



Shorncliffe 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

Purpose

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

The Shorncliffe State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

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Contact Person: Melanie Rehm (Principal) Trent Perry (Deputy Principal)

Endorsement

Principal Name: Melanie Rehm

Deputy Principal Name: Trent Perry

Principal Signature: 

Deputy Principal Signature: 

Date: 19/2/21

Date: 19/2/2021

P/C President and-or School Council
Chair Name:

Kristen Davie

P/C President and-or School Council
Chair Signature:



Date: 19/2/21

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Principal's Foreword

Introduction

Shorncliffe State School is committed to providing a safe, respectful, inclusive and disciplined learning environment for all students, staff, parents and visitors. At Shorncliffe State School we have three expectations and seven school values that underpin decisions made that impact our students.

Shorncliffe State School's Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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

P&C Statement of Support

As president of the Shorncliffe State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Melanie Rehm and Mr Trent Perry has ensured that all parents have had multiple opportunities (P and C Meetings, Coffee and Connect and parent survey) to contribute and provide feedback on the final product. This has been an important aspect in the development of the Shorncliffe State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

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

Teaching positive Behaviours is a key focus at Shorncliffe State School. Through weekly focus lessons, Smiling Minds and parent updates in the newsletter there is clarity in the education of the whole child.

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

School Captains Statement

On behalf of the student body of Shorncliffe State School, we endorse the Student Code of Conduct for 2021. Everyday we focus on the learning of positive behaviours through our school expectations and values. As we move forward, all students will continue to work with the school leadership team and the Shorncliffe state School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

School Captain Name: Clodagh
Date: 19th of February 2021

School Captain Signature: Clodagh Steel

School Captain Name: Bella
Date: 19-2-21

School Captain Signature: Bella Stratton

School Captain Name: Lucas
Date: 19-2-21

School Captain Signature: Lucas

School Captain Name: Isaac
Date: 19.2.21

School Captain Signature: Isaac

Data Overview

Shorncliffe State School Behaviour Monthly Statistics

Date Range: 1 January 2020 to 31 December 2020

Month	School Days	Positive Behaviours	No. Of Students	Positive Daily Avg	Behaviour Incidents	No. Of Students	Incidents Daily Avg
Year: 2020							
January	4	0	0	0.00	3	3	0.75
February	20	108	106	5.40	26	29	1.30
March	22	86	87	3.91	9	8	0.41
April	12	49	50	4.08	0	0	0.00
May	20	115	111	5.75	7	8	0.35
June	20	106	105	5.30	20	28	1.00
July	15	71	71	4.73	21	26	1.40
August	20	122	118	6.10	36	32	1.80
September	13	69	75	5.31	14	12	1.08
October	19	83	82	4.37	23	29	1.21
November	21	70	69	3.33	21	16	1.00
December	7	0	0	0.00	2	2	0.29
	193	879	874	4.55	182	193	0.94

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

Survey item	n	Total agreement
My child likes being at this school.	48	97.9%
My child feels safe at this school.	48	100.0%
My child's learning needs are being met at this school.	48	93.8%
My child is making good progress at this school.	48	91.7%
Teachers at this school expect my child to do his or her best.	46	93.5%
Teachers at this school provide my child with useful feedback about his or her school work.	43	88.4%
Teachers at this school motivate my child to learn.	46	93.5%
Teachers at this school treat students fairly.	45	93.3%
I can talk to my child's teachers about my concerns.	47	93.6%
This school works with me to support my child's learning.	45	95.6%
This school takes parents' opinions seriously.	45	95.6%
Student behaviour is well managed at this school.	44	95.5%
This school looks for ways to improve.	46	97.8%
This school is well maintained.	47	97.9%
This is a good school.	47	95.7%

