

# Crescent Lagoon State School



## Student Code of Conduct 2020-2023

### ***Every student succeeding***

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

*Queensland Department of Education  
State Schools Strategy 2019-2023*

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## Principal's Forward

Crescent Lagoon State School (Band 8) is situated on the south side of Rockhampton near the airport. The school was opened in 1896 and moved to its present site in 1932. The school is set on approximately one hectare, bounded by Eton Street, North Street Extended and Willis Streets and services the western suburbs of Rockhampton. Whilst the school is situated in an urban area, approximately 5% of students are drawn from rural areas.

Our school presently caters for around three hundred and ninety students from Preparatory to Year Six. There is a range of cultural, racial, social and economic backgrounds in the Crescent Lagoon State School population. Approximately 20% of students have been appraised or ascertained with learning difficulties. Enrolment at Crescent Lagoon State School is conditional to meeting criteria set in our Enrolment Management Plan which was established in 2006.

Our facilities include fully air-conditioned teaching and administration blocks, netball and tennis courts and a 25 metre heated pool.

Crescent Lagoon State School experiences a positive and respected profile throughout the Rockhampton District. Our school is promoted actively in the media for activities such as Red Cross, ANZAC Day, and Cancer Foundation fundraising. We provide outstanding opportunities in Physical Education and Sport, and Academic and Cultural activities.

The personal commitment and dedication of our staff is integral to the success of our school. Crescent Lagoon State School has a high level of parental involvement, including an active and supportive P & C Association. These partnerships enable each child to achieve quality education outcomes within a caring environment. Within our school grounds we have the C & K Crescent Lagoon Community Kindergarten catering for children from 3½ years of age. Camp Australia provides Before and After School care in our Hall.

## Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Crescent Lagoon State School is located in West Rockhampton near the airport. The student population is from medium to low socio-economic backgrounds and includes a variety of ethnicities. Approximately 23% are indigenous students and 5% are in the care of the Department of Child Safety. The school prides itself on offering a safe environment for all students with a strong focus on learning and achievement, especially through music and sports.

Crescent Lagoon State School's Student Code of Conduct, focuses on developing a supportive school environment and responsible, positive behaviour in all students. The Plan provides a framework for teaching students to use positive and appropriate behaviours, which demonstrate respect for themselves and others and are acceptable within the community.

As well as identifying and reinforcing existing positive behaviours, our Plan focuses on teaching students to use positive behaviours and supporting them as they learn these skills. The plan acknowledges that positive behaviours cannot be taught effectively in isolation but are best fostered in a supportive environment incorporating the following characteristics:

- A shared philosophy
- Shared goals
- A team approach
- The shared acceptance, understanding and adoption of collaboratively developed processes supported by recent research (evidence based)
- Training and skill development for all staff, parents and caregivers working with students
- Support for families to understand, accept and adopt these processes in other settings

The Student Code of Conduct is the means by which we ensure that this supportive school environment is established and maintained.

## Contact Information

Postal address:	101-109 North Street Extended, West Rockhampton, Queensland 4700
Phone:	07 – 4999 3333
Email:	<a href="mailto:principal@crescentlagoonss.eq.edu.au">principal@crescentlagoonss.eq.edu.au</a>
School website address:	<a href="http://www.crescentlagoonss.eq.edu.au">www.crescentlagoonss.eq.edu.au</a>
Contact Person:	Mrs Jacqueline Sinclair (Principal)

# Whole School Approach to Discipline

## 1. Consultation and Data Review

Crescent Lagoon State School developed this plan in collaboration with our school community. Broad consultation with parents, staff and students was undertaken through survey distribution and community meetings held during 2019/20. A review of school data sets from 2019-2020 also informed the development process.

The Plan was endorsed by the Principal, Assistant Regional Director and the President of the P&C.

## 2. Learning and Behaviour Statement

All areas of Crescent Lagoon State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Crescent Lagoon State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be Safe
- Be a Learner
- Be Respectful.
- Be Responsible.

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

## 3. Processes for Facilitating Standards of Positive Behaviour and Responding to Unacceptable Behaviour

### Universal Behaviour Support

#### Whole-School Behaviour Support

Our whole school approach provides a supportive learning environment through:

- open communication with the school community on *The Code of School Behaviour* and the school's Code of Conduct
- shared school values and a positive, inclusive culture
- establishment of agreed programs and procedures that are known and understood by all members of the school community
- staff, student and parent/caregivers access to professional development, education or training
- managing incidents through clear and well-understood processes
- supporting students and building strong community relationships.

The crucial components of *Crescent Lagoon State School's* whole school approach to positive behaviour support is the Behaviour Level System (Appendix 1) and the implementation of our four School rules (Appendix 2) across all year levels in conjunction with a consistent approach to a whole of school approach to acceptable standards along with valuing the rights and responsibilities of teachers, parents/caregivers and students. This includes:

- using Explicit Instruction to teach students how to behave in accordance with the Four School Rules
- training all teaching staff (including Teacher Aides) in the Essential Skills for Classroom Management and implementing these skills in the classrooms
- 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.
- Procedures for Preventing and Responding to Incidents of Bullying (Appendix 3)

All staff members receive Professional Development in the Behaviour Level System, Essential Skills in Classroom Management, and the school rules, which is also promoted regularly to the community through the school newsletter. Student behaviours are monitored through fortnightly Behaviour Team meetings which include Representative classroom teachers, the Deputy Principal and the Behaviour Teacher.

