimedia in a safe and responsible manner and to report any incidents that cause concern.

***When parents present to the school requesting our assistance to solve social media issues that have occurred outside of the school they will be reminded that while social media platforms have their own age restrictions, we have been advised by the DET Cyber Safety Team that as a general rule children should not be accessing social media prior to 13 years of age unless under the direct supervision of parents.***

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.



# 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](#).

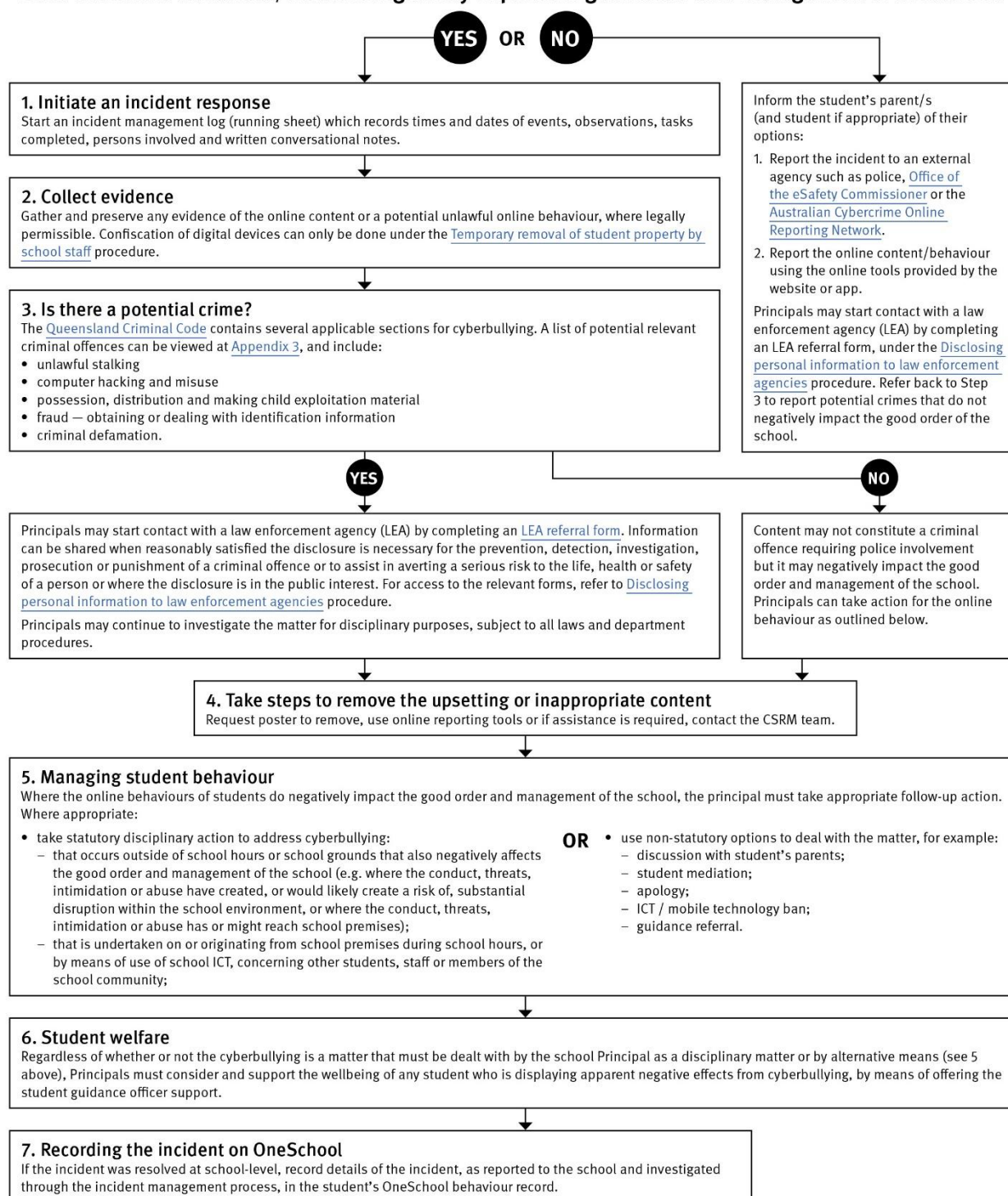
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Restrictive Practices

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

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

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

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

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

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

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

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

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

### **Use of seclusion and physical restraint**

State school staff may only use seclusion or physical restraint where:

- a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
- b) the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

For the use of a seclusion or physical restraint to be "reasonable", the seclusion or physical restraint must be:

- a) proportionate to the risk of harm
- b) discontinued once the risk of harm has dissipated, and
- c) respectful of the student's dignity.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

- a) using manual guidance to prevent a student running onto a busy road
- b) holding a student to prevent them physically hurting themselves or attacking someone, or
- c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

State school staff must not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint *should not* be used to respond to:

- a) a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- b) a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- c) verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- d) property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

State school staff should ensure the type of seclusion or physical restraint that is used is consistent with a student's individual needs and circumstances, including:

- a) the age and size of the student
- b) the past behaviours of the student
- c) any impairment/disability/condition that the student may have e.g. obesity, hypermobility, asthma, pregnancy
- d) any history of trauma (including physical and sexual abuse), and
- e) the environment in which the restraint is taking place.