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

Survey item	n	Total agreement
I like being at my school.	107	89.7%
I feel safe at my school.	107	97.2%
My teachers motivate me to learn.	106	95.3%
My teachers expect me to do my best.	106	98.1%
My teachers provide me with useful feedback about my school work.	106	94.3%
Teachers at my school treat students fairly.	105	92.4%
I can talk to my teachers about my concerns.	104	87.5%
My school takes students' opinions seriously.	105	91.4%
Student behaviour is well managed at my school.	105	96.2%
My school looks for ways to improve.	107	97.2%
My school is well maintained.	107	99.1%
My school gives me opportunities to do interesting things.	106	97.2%
This is a good school.	105	99.0%

Consultation

At Shorncliffe State School we value the consultation process in developing the Student Code of Conduct. Throughout the creation of this document staff, students and our families were given opportunities to provide input into the direction that our school takes in relation to maintaining a safe and supportive learning environment for all.

Some examples of consultation included:

- Parent/Carer Coffee and Connect session
- Community wide survey
- Dedicated staff meetings to assist in gathering data and direction
- Student focus group

Updates on our progress in creating the Student Code of Conduct were delivered through the school newsletter and at P & C meetings.

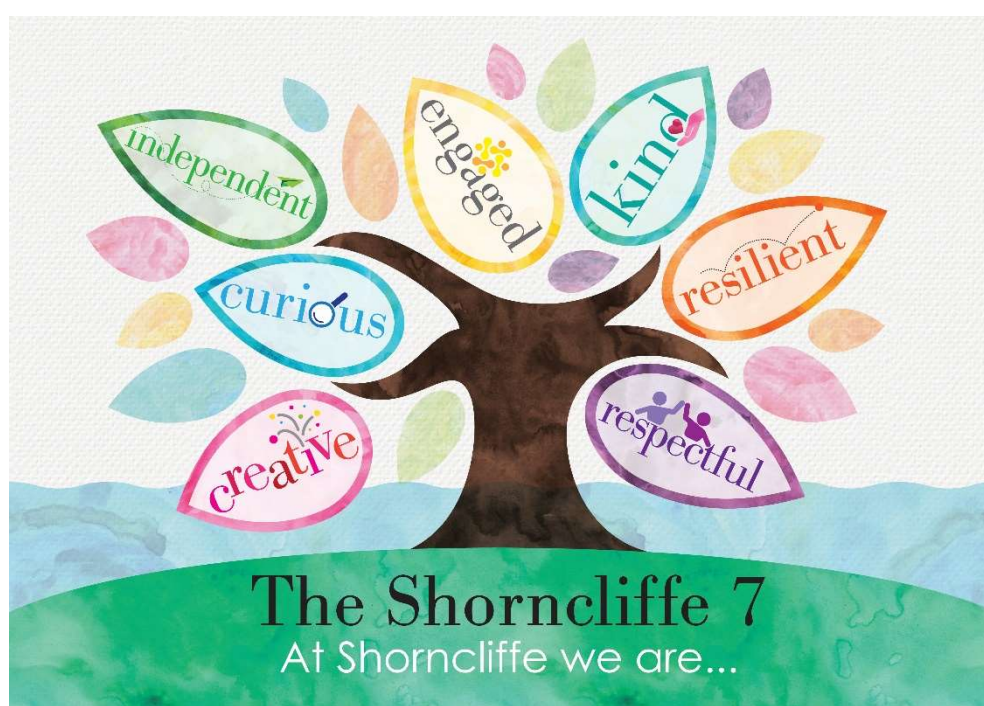
Learning and Behaviour Statement

At Shorncliffe State School we believe student wellbeing and behaviour has a direct impact on student social, emotional and academic outcomes. This is why we have three behaviour expectations across our school and in consultation with our community our Shorncliffe 7 Values.

Three School wide expectations

- Be safe
- Be respectful
- Be responsible

The Shorncliffe 7



Student Wellbeing and Support Network

At Shorncliffe State School we use a variety of resources to purposefully enhance and recognise the importance of student wellbeing. At Shorncliffe State School we engage in the following programs

- Student Council
- Smiling Minds
- School Chaplaincy
- Information and Technologies branch (Cybersafety)
- Guidance Officer
- Life Education
- Student Wellbeing Committee
- Buddy System

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom practices.