### **Use of Electronic Equipment Policy**

Mobile phones, iPods, MP3 players and other similar equipment is not be brought or used at school. If a parent believes their child requires a mobile phone at school it is to be signed in at the office at the start of the day and collected at the end of the school day. The school staff will not take responsibility for lost or stolen electronic equipment. Students who are found with electronic equipment will have it sent to the Office for the day, or confiscated for a week on a repeat occurrence and the parents/guardians informed.

### **Other Items Not to be Brought to School**

Education Queensland believes that:

- Every student has the right to feel safe and be safe at school
- No knives or other dangerous objects are allowed to be taken to school by students, (eg. bullets, slingshots)
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school

As this is an illegal act the student will have the weapon confiscated, parents/guardians and police informed, and there is likely to be suspension depending on the circumstances as per the Major Behaviours guidelines.

### **Targeted Behaviour Support**

All staff are involved in the support of students who may need more targeted behaviour support. Contact is made between the students and the members of staff every day, in the playground, the classrooms and in the local community. Behaviour meetings and Student Support Meetings are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher and administration as necessary.

Strategies used for targeted behaviour support include:

Acknowledgement Plan	<ol style="list-style-type: none"> <li>1. Non-verbal; Body language encouraging</li> <li>2. Verbal; Descriptive encouraging; Praise</li> </ol>
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	3. Visual representation of feedback; e.g. Sign work; tick work; draw star on paper; sticker
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## Intensive Behaviour Support

Intensive behaviour support is required to support students who demonstrate chronic and /or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others. This level of

Correction Plan	<ol style="list-style-type: none"> <li>1. Selective attending</li> <li>2. Redirect to the learning</li> <li>3. Redirect, offer of teacher assistance</li> <li>4. Give take-up time, use peripheral vision to monitor</li> <li>5. Give 1<sup>st</sup> choice then follow through</li> <li>6. Give 2<sup>nd</sup> choice then follow through</li> <li>7. Implement School's Responsible Behaviour Plan for Students</li> </ol>
Crisis Plan	<ol style="list-style-type: none"> <li>1. Observe for danger</li> <li>2. Seek assistance</li> <li>3. Harm reduction for: <ul style="list-style-type: none"> <li>• other students</li> <li>• focus student/s</li> <li>• self</li> </ul> </li> <li>4. Debrief</li> <li>5. Restorative justice</li> </ol>

support generally occurs when less intensive support strategies or targeted behaviour support strategies have been used but have not fully met the student's learning support needs.

Students who are considered to be at risk and have experienced an array of severe management strategies, such as suspension or exclusion, should proceed through a Case Management Process. This may include:

- inclusion of parents/caregivers in all discussions
- collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions etc
- referral for discussion at the school special needs meeting (held fortnightly)
- referral to Guidance Officer for assessment and preliminary behavioural support
- referral to Teacher for Behaviour Support for consultation or support

## 4. Consequences for Unacceptable Behaviour

Crescent Lagoon 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 is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

### Minor and major behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to the school Administration team

**Minor** behaviours are those that:

- are minor breeches 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.

**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.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**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 expected school behaviour. The staff member then fills out the office referral form and has the student escorted to Administration.

Major problem behaviours may result in the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to the Behaviour Team  
AND/OR
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

## **Strategies to Implement Supportive, Fair, Logical and Consistent Consequences Include:**

### **Step 1: Classroom Management**

The teacher responds to low level misbehaviour and classroom disturbance by ignoring inappropriate behaviour where possible, giving clear directions, reinforcing positive behaviour and using non-verbal messages to alert or cue the student.

### **Step 2: Restatement, Rule Reminders**

The teacher adds a combination of the following strategies to address the student's behaviour: restatement of the rule, giving a specific direction, giving the student a choice eg to work/play appropriately or move to a different area/activity.

### **Step 3: Time Away/Time Out**

The student is sent to a different part of the current classroom, another classroom or a different area, to complete appropriate set work, until the student is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner. Continual or serious disturbances may result in the student being referred to the Administration and parents/carers being notified.



#### **Step 4: Teacher and Student Plan of Action**

If a student's behaviour continues to infringe upon the rights of others in the classroom and/or playground, a plan of action is developed by the teacher and student. Parents/carers may be contacted at this stage. If additional support is required to implement the plan, the teacher will make a referral through a Behaviour Report Advice to the Principal or Deputy Principal, who will then follow up with the Behaviour Teacher through the Student Support Committee.

#### **Step 5: School Intervention and Recording of Student's Inappropriate Behaviour**

The student is referred to the Principal or Deputy Principal and in partnership with the teacher and parent/caregiver the school provides counselling if required and makes genuine attempts to involve the student in the resolution of serious conflicts and problems that arise. To inform further planning and decision making processes, incidents of inappropriate behaviour are recorded on One School.

#### **Step 6: External Assistance**

A behaviour assessment or report is completed in consultation with the relevant people such as parents/carers, teachers, the student, behaviour support specialists and relevant external agencies. This assessment is used to inform the development of an Individual Behaviour Support Plan.

#### **Step 7: Monitoring and Review**

Monitoring and follow-up of the formal Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/caregivers, the classroom teacher, specialist personnel and external support agencies, as necessary.

In exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used.

#### **Step 8: Suspension Procedures**

After all consideration has been given to other responses Student Disciplinary Absence may be used. This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences* through OneSchool.