In every instance where seclusion is used, state school staff should:

- a) assess the area or room for objects or surfaces that may present an immediate risk to the student
- b) consider that a history of suicide ideation or self-harm should preclude the use of seclusion on a balance of risk
- c) ensure the student does not have anything in their possession that could be used to harm themselves
- d) ensure that a member of staff is able to observe the student throughout the period they are in seclusion and be available at all times immediately outside the room, and
- e) discontinue seclusion if the student says they cannot breathe, experiences a medical emergency, is incontinent or behaves in such a manner as to raise concern about their welfare.



## **Planned restrictive practices – physical restraint**

State schools may plan for the use of physical restraint in respect of a particular student to respond to certain behaviours. However, a plan for the use of physical restraint does not absolve state school staff from making an assessment about whether the use of the planned restraint is appropriate in the circumstances of each individual case (in accordance with this procedure). In other words, a plan to use physical restraint must not be considered the only and the most appropriate response on each occasion and staff consider the specific facts and circumstances of each case and use restrictive practices in a way that is reasonable and proportionate.

Any use of planned physical restraint must be:

- a) 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
- b) undertaken on the basis of evidence and recorded in the Behaviour risk assessment tool – safety or wellbeing
- c) informed by a clearly documented rationale for the planned use of physical restraint
- d) included in the student's Individual Student Safety Plan
- e) supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and
- f) developed in consultation with the student's parents.

## **Individual Student Safety Plan**

If a state school is proposing the use of planned physical restraint, mechanical restraint or containment in respect of a particular student, the school must develop an Individual Student Safety Plan. An Individual Student Safety Plan must be read in conjunction with any behaviour support strategies included in a student's Individual Behaviour Support Plan.

## **After a seclusion or physical restraint has been used**

After using seclusion or physical restraint:

- a) the state school staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident
- b) the state school staff member(s) involved in the incident must record the incident in OneSchool as soon as practicable (e.g. within 24 hours).
- c) the principal will, as soon as practicable (e.g. within the same school day), notify the parents of the student who was the subject of the restrictive practice of the incident
- d) in the case of seclusion or unplanned physical restraint, the principal or deputy principal should conduct a Focused Review
- e) the staff and principal of the school need to consider the preventative and de-escalation strategies that might reduce the likelihood of a similar incident occurring again with the student (this may include reviewing, amending or developing the student's Individual Behaviour Support Plan and Individual Student Safety Plan)
- f) the principal may consider further training to assist staff working closely with the student
- g) the principal has a duty to consider offering appropriate supports to the following persons:
  - i. the student who has been restrained and their parents (this may include inviting parents to participate in decisions involving the student's ongoing support and planning), and
  - ii. other students and staff members who were involved in or witnessed the incident (this may include a debriefing in relation to the incident and/or counselling support).

## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

### Playground Duty Procedures - Teachers

To create a supportive school environment, it is essential that staff develop and maintain a consistent effort in the implementation of the following procedures. At all times duty of care and common sense approaches should prevail.

It is in the best interest of ALL that the following procedures are implemented:

1. Know the school rules, procedures and consequences.
2. Invest time in taking students through what it is they have done; what rule they have broken; what they should have done; applying a logical consequence. Focus on ownership of behaviour.
3. Wear your first aid kit which should contain behaviour referral cards, a pen, coloured HELP card (Red = Emergency Come Immediately, Orange = Assistance Required), rubber gloves and bandages.
4. Wear your high visible safety vest.
5. Wear a hat.
6. Be consistent, persistent and if needs be, insistent.
7. Be punctual.
8. Move around area and "be visible".
9. Be active and proactive in the pursuit of your duty – active supervision
10. You are on duty until replaced by the next duty teacher OR the final student has left your duty area. Swap over points between eating and play time can be negotiated.
  - a. **Teachers must be the last person to leave the designated duty area.**
  - b. Negotiate with your teaching partner to invite your children into the classroom to start the next session. This courtesy will allow you the time to ensure that all students have safely left the duty area.
11. Carry the playground duty folder with you at all times. This folder contains vital medical information regarding students you may be supervising.
12. If wet weather arises during a duty, students are encouraged to move to their designated undercover areas. If your duty area closes, please assist with the supervision of the undercover areas.
13. In extreme cases, a message will be put over the P.A. system for students to return immediately to their classrooms to be supervised by their classroom teachers. Duty teachers are the last person to leave the duty area.
14. Emergency procedures
  - a. SAFETY ALERT - All teachers and students return to own classrooms if safe. The safety alert will be announced over the P.A as per safety alert procedures
  - b. LOCKDOWN - All teachers and students return to own classrooms if safe. The words "LOCKDOWN" will be announced over the P.A as per lockdown procedures.
  - c. FIRE – Building evacuation due to fire – students and staff to assemble in designated areas as per Evacuation Procedures.