At Shorncliffe State School we believe discipline is about more than consequences. It is a process that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear by providing weekly behavioural focuses and daily supportive instruction about how to meet these expectations. We are committed to using behavioural incidents as opportunities to re-teach and refine the needs of our students. Our weekly focuses build on students' skills in the areas of self-awareness, self-management, social awareness and social management.

The development of the Shorncliffe State School Student Code of Conduct is an opportunity to explain the whole school approach to discipline with parents and students, and gain their support to implement a consistent approach to developing expected student behaviour. The language and expectations of our whole school approach to discipline can be used in any environment, including the students' home setting. Our goal as a community is to set our students up for success.

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

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

- **Communication** through the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations. Presentations on assembly using skits and expectation reminders are used to connect the students with our expectations.
- **Explicit teaching of expected behaviours** in every classroom across the school.
- **Student of the Week** awarded each week on assembly, linked to our school values.
- **Comprehensive induction programs** in the Shorncliffe State School Student Code of Conduct delivered to new students as well as new and relief staff.

- **Chaplaincy Program** supports our students wellbeing through classroom visits, involvement in school programs, working with individual students and providing specialist program support such as Friends for Life, Seasons for Growth and Rock and Water programs;
- **Professional Development** of all staff in developing student personal and social capabilities supported by our PBL and Wellbeing teams, Social Skill Programs and Essential Skills for Classroom Management.
- **Shorncliffe State School “Gotchas”** All staff members hand out Gotchas every day when they observe students displaying expected behaviours in both classroom and non-classroom areas. Students write their name and class on the GOTCHA and place it in their house box, Gilpin, Rainbow or Yundah. Each Gotcha received earns points for their house. At the end of each term the house with the most points participates in a celebration afternoon. A running points tally is visible in the school office. On assembly every week the house with the most Gotchas is acknowledged and 4 student names are drawn out of this house’s box to win an individual prize.
- **Principal’s Afternoon Tea** Each fortnight teachers nominate a student from their class who has displayed consistently expected behaviours within the classroom. This student attends the Principal Afternoon Tea on a Friday afternoon.

Consideration of Individual Circumstances

Staff at Shorncliffe State School take into account students’ individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. This includes behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements.

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 right support at the right time to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student’s family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

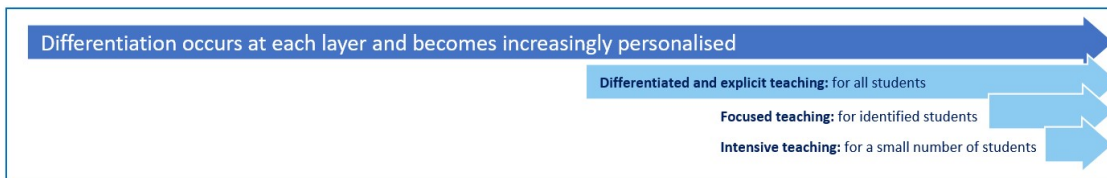
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

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

Focused and Intensive Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more

opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, Diverse Learning or the Deputy Principal work collaboratively with class teachers at Shorncliffe State School to provide focused teaching. Focused teaching is aligned to the SSS Behaviour Expectations, and student progress is monitored by the classroom teacher/s to identify those who:

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

Shorncliffe State School has a range of student support network staff who help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- The Zones of Regulation
- Smiling Minds
- Functional Behaviour Assessment

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a longer period. Decisions about the approach will be made based on data collected from class teachers and specialist teachers, and 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 individual behaviour support plans with daily check-ins may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

For more information about these programs, please speak with the Deputy Principal Trent Perry.

Legislative Delegations

Legislation

The following links are provided for more information

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

Disciplinary Consequences

The disciplinary consequences model used at Shorncliffe State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Relating problem behaviours to expected school behaviours

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

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

Should a problem behaviour be repeated, a staff member may choose not to repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

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

Students are also explicitly taught how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour.