#### **Step 9: Proposal to Exclude**

This is implemented in line with the Education Queensland policy *SM-16 Student Disciplinary Absences* as per the attached Flow Chart and through One School.

#### **Step 10: Recommendation to Exclude**

The amended Education (General Provisions) Act 2006 came into effect in 2010 giving principals the power to exclude students from their school. Principals are now required to make decisions about the exclusion of students from their school unless it is inappropriate for them to do so. If it is inappropriate for a principal to make the exclusion decision, the decision can be referred to the principal's supervisor. The OneSchool Behaviour Module and template letters have been changed to allow for principal exclusions. Regional case managers are now appointed for students who are proposed or recommended for exclusion.

#### **Bullying and Harassment**

Bullying and harassment are often thought of separately; however both involve a more powerful person or group oppressing a less powerful person or group, often on the grounds of 'difference'. These differences can be related to culture, ethnicity, gender, sexuality, sexual orientation, ability or disability, religion, body size and physical appearance, age, marital status, parenting status or economic status. A separate Procedures for Preventing and Responding to Incidents of Bullying (Including Cyber bullying) Policy is attached. (*Appendix 5*)

# 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 their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour).

### *Debrief*

(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).

## **Physical Intervention**

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

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

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

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

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

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the student.

## **Record Keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report in One School
- [Health and Safety incident record](#) (*link*)
- Debriefing report (for student and staff) (*Appendix 5*).

## **Checklist for Critical Incident (CI)**

- Formation of a crisis response team.
- Identification of the emergencies/incidents covered by the CIP and cross reference to other school policies where appropriate.
- Assessment of relevant risks and hazards (both potential and actual).
- Procedures to secure safety of individuals and groups.
- Procedures for evacuation and lockdowns.
- Site maps, floor plans, identification of assembly areas and alternative assembly areas.
- Tasks and roles to be fulfilled and the nominated position (rather than a specific person) to be responsible.
- How information will be gathered about any local threats.
- Identification of individuals with particular needs (eg those with mobility problems or the need for medication) to be accommodated.
- Contact details for emergency, medical and other support personnel, relief staff and so on.
- Contact details for parents and guardians

## 5. Network of Student Support

The school is able to access support both within Education Queensland and through the community. An outline of some of these includes:

<b>SCHOOL BASED SERVICES</b>	<b>DISTRICT &amp; OTHER E.Q. SERVICES</b>	<b>COMMUNITY SERVICES</b>
<ul style="list-style-type: none"> <li>▪ Guidance Officer</li> <li>▪ Support Teacher: Students With Disabilities</li> <li>▪ Support Teacher: Literacy &amp; Numeracy</li> <li>▪ Student Support Committee</li> <li>▪ Behaviour Committee</li> <li>▪ Chaplain</li> </ul>	<ul style="list-style-type: none"> <li>▪ Senior Guidance Officers</li> <li>▪ Access to Behaviour Management Funding</li> <li>▪ Behaviour Management Team</li> <li>▪ Positive Learning Centre</li> <li>▪ Management of Young Children Program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Department of Child Safety</li> <li>▪ Juvenile Aid Bureau</li> <li>▪ Police Liaison Officer</li> <li>▪ Qld Health Services (Nurse)</li> <li>▪ Adopt-a-Cop</li> </ul>

## 6. Consideration of Individual Circumstances

Consequences for breaking the rules or breaching the school's Responsible Behaviour Plan for Students vary according to a number of factors which may include:

- Age of the child
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Degree of provocation
- Intent of the action
- Honesty and perceived level of genuine remorse.

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members will be considered at all times.

## 7. Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 1995
- Workplace Health and Safety Regulation 1997
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

## **8. Related Policies**

- [SMS-PR-021: Safe, Supportive and Disciplined School Environment](#)
- [CRP-PR-009: Inclusive Education](#)
- [SMS-PR-027: Enrolment in State Primary, Secondary and Special Schools](#)
- [SMS-PR-022: Student Dress Code](#)
- [SMS-PR-012: Student Protection](#)
- [SCM-PR-006: Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [GVR-PR-001: Police Interviews and Police or Staff Searches at State Educational Institutions](#)
- [ICT-PR-004: Using the Department's Corporate ICT Network](#)
- [IFM-PR-010: Managing Electronic Identities and Identity Management](#)
- [SCM-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

## **9. Some Related Resources**

<http://www.bullyingnoway.com.au/issues/types.shtml>

# School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Appropriate use of social media

## Temporary Removal of Student Property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to main 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 Crescent Lagoon 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).

- I. No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will

provide information about the procedures for carrying and storing these items at school.

- II. 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 Crescent Lagoon State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### **Parents** of students at Crescent Lagoon State School

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

# Use of Mobile Phones and Other Devices by Students

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

## Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Crescent Lagoon State School to:

- use mobile phones or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material



- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Crescent Lagoon Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.
- Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

### **Possible Civil or Criminal Ramifications of Online Commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What About Other People's Privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I Encounter Problem Content?**

Taking the following steps may help resolve the issue in a constructive way:

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

## Resources

[Australian Professional Standards for Teachers](#)

[Behaviour Foundations professional development package](#) *(school employees only)*

[Bullying. No Way!](#)

[eheadspace](#)

[Kids Helpline](#)

[Office of the eSafety Commissioner](#)

[Parent and community engagement framework](#)

[Parentline](#)

[Queensland Department of Education School Discipline](#)

[Raising Children Network](#)

[Student Wellbeing Hub](#)