## Playground Rules / Out of Bounds Areas - Students

*Teachers - Please note the following expectations and go through them thoroughly with your students.*

1. No hat – No play! Students must wear a Greenbank broad brim or bucket hat to play. Students with different hats or no hat will sit under their designated covered area during play time.
2. In between all school buildings is out of bounds (including courtyards, A block and behind G block).
3. No ball games near buildings (including near the staircases of A block).
4. All footballs, soccer balls, basketballs, large balls etc are to be confined to the Senior & Junior Ovals.  
**No large ball games in any covered area.**
5. Handball is permitted under the covered areas. However, students must give way to people passing by.
6. Running games around or near buildings are not permitted.
7. No running on concrete.
8. Concrete paths behind B, C or E block closed to all traffic.
9. Bag racks out of bounds except for returning lunchboxes, hats. No bags should be on the ground or in walkways.
10. Verandas, outside demountables and the top level of A block, are out of bounds – unless returning lunchboxes.
11. Area between G block and tennis courts is out of bounds. Children may use the concrete path as a thoroughfare during learning time, when returning lunchboxes and when participating in the Gardening Club.
12. Area between Administration block and Old School is out of bounds.
13. Area between the side of A block and side fence next to Gumnut House is out of bounds at all times.
14. No play behind mural wall of Year 5/6 covered area. This area is out of bounds except for students waiting in the pick-up zone after school.
15. No waiting near entry gates before school.
16. Years Prep – 3 use Junior (Prep) Oval. Years 4 – 6 use Senior (bottom) oval.
17. Years 3 – 6 use basketball and tennis courts
18. Adventure Playgrounds – Students sit on the log and wait for teacher direction before playing on the playground.
  - Prep Adventure Playground - Prep students only.
  - Sandpit & Junior Adventure Playground - Years 1 & 2 only.
  - 3/4 Adventure Playground - Year 3 & 4 only.

**All adventure playgrounds are closed before and after school except when students are being supervised as part of the Gumnut House program.**

19. No tiggly or running around at the adventure playgrounds
20. No play after school in any area.
21. All children arriving before 8:15am sit quietly in the Year 5/6 Covered Area. When the bell rings at 8:15am, students must wait for Teacher Aide to dismiss them before they put bags on racks and begin play on ovals. Same conditions apply around school buildings as for lunch breaks.

### Toilet breaks - Learning Time

1. During learning time children must go to toilet in pairs. Keep a record of toilet breaks – date, names, time.

### Tuckshop

1. Students must sit in the 5/6 Covered Area to consume food and drinks purchased from the tuckshop.



## Bus Behaviour Plan

Students' behaviour on buses is regulated by the Code of Conduct for School Bus Travel which is implemented by Park Ridge Transit. Students who misbehave on the bus should be reported by the driver to the bus company supervisor and to the school Administration. The bus company is then responsible for the imposing of any penalties under the Code. Complaints from parents or students will be investigated by the school and communicated to the bus company.

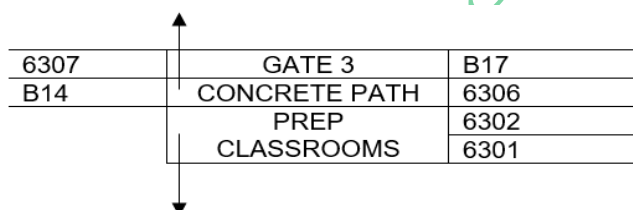
Buses will stop only at designated stops. It is recommended that when students have to cross a road, they are met by a parent **on the side of the road where they alight**. It is dangerous for parents to stand on the other side of the road as students will often thoughtlessly run towards them. It is also recommended that an adult supervise students between the bus stop and home. It is, unfortunately, impractical for buses to stop outside all homes.

### Code of Conduct for School Students Travelling on Buses –

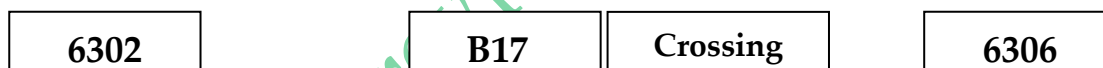
<http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>

## Bus Procedures for Students

- Following the 3.00 pm bell, all students catching buses (except for those who catch B62/B64, who assemble at the A-K pick up area) go directly to the designated area near Prep where they will find the five (6) bus run numbers marked on either side of the concrete path. These buses are organised as follows:



- Buses **should** be lined up as below; however this may not be the case. Each number is displayed on the front of the bus.



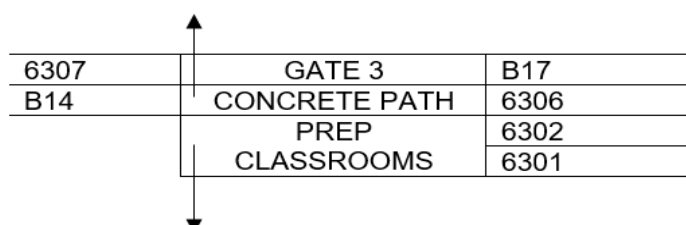
- All students assemble in their appropriate lines, sitting down until instructed to stand. Students travelling on B17, 6306 and 6302 are the first runs to depart. All students should have their bus passes out ready to show the driver. **B17 students will walk with 6306 students.**
- B17, 6306 and 6302 MUST be walked out NO LATER THAN 3.05 PM.**
- Students travelling on 6301, 6307 and B14 will sit down in two (2) lines until the earlier runs depart.
- Teachers/aides will load B17/6306 and 6302.
- Students will follow the directions of the staff member in charge and bus driver when boarding buses.
- After B17, 6306 and 6302 runs depart the school grounds, remaining students (6307 and B14) will be moved to sit on the grassed area next to 6301, preferably in the shade. Teachers/aide who remains with the students is responsible for moving the students over the pathway to sit in two lines according to their bus run. **Students are expected to be wearing a hat.**
- 6301 and 6307 will depart school at approximately 3.20 pm. Students must have bus passes ready before boarding the bus.
- B14 departs school around 3.30 – 3.35 pm. Students must have bus passes ready before boarding the bus.
- If buses are fitted with seat belts (6307 in particular), all students, including high school students MUST wear seat belt appropriately.