Parents will be contacted when the behaviour merits support and/or recognition from parents/carers

Non-Attendance at camps, excursions, sports and other special activities

(Principal's Responsibility Only)

From time to time students who have displayed major behaviours may be excluded from school activities. While we will attempt to include all students, we will consider non participation for behaviour which:

- could potentially disrupt the learning of others;
- is potentially dangerous to the student or others;
- reflects poorly on the school.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Prompt student to take a break or time away in class

- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Consequence for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

Class teachers are supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Diverse Learning Team for further discussion
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary 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 Shorncliffe 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 Shorncliffe 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 or carer/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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. Guidance Officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of 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 Shorncliffe 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.
- 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);
- seek consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Shorncliffe 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 Shorncliffe 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 Shorncliffe 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 Shorncliffe 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.

In consultation with the broader school community, Shorncliffe 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.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below. **All mobile phones must be handed in to the office at the beginning of the school day.**

It is **acceptable** for students at Shorncliffe State School to:

- use school provided or approved digital devices 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 digital device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Shorncliffe State School to:

- use a mobile phone or other devices in an unlawful manner
- 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-device 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 Shorncliffe State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - 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.

Preventing and responding to bullying

Shorncliffe State School uses the Australian Curriculum Personal and Social capabilities and Smiling Minds Curriculum to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Shorncliffe State School has a **Student Council**, with diverse representatives from each year level meeting regularly to promote strategies to improve student wellbeing, safety and learning outcomes.

The Leadership Team also meets with staff, students and parents (Coffee and Connect, P&C) to monitor any social and emotional issues arising at Shorncliffe State School.

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

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

When a student reports bullying (including online bullying) we utilise a flow chart to respond (taken from Bullying. No Way!

<https://bullyingnoway.gov.au/>)

1. Listen carefully and calmly, and document what the student tells you. (*Clarify if there are immediate safety risks and let the student know how you will address these*).
2. Collect additional information;
3. Discuss a plan of action with the students;
4. Inform the student what you intend to do;
5. Provide suggestions on what to do if the bullying occurs again;
6. Set a date for follow up review/s;
7. Record the incident/student contact in OneSchool;
8. Notify appropriate school personnel;
9. Contact the parent/guardian informing them of the incident and your course of action;
10. Make sure to follow up with students over the next several weeks and months.

The Bullying No Way website has resources to support parents at

<https://bullyingnoway.gov.au/RespondingToBullying/Parents>.

Parents can support by:

1. Listening calmly and getting the full story;
2. Reassuring your child that they are not to blame;
3. Asking your child what he/she want you to do;
4. Visiting <https://bullyingnoway.gov.au/RespondingToBullying/Parents> for strategies;
5. Contacting the school;
6. Checking in regularly with your child and their teacher.

If your child reports to you they are or have been bullied:

Parents can report bullying by contacting the classroom teacher in the first instance. We ask parents to provide as much detail as possible when making the report.

- When the bullying is taking place?
- Where the bullying is taking place?
- Who is involved?
- What are the behaviours of concern?
- How long has the bullying been occurring?

At regular intervals teachers deliver lessons to all students; explicitly demonstrating the use of the 5-step process we call the High 5. We encourage all students to use this strategy when experiencing bullying behaviour either as a person being bullied, the person bullying or as a bystander. These lessons are supported by follow up mini-lessons, class discussions and through assembly presentations.



Cyberbullying

Cyberbullying is treated at Shorncliffe 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach their child's class teacher. There is also a dedicated leadership officer, Deputy Principal Trent Perry, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about

cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Shorncliffe State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Deputy Principal Trent Perry.