# 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](#).

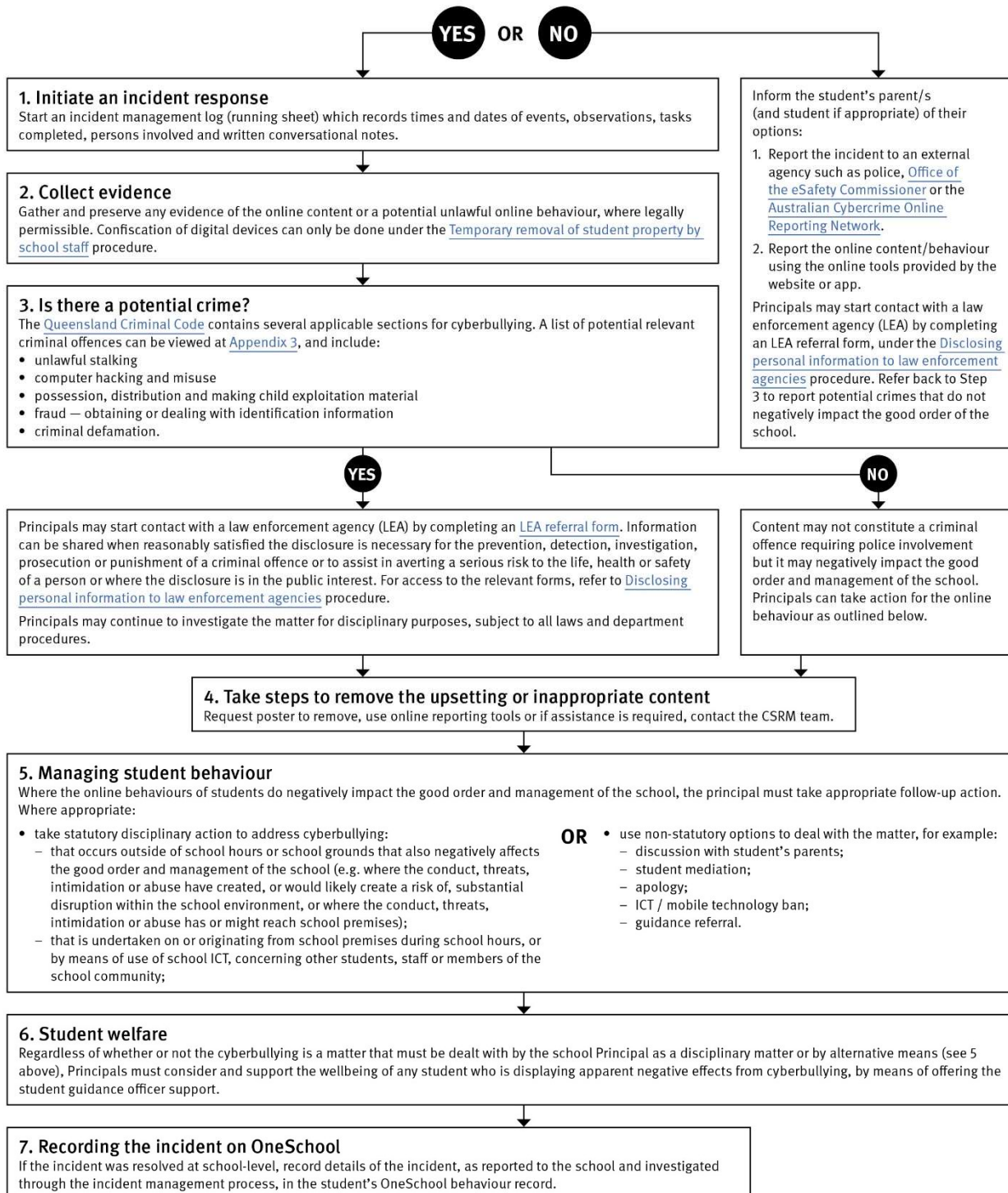
### Explicit images

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?**



# Bullying Response Flowchart for Teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Mrs Jacqueline Sinclair

Deputy Principal – Mr Leslie Berryman

## First Hour Listen

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

## Day One Document

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

## Day Two Collect

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

## Day Three Discuss

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

## Day Four Implement

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

## Day Five Review

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

## Ongoing Follow Up

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

## Conclusion

Crescent Lagoon State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints, whether they relate to a school staff member or a school's operations, are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education, or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution;
- provide all the relevant information when making the complaint;
- understand that addressing a complaint can take time;
- cooperate respectfully and understand that unreasonable, abusive or disrespectful conduct will not be tolerated and
- let us know if something changes, including if help is no longer required.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the students.

1. **Early resolution:** discuss your complaint with the school. The best place to raise any concerns is at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.
2. **Internal review:** contact the local Regional Office. If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a **request for internal review form** within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority. If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- Issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student Protection Procedure.
- Complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded Complaints Factsheet



## Appendix 1

### Behaviour Level Tracking System (Yrs2-6)

# Crescent Lagoon State School

Learning • Relationships • Diversity

Education Queensland's Code of School Behaviour stipulates a Responsible Behaviour System be adopted for all schools. Crescent Lagoon State School's Behaviour Level System aims to track student progress while at the same time motivate students to maintain and improve their behaviour choices. Students value recognition for responsible and positive behaviour. They also recognise fair and consistent consequences. This system provides both by encouraging students (with support) to take responsibility for the own movement through the five (5) levels. A committee of teaching and administration staff meet fortnightly to monitor movements of students through Behaviour Level Tracking System.