**Student are NOT to swap buses (bus run is printed on bus passes) without permission.**

**Students who do not have a bus pass and catch a bus to visit friends, etc must have a note and money for fare.**

## Procedures for teachers on bus supervision duty

- All students are to be dismissed promptly at 3.00pm.
- Teachers/Teacher Aides on duty should promptly make their way to Bus Duty as soon after 3.00 pm as possible, **wearing their yellow vest, hat and accompanied by their mobile phone and first aid bag.**
- All bus students (except for those who catch B62/B64, who assemble at the A-K pick up area) go directly to the designated area near Prep where they will find the five (5) bus run numbers marked on either side of the concrete path. These buses are organised as follows:



- The three (3) bus duty teachers/aides and Deputy Principal will operate from this central spot near Prep and should arrive as promptly after 3.00pm as possible.
- Buses **should** be lined up as below; however this may not be the case. Each number is displayed on the front of the bus.

6302	B17	Crossing	6306
------	-----	----------	------

- All students assemble in their appropriate lines, sitting down until instructed to stand. Students travelling on **B17, 6306 and 6302 are the first runs to depart.** All students should have their bus passes out ready to show the driver. **B17 students will walk with the staff member escorting 6306 students. If there are no students for B17 please notify bus driver.**
- **The first three (3) buses must be walked out no later than 3.05 pm for a 3.10 pm departure**
- **Parents who are congregating in the area where students are required to assemble need to be asked politely to move to allow students to sit/stand in 2 lines.**
- Students travelling on 6301, 6307 and B14 will sit down in two (2) lines until the earlier runs depart.
- Teachers/aides on bus duty will determine which two (2) teachers will load B17/6306 and 6302 and who will supervise the remaining students.
- One (1) teacher will load B17/6306 and the other teacher will load 6302
- When loading students onto 6306 and 6302:
  - Teacher/aide is to enter the bus before students
  - Students will be sat 2 per seat from the front of the bus
  - Siblings may be seated together. Outside of this, students are to be seated according to their position in line
  - **6306** maybe a seat belted bus – if this is case, please ensure all students have their seat belt fitted correctly
- **In the event of a bus arriving late/departing late**, contact the office for a message to be placed on the school's Facebook page
- After B17, 6301 and 6302 runs depart the school grounds, 6307 and B14 students will be moved to sit on the grassed area next to 6301, preferably in the shade. Teacher/aide who remains with the students is responsible for moving the students over the pathway to sit in two lines according to their bus run. **Students are expected to be wearing a hat.**
- Once the first 3 runs depart, **three (3) staff members are required to remain on duty.** In the event there are four (4) staff members, one **teacher** can be dismissed from the duty, rotated through each day. Teacher aides remain on duty as this contributes to their ADO and additional duties. **At least three (3) staff members must remain for adequate supervision.**



- 6301 and 6307 will depart school at approximately 3.20 pm. Students must have bus passes ready before boarding the bus. The buses will stop at the following locations in the front bus bays.

<b>6301</b>	<b>Crossing</b>	<b>6307</b>
-------------	-----------------	-------------

- **At this point only one (1) staff member is required to remain and supervise the final bus run.** DP on duty may choose to relieve all remaining teachers/aides
- B14 departs school around 3.30 – 3.35 pm. Once departed, one of the remaining teachers may finish their duty (rotated over the course of the week). Students must have bus passes ready before boarding the bus.
- If buses are fitted with seat belts, teacher/aide is to ensure all students, including high school students where seat belts appropriately.

### Specific Bus Run procedures

#### 6306

- Teacher/aide is to enter the bus before students
- Students will be sat 2 per seat from the front of the bus
- Siblings may be seated together. Outside of this, students are to be seated according to their position in line OR as directed by driver
- **6306 is usually a seat belted bus – teacher is to ensure students have seat belts fitted correctly before exiting the bus.**

#### B17

- Students walk with 6306 students

#### 6302

- Teacher/aide is to enter the bus before students
- Students will be sat 2 per seat from the front of the bus
- Siblings may be seated together. Outside of this, students are to be seated according to their position in line OR as directed by driver
- Driver may provide instructions on where certain students should or should not be sat

#### 6301

- Teacher/aide is to enter the bus before students
- Students will be sat 2 per seat from the front of the bus
- Siblings may be seated together. Outside of this, students are to be seated according to their position in line OR as directed by driver
- **6301 may require 3 students per seat** – if this is case, seat the third student on a seat with two smaller students for comfort

#### 6307

- Teacher/aide is to enter the bus before students
- High school students are directed to sit at the back of the bus
- Students will be sat 2 per seat from the front of the bus
- Siblings may be seated together. Outside of this, students are to be seated according to their position in line OR as directed by driver

#### B14

- Teacher/aide is to enter the bus before students
- High school students are directed to sit at the back of the bus
- Students will be sat 2 per seat from the front of the bus
- Siblings may be seated together. Outside of this, students are to be seated according to their position in line

## Greenbank State School Student Dress Code

The Greenbank State School Student Dress Code consists of an agreed standard and items of clothing that students wear when:

- Attending or representing their school
- Travelling to and from school
- Engaging in school activities out of school hours

The Student Dress Code reflects school community standards and balances the rights of individual students with the best interests of the whole school community. The policy is consistent with health and safety considerations and anti-discrimination legislation. The Student Dress Code offers gender neutral uniform options for all students.