Shorncliffe State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

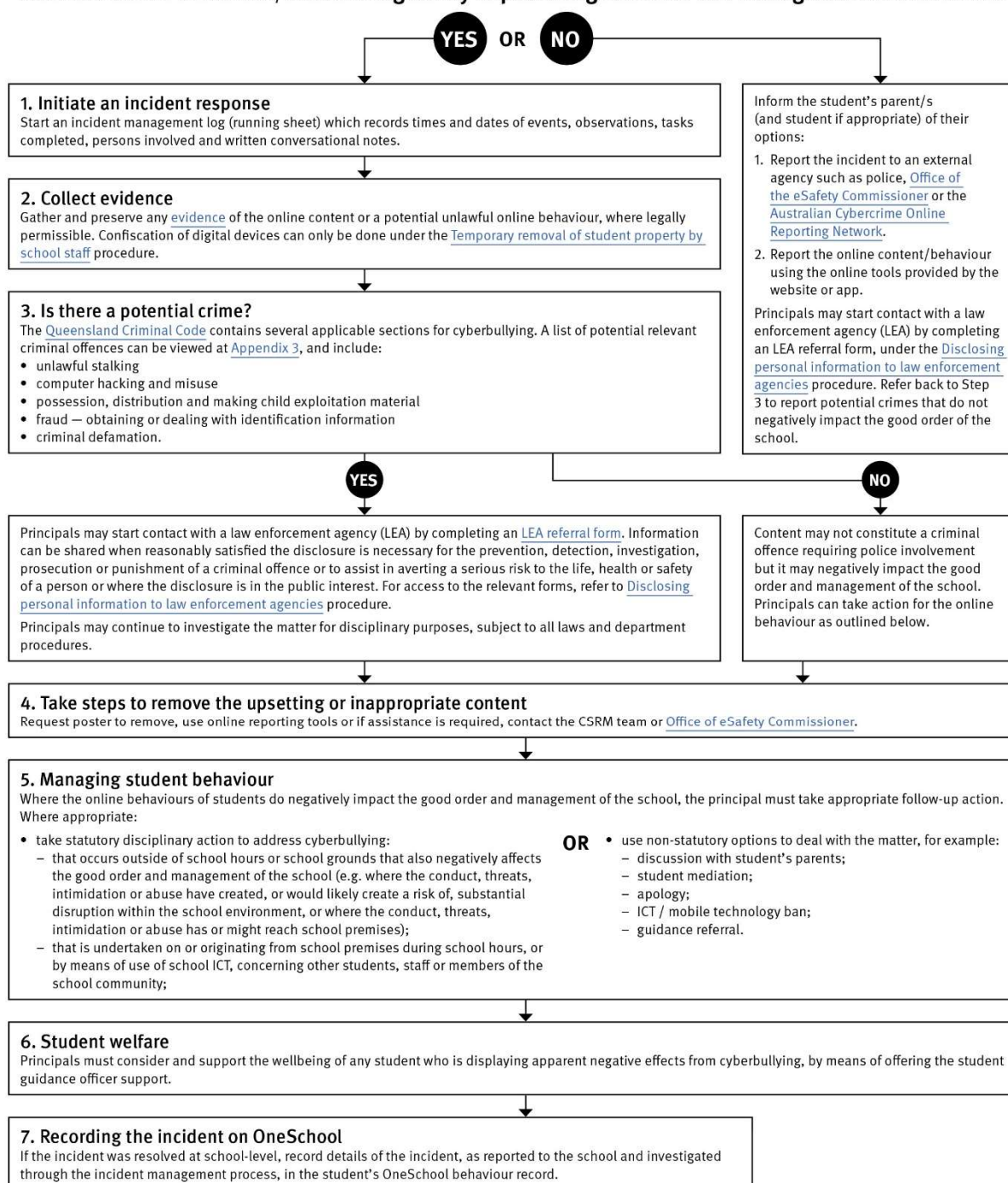
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Shorncliffe State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Shorncliffe State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Shorncliffe State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Shorncliffe State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Shorncliffe State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Shorncliffe State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Follow the three school expectations at all times
- Use the Shorncliffe 7 to support myself and my peers and parents
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

Is it appropriate to comment or post about schools, staff or students?

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

Resources

Smiling Minds

<https://www.smilingmind.com.au/>

Zones of Regulation

<https://www.zonesofregulation.com/index.html>

eSafety commission

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

Australian Curriculum

<https://www.australiancurriculum.edu.au/>

Bullying No way

<https://bullyingnoway.gov.au/>

Shorncliffe State School website

<https://shorncliffess.eq.edu.au/>