Level	Explanation of Levels
Gold	Gold level students have demonstrated highly responsible behaviour and participate in both school and community service.
Silver	Silver level students have demonstrated very responsible behaviour and participate in school service.
Green	<b>All students enter the system at this level.</b> Green level students have demonstrated responsible behaviour and usually follow school rules. They may have been referred to the office on occasion however demonstrate responsible behaviour and actions on re-entry into the classroom.
Amber	This level includes students who have had frequent behaviour reports and/or detention referrals. Behaviour demonstrated may be deemed critical. Students who have returned from suspension and have operated for two weeks on Red Level also fit into this category. These students will be on a negotiated Responsible Behaviour Plan for a fortnight. At the end of the fortnight students who have met the criteria will move up to Green Level through the completion of a Level Up form. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. <b>Due to the level of risk, students on Amber Level will need the permission of the Principal or Deputy Principal to engage in school representative duties, interschool sports, school dances, excursions, camps etc.</b>
Red	These students have demonstrated behaviours that put the safety and learning of themselves and others at risk. Continual interventions have failed to encourage the student to act responsibly. Alternatively, critical, serious or dangerous behaviour exhibited by students on any level will result to moving to Red Level. Students will be placed on a negotiated Responsible Behaviour Plan for two weeks. At the end of the fortnight students who have met the criteria will move up to Amber Level. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. All students



	<p>returning from <b>suspension</b> return to school on red level to commence work on their Re-Entry program.</p> <p><b>Due to the level of risk, Red Level students will not participate in school representative duties, interschool sport, school dances, excursions, camps etc.</b></p>
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**Student movement through Level System**

**Level Up:**

Upward movement is determined by considering student ‘Level-Up’ applications. Students on Red or Amber level must successfully complete their Responsible Behaviour Plan before they are eligible to Level Up. Steps to Level Up are the same for all levels. They are as follows:

- Student completes a ‘Level Up’ form (these are available from their classroom teachers)
- Classroom Teacher and one other teacher must sign the form.
- Student submits form to the Behaviour Management Committee.
- Behaviour Management Committee makes decision at their fortnightly meeting.
- Classroom Teacher informs student of decision. If successful, Classroom Teacher contacts Parents/ Caregivers via Level Up letter.

**Level Down:**

Downward movement is determined by consideration of behaviour report forms completed by staff members and presented to the Principal or Deputy Principal.

**Serious, Critical or Dangerous Behaviour**

Staff record student inappropriate behaviour and refer student to the Principal or Deputy Principal via Behaviour Report form.

- Principal or Deputy Principal take action and refer the student to be moved to a Red Level.
- Notification is provided to Behaviour Management Committee for confirmation of Level Down.
- Administration / Classroom Teacher contacts Parents/ Caregivers via Level Down letter.

**Repetitive Behaviour**

Staff record student inappropriate behaviour and refer student to the Principal or Deputy Principal via Behaviour Report form.

- Principal or Deputy Principal decide appropriate action (e.g. time out, detention, warning, counselling or return to class) and complete Behaviour Report Form.
- Behaviour Report Form is returned to class teacher.
- Class teacher files form and identifies repetitive behaviour patterns. If a student receives three (3) reports in a week the class teacher refers student to the Behaviour Management Committee for Level Down consideration.

<b>Recognition of Positive Behaviours</b>	
Gold Level	<p>Eligible to participate in all school events and activities</p> <p>End of term celebrations (Term 1 and 4 – pool party and Term 2 and 3 sausage sizzle)</p> <p>Newsletter acknowledgement</p> <p>Gold wrist band and certificate</p> <p>Freedom of movement across Year Level areas during lunch breaks.</p>

Silver Level	Eligible to participate in all school events and activities End of term celebrations (Term 1 and 4 – pool party and Term 2 and 3 sausage sizzle) Newsletter acknowledgement Silver wrist band and certificate
Green Level	Eligible to participate in all school events and activities
SNAP Awards	SNAP Awards are given to students on a Weekly basis. Supervising staff give a SNAP Award when a child is observed doing the right thing. These go into a box and three names are drawn on the Weekly Parade and receive a surprise bag.