The Greenbank State School community is proud of the uniform and expects all students to wear it with pride. Through consultation, the Greenbank State School community has approved a Student Dress Code because of the belief that wearing a school uniform:

- Promotes a safe environment for learning by enabling ready identification of students and non-students at the school.
- Ensures compliance with health and safety considerations, curriculum activity risk management strategies and sun safety strategies.
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashions at the school.
- Fosters mutual respect amongst individuals at the school by minimising visible evidence of economic, class or social differences and promotes a supportive environment by fostering a sense of belonging.

In developing the Greenbank State School Student Dress Code, the following considerations and actions were adhered to:

- Consultation with parents or carers of children enrolled at Greenbank State School, School Staff, Students, School Council and the Parents' and Citizens' Association.
- Consistency with relevant legislation, both State and Commonwealth; including having a gender neutral uniform option for students.
- Availability, affordability and functionality of items of clothing.
- Maturity of students, gender, disability, religious and cultural beliefs, socio-economic circumstances and students' sense of individuality and self-esteem in personal appearance.
- Processes for managing special circumstances of particular students.
- Enforcing aspects of Student Dress Code related to safety such as:
  - Safe footwear and eye protection, as required by curriculum activity risk management
  - Hats and swim shirts, as required by the Sun Safety Strategy.
  -

### The Greenbank State School Student Dress Code consists of –

**Girls:** Green polo shirt with school emblem or school sports polo shirt with bottle green unisex rugby knit or micro fibre shorts, skirt or green checked tunic.

**Boys:** Green polo shirt with school emblem or school sports polo shirt with bottle green unisex rugby knit or microfibre shorts.

**Cool weather:** School microfibre jackets or school fleecy jackets with microfibre pants (purchased from the Uniform Shop) are expected. Plain bottle green tracksuits are also acceptable.

**Shoes:** Completely black shoes (leather or joggers).

**Socks:** School socks (from the Uniform Shop) are preferred. Plain white socks are also acceptable.

**Hats:** School Hats (Sun Smart from the Uniform Shop) are expected. **Visors or caps are not considered appropriate.** Greenbank sports caps are for sports training and sports competition only.

**Girls' Swimwear:** One piece swimmers, swim shirt, swimming cap and goggles. **Two piece swimmers are not appropriate.**

**Boys' Swimwear:** Speedos or board shorts, swim shirt, swimming cap and goggles.

*The wearing of sun shirts by boys and girls is mandatory with the exception of competitive racing at carnivals. No earrings, studs or sleepers are permitted during swimming activities.*

**Sport and Music Uniform:** Students participating in interschool sport or music activity are expected to wear the prescribed uniform.

Children are expected to wear school uniforms (as outlined above) or sports uniforms whenever possible. Please note:

- No jewellery other than a wristwatch should be worn.  
*Sleepers or plain studs only, are permitted in pierced ears. The wearing of items of religious significance should be negotiated with administration.*
- Bottle green hair accessories are preferred.
- Singlet type tops and clothing with inappropriate messages, illustrations, language or lacking in modesty are unacceptable and forbidden.
- Children are discouraged from wearing extreme style haircuts which draw unnecessary attention to themselves including inappropriate colouring.
- Students are expected to maintain their nails at a suitable and safe length. No nail extensions are permitted. Nail polish is not permitted.
- Participation in promotional and fundraising activities that conflict with the dress code need to be negotiated with the Principal.

*In the case of a student presenting at school inappropriately dressed or displaying extreme hairstyle / colouring, the Principal may offer appropriate alternative items from a bank of uniforms held at school and contact parents / carers to negotiate the prevention of a recurrence of such incidents.*

#### **Sanctions for non-compliance with the uniform**

Permitted sanctions include:

- Thinking Room
- Preventing the student from attending or participating in any activity for which the student would have been representing the school, or any school activity that is not part of the essential educational program of the school.

Non-permitted sanctions include:

- Exclusion, suspension or risk of cancellation of enrolment.
- Any sanctions that affect a student's academic report e.g. negative mentions in the comments section.
- Prevention from continued participation in essential curriculum activities, except where necessary for reasons of safety in which case, alternative educational activities are provided.
- Where required uniform policy items are not available because of circumstances beyond the control of the student and/or the student's parent/carers.

#### **In arrangements with clothing suppliers:**

- Use appropriate Deed of License as outlined in the Information Sheet - Copyright School Uniform Logo when licensing a manufacturer to reproduce the school logo for the purpose of manufacturing uniforms or to restrict the retailers to whom the licensed manufacturers can supply the uniforms
- Ensure notification and communication of any proposed change to school uniforms early in a school year preceding such a change, to all parents and if practicable, all retailers concerned so that school uniform shops and others with significant stocks of uniforms can replace or prepare for the changes
- Where selected suppliers receive preference in placement of orders or publicity, ensure that a public tender process is followed in accordance with Purchasing Textile Clothing and Footwear procedure.