## Appendix 2

### Crescent Lagoon State School Rules

**Be Safe  
Be A Learner  
Be Respectful  
Be Responsible**



**Crescent Lagoon State School Rule Matrix**

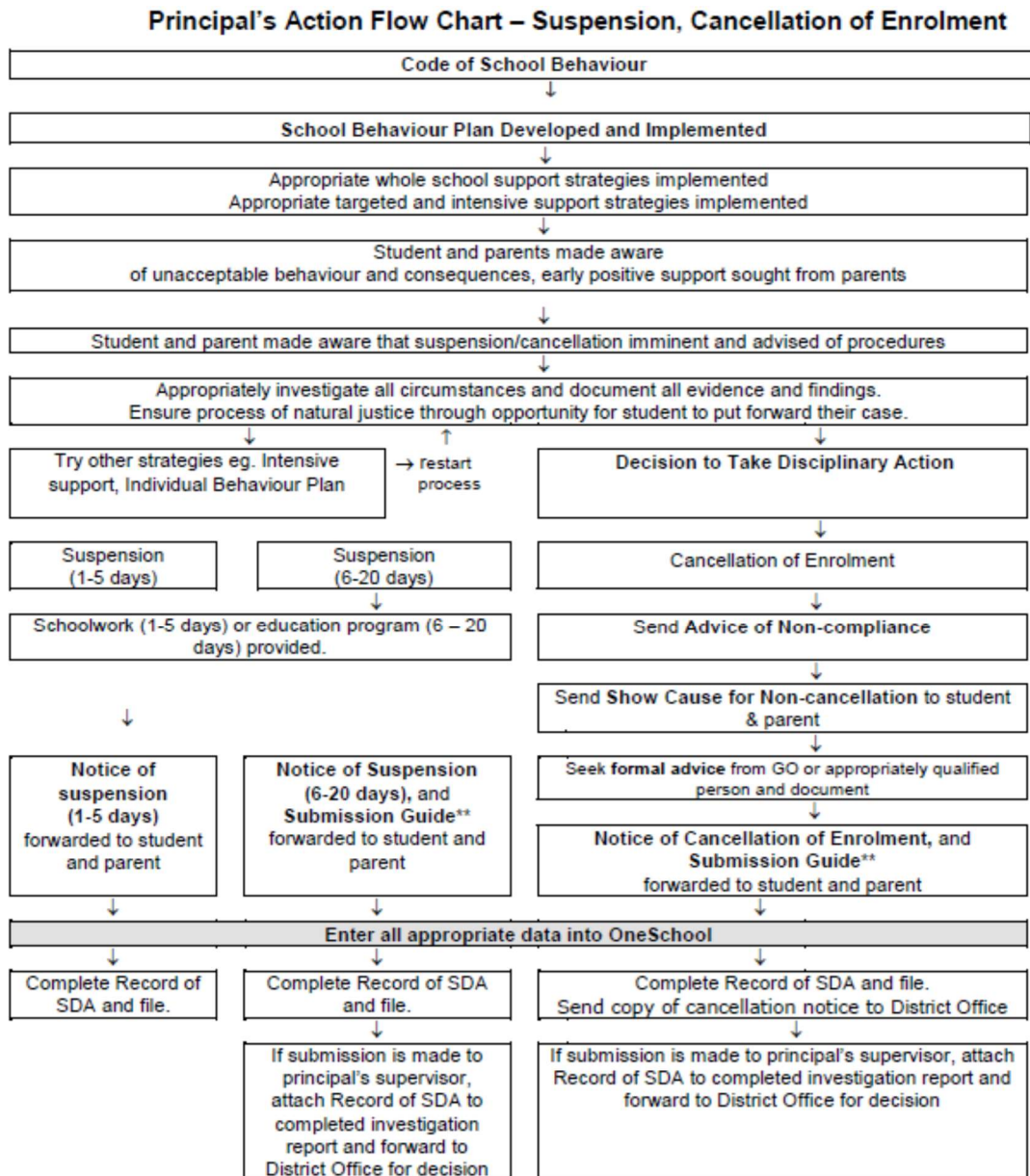
Setting / Rules	Be Safe	Be a Learner	Be Responsible	Be Respectful
<b>All Settings</b>	<ul style="list-style-type: none"> <li>▪ Remain calm</li> <li>▪ Follow staff directions</li> <li>▪ Report any problems</li> <li>▪ Ask permission to leave any setting</li> <li>▪ Keep hands and feet to self</li> <li>▪ Wear appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Be an active participant</li> <li>▪ Give your full effort</li> <li>▪ Be a team player</li> <li>▪ Do your job</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be honest</li> <li>▪ Ask permission to leave the classroom</li> <li>▪ Show courtesy and always use appropriate language</li> <li>▪ Be on time</li> <li>▪ Follow instructions straight away</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow adult directions</li> <li>▪ Treat others the way you want to be treated</li> <li>▪ Use polite language</li> <li>▪ Be an active listener</li> </ul>
<b>Classrooms</b> (including computer lab, resource centre,)	<ul style="list-style-type: none"> <li>▪ Maintain personal space</li> <li>▪ Follow safety rules</li> <li>▪ Stay in your seat unless directed by staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Listen actively</li> <li>▪ Follow instructions</li> <li>▪ Have a go</li> <li>▪ Be prepared with correct equipment</li> <li>▪ Be a team player</li> <li>▪ Learn by mistakes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be prepared</li> <li>▪ Complete set tasks</li> <li>▪ Take an active role in classroom activities</li> <li>▪ Keep work space tidy</li> <li>▪ Be honest</li> </ul>	<ul style="list-style-type: none"> <li>▪ Follow staff directions in an appropriate manner</li> <li>▪ Enter and exit room in an orderly manner</li> <li>▪ Speak appropriately to others</li> </ul>
<b>Playground/ undercover area/oval</b>	<ul style="list-style-type: none"> <li>▪ Play fairly – take turns, invite others to join in and follow rules</li> <li>▪ Care for the environment</li> <li>▪ Stay in approved areas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Follow established game rules</li> <li>▪ Take turns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a problem solver</li> <li>▪ Return equipment to appropriate place at the sports bell</li> </ul>	<ul style="list-style-type: none"> <li>▪ Participate in school approved games</li> <li>▪ Wear shoes and socks at all times</li> <li>▪ Be sun safe; wear a broad brimmed hat</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Use equipment for intended purpose</li> </ul>			
<b>Around the buildings</b>	<ul style="list-style-type: none"> <li>▪ Practise safe habits</li> <li>▪ Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>▪ Arrive to class on time with required equipment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Put rubbish in bins</li> <li>▪ Respect the personal space of others</li> <li>▪ Move safely in single file</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk quietly so others can continue learning</li> <li>▪ Rails are for hands</li> <li>▪ Keep passage ways clear at all times</li> </ul>
<b>Eating area</b>	<ul style="list-style-type: none"> <li>▪ Sit to eat lunch</li> <li>▪ Stay in your seat unless directed by staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use proper manners</li> </ul>	<ul style="list-style-type: none"> <li>▪ Eat only your food</li> <li>▪ Put rubbish in bin</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wait for teacher to dismiss</li> <li>▪ Eat only when seated in the eating area</li> </ul>
<b>Toilets</b>	<ul style="list-style-type: none"> <li>▪ Observe hygienic practices</li> <li>▪ Report safety hazards</li> </ul>	<ul style="list-style-type: none"> <li>▪ Return to class promptly</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use toilets during breaks</li> <li>▪ During class time, ask teacher for permission</li> </ul>	<ul style="list-style-type: none"> <li>▪ Respect privacy of others</li> </ul>
<b>Off Campus (eg. Sport, excursions, representing school in public)</b>	<ul style="list-style-type: none"> <li>▪ Follow staff directions</li> <li>▪ Report any problems</li> <li>▪ Ask permission to leave any setting</li> <li>▪ Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>▪ Return permission forms</li> <li>▪ Be prepared</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be a good role model</li> <li>▪ Be an active participant</li> <li>▪ Show respect</li> <li>▪ Wear appropriate clothing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate an appreciation of the activity</li> <li>▪ Show respect, courtesy and manners to others in wider community</li> </ul>
<b>Bus</b>				<ul style="list-style-type: none"> <li>▪ Follow staff instructions</li> <li>▪ Wait in under cover area inside the gate until directed to move to the bus</li> </ul>