## Greenbank State School - Homework Policy

Greenbank State School's Homework Policy has been developed in consultation with the school community as specified in the *P-12 curriculum, assessment and reporting framework* and informed by *Parent and community engagement framework*.

### Purpose

Greenbank State School's Homework Policy ensures:

- consistent and effective implementation occurs across the school – including a consistent approach to the amount of time students are to spend in completing homework
- the amount of homework is balanced across all learning areas to allow sufficient time for family, recreation and community and cultural activities
- students are not disadvantaged by the lack of access to resources such as computers and the internet outside school
- homework is effective in supporting learning

### Overview

- At Greenbank State School we value the importance of students developing positive study habits at home. Therefore, we encourage all students to participate in completing set homework tasks. However, in extreme cases, parents may meet with the class teacher and a Deputy Principal and opt to sign a homework exemption form which withdraws children from mandatory written home tasks. Such forms are to be held in the student's file and by the class teacher for the year. Exempted homework would need to be reviewed on an annual basis and new forms completed. Children are not to be disadvantaged in general assessment of learning areas as a result of this exemption.
- Where possible, written homework should be set over a number of days including a weekend to allow for family circumstances and extra-curricular activities.
- Home tasks may rely on home access to computers/internet. **However, alternatives must be available in the event a student is unable to access these resources.**
- Homework should be marked and feedback provided where appropriate. Parent concerns or issues about homework should be communicated through the communication methods established with the classroom teacher.
- Home tasks should be relevant, related to in-class work and accompanied by clear instructions with regard to expectations or methods to be used.
- Where appropriate, optional extension activities should be offered to those children who are motivated by further challenge.
- Home tasks should **not** be set across holiday periods, i.e., end of term.
- Home tasks should **not** rely on the use of commercial blackline master contract sheets.

Homework is most effective when it:

- is clearly related to class work
- is appropriate to particular years of schooling
- is varied and differentiated to individual learning needs
- consolidates, revises and/or applies students' classroom learning
- develops student's independence as a learner through extension activities such as investigating, researching,
- writing, designing and creating
- assists students to prepare for upcoming classroom learning, such as collecting relevant materials and information, completing surveys and audits
- is monitored by the teacher

## Recommended levels of homework

### Homework in Prep

Prep children are not generally set homework. To support your child's academic progress, it is recommended that

Prep children:

- practise/learn their letters, sounds and sight words
- engage in daily reading with a parent/caregiver or other family members
- practise counting backwards and forwards (initially up to 20)
- engage in real life literacy and numeracy skills.

### Homework in Years 1, 2 and 3

Homework in Years 1, 2 and 3 could be up to, but no more than one (1) hour per week and may include:

- daily reading to, with, and by parents/caregivers or other family members
- conversation about what is happening at school
- preparation for oral presentations
- opportunities to develop writing skills
- opportunities for real life literacy and numeracy activities
- number facts – addition, subtraction, multiplication and division (from Year 2)
- sight words/spelling

### Homework in Years 4, 5 and 6

Homework in Years 4, 5 and 6 could be up to, but no more than, two – three (2 – 3) hours per week and may include:

- daily reading to self - independently and/or orally to/with parents/caregivers or other family members
- number facts – addition, subtraction, multiplication and division
- spelling
- finishing incomplete class work
- research tasks
- opportunities for real life literacy and numeracy activities

## Individual Attendance Plan

### ***At Greenbank State School we believe every child counts every day***

At Greenbank State School, we believe each and every student can be successful when students, parents and the school work together to increase students' school attendance.

This agreement outlines the responsibilities of students, parents and the staff at this school in setting students up for successful learning.

Greenbank State School expects:

- Shared responsibility between parents/caregivers and the school to ensure student attendance.
- Strong parental/caregiver accountability for student non-attendance including explanations and communication when necessary.

By signing this agreement, students, parents and the school are making a commitment to each other that they will fulfil their roles and responsibilities for achieving the best possible learning outcomes for students.

### Student's Agreement

I want to learn new things every day and do my best at school.

In signing this agreement, I agree to:

- Arrive at school on time
- Be ready to learn
- Have a positive attitude
- Always do my best
- Ask for help when I need it
- Establish a good study routine so that I can complete schoolwork on time
- Do my homework
- Work with my teachers and parents to achieve my goals.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Student's name: \_\_\_\_\_

Class: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Parent's Agreement

I want to help my child to learn each and every day and to achieve success.

In signing this agreement, I agree to:

- Send my child to school every day, unless he/she is unwell
- Make sure my child arrives at school on time (school starts at 9.00)
- Make sure my child arrives at school ready to learn
- Encourage and support my child's learning at home
- Help my child to establish a good study routine so that he/she can complete schoolwork on time
- Talk with teachers about any problems that may affect my child's learning
- Be open and responsive to communication from my child's teachers or other school staff
- Encourage my child to do his/her homework and to ask for help at school if needed
- Reinforce the importance of education and that school is a place for learning.

I have thoroughly read and understood the information contained in this agreement and will abide by it.

Parent's/Guardian's name(s): \_\_\_\_\_

Parents/Guardians signature(s): \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_





## School's Agreement

The staff at Greenbank State School want to help each student to learn each and every day and to achieve the very best results that she/he can.

Staff at this school will:

- Provide quality teaching that is based on principles of effective learning and teaching
- Prioritise resources in the most effective way to advance each student's achievement
- Provide learning experiences and expectations that match each student's needs
- Implement fair and supportive behaviour management strategies in line with school policy
- Inform parents about their child's progress and behaviour
- Be available to talk with parents and be open and receptive to their issues and ideas
- Communicate both positive and negative feedback to parents about their child
- Constantly reflect on our practices and ensure we are doing all we can to meet the needs of each individual student.

Currently under review for the next publication

## iConnect@Greenbank – Student Participation Agreement



### iConnect@Greenbank BYOD iPad Program 2021



#### Greenbank State School Student Participation Agreement 2021

(This agreement should be read in conjunction with the Greenbank State School Charter and Student Code of Conduct)

##### **General Use:**

- o I understand it is my responsibility to bring my iPad to school each day inside its case / cover.
- o I will ensure my iPad is charged and ready to use at the beginning of the day.
- o I will hold the iPad safely when carrying it and will walk at all times.
- o I will ensure my iPad is kept in my school bag while travelling to/from school.
- o I will ensure my iPad is kept in my school bag before and after school and is not to be used prior to 9am or after 3pm.
- o I will immediately report any accidents or breakages to my parents and teachers.
- o I will only take photos and record sound and video when given permission by my teacher. This will always relate to my school work.
- o I will leave other students' iPads alone.
- o I will follow staff direction in relation to the use of my iPad.

o In the event that my iPad is damaged at school, I understand that the school will investigate to determine the cause of the damage. Consequences and / or repair costs will be determined by the Principal in accordance with the Greenbank State School Charter and the Student Code of Conduct on a case by case basis.

##### **Content:**

- o I will use the iPad only to support my school learning program while at school.
- o I understand that consequences will be given for installing illegal / unsuitable software or apps, and / or accessing illegal or unsuitable software and content at school. This may include, but is not limited to, loss of privilege of using the iPad for a period of time and will be dealt with in line with the GSS Responsible Behaviour Plan For Students.
- o I will ensure there is adequate free storage available on my device for classroom use.
- o I understand that social networking apps are not recommended for iPads intended for school use.
- o I understand that I am not permitted to access Social Networking apps at school, or on the way to and from school. It is also important to note that many social networking apps such as Facebook have a minimum age restriction of 13 years old.
- o Only appropriate pictures and videos are to be stored on my device.
- o I am responsible for ensuring my iPad is backed up regularly.

##### **Safety and Security:**

- o While at school, I will only connect my iPad to DET's filtered internet service and Education Queensland's Managed Internet Service (MIS)
- o When devices are used at home, parents are encouraged to manage the monitoring of student online activity.
- o While at school, I will only access websites that support my learning under the direction of my teacher.
- o I will only use my school email account for mail related to learning and under the direction of my teacher.
- o Electronic messaging, communication and file transfer may be used for education purposes only, and under the direction of my teacher.
- o I will not reveal names, personal details or images of myself or others, online or in electronic communication unless it is safe and I am authorised to do so. Parents and students are encouraged to visit the government e-Safety site at <https://www.esafety.gov.au/> and discuss online safety and privacy.
- o I will only take photos and record sound and video when given permission by my teacher.
- o The school name, logo or uniform must not be used in any way which would result in a negative impact for the school community.
- o I will use my iPad lawfully and in accordance with the Greenbank State School Charter guidelines regarding ethical use of equipment, technology, use of legal software, cyber safety, use of the internet and the protection of personal data.
- o For security reasons, I am not to share account names and passwords with other students.
- o I am responsible for the security and use of my iPad while at Greenbank State School. Lockable storage will be provided for students to store their iPad safely at lunch breaks and when not in use. Before school, students with iPads are encouraged to wait in the undercover area where supervision is provided from 8:00am onwards.
- o I agree to abide by the guidelines outlined in this Participation Agreement, as well as the Greenbank State BYOD School Charter and Responsible Behaviour Plan for Students. I also commit to being eSmart and practice smart, safe and responsible use of technology.
- o I understand that non-compliance or irresponsible behaviour, as per the intent of this agreement, BYOD Charter and Responsible Behaviour Plan for Students will result in consequences relative to the behaviour. This will be determined by the school.

Name of Student: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Name of Parent: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Class: \_\_\_\_\_



## Gotcha Program

# Greenbank State School Gotcha Program



Name: \_\_\_\_\_  
Class: \_\_\_\_\_

**Greenbank Gotchas** are positive behaviour tokens given to students demonstrating The Greenbank Way. Alternatively, they can be given to students demonstrating the Social Skill of the Week. Students can earn Gotcha bands after reaching a targeted number.

### Who will give out Gotchas?

Teachers and teacher aides will have Gotcha tokens in their bum bags ready to give out to deserving students.

### Who will receive them?

Students who are observed displaying The Greenbank Way or following the Social Skill of the Week will be given a Gotcha token.

### Where?

In the playground/areas outside of the classroom.

### When?

Morning tea and lunch, before and after school; students moving to and waiting in bus lines or at pick up areas.

### How will the Gotcha token be given out?

Teachers or teacher aides give students a Greenbank Gotcha token stating the student's name and class. The staff member issuing the Gotcha is responsible for writing the child's name and class on the Gotcha token.

### How will the Gotcha be monitored?

Each classroom will have a class list on the inside of the door. As students enter the room after a break, the teacher will stand at the door and tally the number of Gotchas each student received during the break in alignment with house groups. At the next available break time, students are to place their Gotcha token into the appropriate box in the school office.