# Appendix 3

## Principal's Action Flow Chart – Suspension, Cancellation of Enrolment



*\*A Behaviour Improvement Condition is an option to be used only when the student's behaviour warrants grounds for exclusion.*

*\*\*In the event of suspension (6-20 days) or cancellation of enrolment, student or parent may send a submission appealing against the decision to the principal's supervisor.*



# Appendix 4

## Outline of Rules

	Area	Minor (More than 3 occurrences becomes Major)	Consequences	Major	Consequences
Be Safe	Movement around school	<ul style="list-style-type: none"> <li>Running on concrete or around buildings</li> <li>Running in stairwells</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Safe</li> <li>Stop and walk again</li> <li>Practise during lunch break</li> </ul>	•	•
	Play	<ul style="list-style-type: none"> <li>Incorrect use of equipment</li> <li>Not playing school approved games</li> <li>Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Safe/Respectful</li> <li>Time out (designated area)</li> <li>Loss of equipment use</li> </ul>	<ul style="list-style-type: none"> <li>Throwing objects</li> <li>Possession of weapons</li> </ul>	<ul style="list-style-type: none"> <li>Confiscation</li> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>Minor physical contact (eg: pushing and shoving)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful/Getting Along</li> <li>Time out</li> <li>Apology</li> </ul>	<ul style="list-style-type: none"> <li>Serious physical aggression</li> <li>Fighting</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> </ul>
	Wearing of School Uniform	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Safe/Responsible/Organisation</li> <li>No play – sitting along fence in undercover area.</li> <li>No shoes – No Play. Sitting on veranda</li> </ul>	<ul style="list-style-type: none"> <li>Not wearing a hat in playground</li> <li>Not wearing shoes outside</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>
	Health & Safety	<ul style="list-style-type: none"> <li>Spitting on the ground or object</li> <li>Chewing gum or possessions of chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Safe/Respectful</li> <li>Cleaning of area and time out</li> <li>Confiscation of items</li> </ul>	<ul style="list-style-type: none"> <li>Spitting on or at people/person</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>
	Other	<ul style="list-style-type: none"> <li>Bus lines – Approaching/boarding buses without permission from driver/staff</li> <li>Pedestrian – Crossing/running across road without permission</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Safe</li> <li>Reprimand and informed of dangers</li> <li>Returned to interior of school to bus lines and made to wait</li> <li>Practise</li> </ul>	<ul style="list-style-type: none"> <li>Possession or use of illegal substances</li> <li>Bus Lines - Continually approaching/boarding buses without permission from driver/staff</li> <li>Pedestrian – Crossing/running across without permission</li> <li>Continued failure to use pedestrian crossing</li> </ul>	<ul style="list-style-type: none"> <li>Police contacted and informed</li> <li>Confiscation – Principals referral</li> <li>Parental/carers contact</li> <li>Principal discretion</li> </ul>
Be Responsible	Class tasks	<ul style="list-style-type: none"> <li>Not completing set tasks.</li> <li>Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be a Learner</li> <li>Lunch time support room</li> <li>Principal referral</li> </ul>	<ul style="list-style-type: none"> <li>Not completing set tasks.</li> <li>Refusing to work</li> </ul>	<ul style="list-style-type: none"> <li>Internal Suspension</li> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>
	Being in the right place Ready and Organised	<ul style="list-style-type: none"> <li>Not being punctual</li> </ul>	<ul style="list-style-type: none"> <li>Student to make up time at lunch</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class without permission (out of sight)</li> <li>Leaving school without permission</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>Failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Lessons – Be Respectful</li> <li>Principal referral</li> <li>Time out (designated area)</li> </ul>	<ul style="list-style-type: none"> <li>Continued non-compliance</li> <li>Unco-operative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful</li> <li>Time out (designated area)</li> </ul>	<ul style="list-style-type: none"> <li>Major dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carers contact</li> </ul>

	Rubbish	<ul style="list-style-type: none"> <li>Littering</li> </ul>	<ul style="list-style-type: none"> <li>Clean up area</li> <li>Rubbish duty</li> </ul>		
	Recording Devices	<ul style="list-style-type: none"> <li>Phones or digital devices used at break times</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> incident – Phone/MP3 confiscated</li> <li>2<sup>nd</sup> incident – Phone/MP3 confiscated, parents notified</li> </ul>	<ul style="list-style-type: none"> <li>Phones used by students during class time</li> <li>Failure to hand phone over</li> <li>Using for Inappropriate text</li> <li>Use of MP3 without prior approval from teachers</li> <li>Inappropriate use of a Personal Recording Device (Camera, tape recorder, mobile phone etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Repeat offender - Lunch hour detention, phone/MP3 left at office and only collected at end of day</li> <li>Continued offender – Loss of phone/MP3 privileges.</li> <li>Suspension</li> <li>Other disciplinary action depending on context</li> </ul>
Be Respectful	Parade	<ul style="list-style-type: none"> <li>Not respecting the National Anthem</li> <li>Not attending Parade (refusal)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful</li> <li>Time out (designated area)</li> </ul>	<ul style="list-style-type: none"> <li>Not respecting the National Anthem</li> <li>Not attending Parade (refusal)</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> </ul>
	Public Events	<ul style="list-style-type: none"> <li>Not showing respect whilst others speaking</li> <li>Not complying with instructions</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful</li> <li>Principal referral</li> </ul>		
	Language	<ul style="list-style-type: none"> <li>Calling out</li> <li>Poor attitude</li> <li>Disrespectful tone</li> <li>Inappropriate language (Self cursing)</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful/ Be a Learner</li> <li>Rule reminders</li> <li>Time out (designated area)</li> <li>Class/activity removal</li> </ul>	<ul style="list-style-type: none"> <li>Offensive language</li> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carer contact</li> </ul>
	Property	<ul style="list-style-type: none"> <li>Petty theft</li> <li>Lack of care for the environment</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful</li> <li>Time out</li> <li>Principal referral</li> </ul>	<ul style="list-style-type: none"> <li>Stealing / major theft</li> <li>Wilful property damage – personal and private</li> <li>Vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/ carer contact</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Not playing fairly</li> <li>Minor disruption to class</li> <li>Minor defiance</li> <li>Minor teasing / harassment</li> <li>Spitting on ground or object</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful/Be a Learner/Be Responsible/ Be Safe</li> <li>Time out (designated area)</li> <li>Made to clean area</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class</li> <li>Blatant disrespect</li> <li>Major defiance</li> <li>Spitting at person/people</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carer contact</li> </ul>
Be a Learner	Computer	<ul style="list-style-type: none"> <li>Inappropriate use of computers</li> <li>Playing games and not working</li> <li>Refusal to cease playing games</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be a Learner</li> <li>Asked to cease playing games</li> <li>Loss of computer time</li> </ul>	<ul style="list-style-type: none"> <li>Inappropriate use of computers</li> <li>Playing games and not doing set work</li> <li>Refusal to cease playing games</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> </ul>
	Participation	<ul style="list-style-type: none"> <li>Poor attitude</li> <li>Non completion of work</li> <li>Minor attendance issues</li> <li>Non compliance</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be a Learner</li> <li>Time out (designated area)</li> </ul>	<ul style="list-style-type: none"> <li>Aggressive language</li> <li>Verbal abuse / directed profanity</li> <li>Consistent refusal to complete work &amp; participate</li> <li>Disruption to whole class</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carer contact</li> </ul>
	Others	<ul style="list-style-type: none"> <li>Minor disruption to class</li> <li>Minor defiance/Minor teasing / harassment</li> </ul>	<ul style="list-style-type: none"> <li>Lesson – Be Respectful/ Be a Learner</li> <li>Time out (designated area)</li> </ul>	<ul style="list-style-type: none"> <li>Major bullying / harassment</li> <li>Major disruption to class/Blatant disrespect/ Major defiance</li> </ul>	<ul style="list-style-type: none"> <li>Principal discretion</li> <li>Parental/carer contact</li> </ul>



## Appendix 5

# Procedures for Preventing and Responding to Incidents of Bullying *(including Cyberbullying)*

## Purpose

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

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

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

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

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Crescent Lagoon State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

## Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to



all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Crescent Lagoon State School are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

## **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour

All students know the 4 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, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school-wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults and also on what reactions and systemic responses they should expect from adults.

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

Crescent Lagoon State School uses behavioural data for decision-making. This data is entered into One School on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

# Endorsement

**Principal Name:** Mrs Jacqueline Sinclair

**Principal Signature:** 

**Date:** 24 November 2020

**P&C President and/or School Council Chair Name** Mrs Deborah Cowley

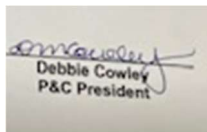
**P&C President and/or School Council Chair Signature**

**Date:** 24 November 2020

## Endorsement



**Jacqueline Sinclair  
Principal**



**Debbie Cowley  
P&C President**

**Trudy Graham  
Assistant Regional Director**

Date Effective: From January 2021 To December 2023.