### Weekly Prize –

At each sector parade, one Gotcha Token will be drawn out of the (P-2, 3-4 and 5-6) boxes and the corresponding child/ren will receive a prize.

### GOLD, SILVER and BRONZE silicone bands –

The following number of Gotcha tokens will earn the corresponding Gotcha band.

20 Gotcha tokens – Bronze Gotcha band

30 Gotcha tokens – Silver Gotcha band

40 Gotcha tokens – Gold Gotcha band

Students are permitted to wear their highest achieved band (one only). All points will reset at the end of each year.

### Acknowledgement of recipients –

Gotcha bands will be presented on Parade during the mid and end points of each term. Teachers are to notify co-ordinating deputy via email when a child has reached a target number of Gotcha tokens.

### Whole school positive reward –

On the Week One parade of Terms Two and Three and the final parade of Term Four, the GOTCHA CUP will be announced. The GOTCHA CUP will be presented to the sporting house that has achieved the greatest number of GOTCHA tokens. The house captains will collect this information and calculate the totals at the end of each term.





Name: \_\_\_\_\_  
Class: \_\_\_\_\_

# Greenbank State School

## GOTCHA PROGRAM

### WHAT IS A GOTCHA?

Greenbank Gotchas are positive behaviour tokens given to students demonstrating The Greenbank Way. Alternatively, they can be given to students demonstrating the Social Skills of the Week. Students can earn Gotcha bands after reaching a targeted number.

### WEEKLY PRIZES –

After presenting a Gotcha token to the classroom teacher (and receiving a tally mark in line with sports houses), students are to place it into the allocated year level box in the office at the next available break period.

**PURPLE BOX** – PREP, Year One and Year Two

**PINK BOX** – Year 3 and Year Four

**BLUE BOX** – Year 5 and Year 6

Each week on parade, one Gotcha Token will be drawn out of each box. The lucky person whose name is written on each token will win a prize.

### WRIST BANDS –

20 Gotcha tokens = **BRONZE BAND**

30 Gotcha tokens = **SILVER BAND**

40 Gotcha tokens = **GOLD BAND**

**Bands are presented on parade at the mid and end points of each term.**

### WHOLE SCHOOL POSITIVE REWARD –

On the Week One parade of Terms Two and Three and the final parade of Term Four, we will announce the GOTCHA CUP. The GOTCHA CUP will be presented to the sporting house that has achieved the greatest number of GOTCHA tokens. The House Captains will collect this information and calculate the totals at the end of each term.

**OXLEY**

**CUNNINGHAM**

**MITCHELL**

**LOGAN**

*Creating a World of Difference, The Greenbank Way!*



## Connected Greenbank Kid Postcard



## Resources

Links to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

National Framework for Values Education in Australian Schools

<http://www.curriculum.edu.au/values/default.asp?id=8757>

Code of Conduct for School Students Travelling on Buses

<http://www.tmr.qld.gov.au/Travel-and-transport/School-transport/Code-of-conduct.aspx>

Bullying. No Way!

[www.bullyingnoway.com.au](http://www.bullyingnoway.com.au)

MindMatters

[www.mindmatters.edu.au](http://www.mindmatters.edu.au)

School Wide Positive Behaviour Support

[www.learningplace.com.au/deliver/content.asp?pid=24668](http://www.learningplace.com.au/deliver/content.asp?pid=24668)

Incident management

[CyberSafety.ReputationManagement@det.qld.gov.au](mailto:CyberSafety.ReputationManagement@det.qld.gov.au)

Cybersafety website

<https://www.qld.gov.au/education/schools/health/cybersafety>

Office of the Children's eSafety Commissioner

<https://www.esafety.gov.au/>

Cybersafety In Qld State Schools

<https://www.qld.gov.au/education/schools/health/cybersafety/cybersafety-qss>

Kids Helpline

<https://kidshelpline.com.au/parents>

Student Learning and Wellbeing Framework

<https://education.qld.gov.au/sitesearch/Pages/results.aspx?k=Student%20Learning%20and%20Wellbeing%20Framework>

Whole school approach to differentiated teaching and learning

<https://education.qld.gov.au/sitesearch/Pages/results.aspx?k=Whole%20school%20approach%20to%20differentiated%20teaching%20and%20learning>



## Examples

### Community Service Slip

#### Community Service



Date: \_\_\_\_\_

Name: \_\_\_\_\_ Class: \_\_\_\_\_

Time: Morning Tea / Big Lunch

Community Service Area: \_\_\_\_\_

Supervising Teacher: \_\_\_\_\_

Supervising teacher to record community service on OneSchool, referring CT and DP.

### Behaviour Chart/Ladder

### Buddy Class Letter



#### Buddy Class letter to parents:

Your letter must include:

1. Your name moving down the chart to buddy class.
2. Your classroom behaviours that led to buddy class.
3. The reasons why you were behaving that way.
4. What you will do to improve your behaviour.

(Date)

Dear Mum and Dad,

Today I had to go to buddy class with Ms Smith because I was stopping my friends from learning and stopping the teacher from teaching. I was continually making noises and being silly. I had already had a warning and had been at time out.

I was behaving this way because I didn't want to do the work in Maths.

I need to listen to the teacher and try to do my work.

From

(Name)

