

Parkhurst State School

Student Code of Conduct

2020-2022

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

Every Queensland State School is required to have a Student Code of Conduct. This is the school's Behaviour Policy, with information about school expectations, consequences and processes for addressing bullying and the use of technology. From 2020, the Student Code of Conduct replaces the Responsible Behaviour Plan for Students, Code of Behaviour and Statement of Expectations.

Parkhurst State School's Student Code of Conduct has been developed in consultation with stakeholders across our school community, is available from our school website and provided to every learner and family upon enrolment.

The Queensland Department of Education is committed to ensure all young Queenslanders have a right to and receive a quality education. The Parkhurst State School community is committed to learning, respect and optimism through a secure, supportive and collaborative environment, which recognises and accepts individual differences. Our school fosters a warm, supportive environment where learners can be happy and where optimal learning can take place.

Parkhurst State School sustains a clear focus on catering for the individual with embedded Early and Middle Years pedagogies. The school's vision is for *'every Parkhurst learner to be literate, numerate, safe, happy and learning every day.'* Our school wide curriculum is developed from the Australian Curriculum and encompasses the National Values, Respectful Relationships and the school's values (also referred to as our 5Rs) of respect, responsibility, rigour, resilience and positive relationships. A safe, supportive, positive and stimulating environment is maintained for all stakeholders. An embedded, open door policy fosters two way collaboration and provides all parents, carers, community members and friends of the school with opportunities to be active participants within the life of the school.

Parkhurst State School is driven by a deep belief that every learner can achieve success. Building and maintaining positive and caring relationships between staff, students and parents is an ongoing priority. Parkhurst State School's Code of Conduct for Students is founded on proactive practices, processes and high expectations. A repertoire of effective, research based classroom management strategies are established.

The school acknowledges that success occurs when staff, parents/carers and the community work in collaboration towards the same goals, maintaining a focus on high expectations for behaviour in order to achieve enhanced outcomes for every learner in our school.

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Endorsement

Principal : Lyle Walker

Principal Signature:

L Walker
20/10/2020

P&C Association President: Ms Marika Taylor

Date: 20/10/2020

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Principal's Foreword

Parkhurst State School has a long and proud tradition of providing high quality education to all learners residing in our local catchment area. We believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all learners.

Parkhurst State School's **5Rs** are our shared core values.
These are respect, responsibility, rigour, resilience and relationships.



Respect	for self, others, school, our nation and community, property and environment
Responsibility	being safe and accountable for our actions, resolving differences in constructive, non-violent and peaceful ways, displaying leadership by contributing to society and civic life and taking care of the environment
Rigour	displaying consistent effort, striving for excellence and maintaining a positive attitude to learning
Resilience	being optimistic, exhibiting personal courage and perseverance, taking risks, maintaining a positive attitude and learning from experiences and others
Relationships	being cooperative, caring, considerate and collaborative, supporting others, demonstrating respect, responsibility, rigour and resilience in our interactions



These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our learners to be confident, self-disciplined and kind young people. Our Staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Parkhurst State School Staff deliver 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 the :

- use of mobile phones and other technology
- removal of student property
- the approach to preventing and addressing incidents of bullying

It also details the steps school staff take to educate learners about these policies and how learners are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when learners breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the learners, teachers, support staff, parents, carers and other members of our community for their work in developing this Parkhurst State School Student Code of Conduct. Your interest and views shared through the process of developing this document have been invaluable and appreciated. It provides a clear explanation of what we expect from all learners and how we will support them to meet those expectations.

Please visit <https://youtu.be/k964P5qSxIU> for our Code of Conduct for Learners presentation.

P&C Statement of Support

As the President of Parkhurst State School's Parents and Citizens' Association, I am proud to support the new Student Code of Conduct. Parents and Carers have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of Parkhurst State School's Student Code of Conduct, as the awareness and involvement of parents and carers is critical to ensuring all adults are able to support the learners of the school to meet the set expectations.

We encourage all parents and carers to familiarise themselves with Parkhurst State School's Student Code of Conduct, and to take time to talk with their child[ren] about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help learners 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 or carer and learner of Parkhurst 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, carers and learners know that schools provide support and advice to help address problems of bullying, with resources being an excellent starting point to understand how to approach the school about these types of problems.

Your ongoing support of the school is valued and appreciated. It is important that we continue to work collaboratively with school staff to ensure all learners are happy, safe, appropriately supported to meet their individual needs and learning every day.

Ms Marika Taylor
2020 President
Parkhurst State School Parents and Citizens' Association

Data and Consultation Overview

The Parkhurst State School Community developed this plan collaboratively, using feedback from all stakeholders through formal and informal tools, conversations and surveys. Staff had the opportunity to review the existing Responsible Behaviour Plan for Learners and identified areas requiring clarification and improvement. Parkhurst State School's Positive Learning Strategy Team made adjustments, informed by existing data pertaining to behaviour patterns and trends recorded in OneSchool.

The Parkhurst State School Parents and Citizens' Association have provided input and feedback. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents informed the development process. This Code of Conduct for Students is an evolving document in order to remain contemporary and responsive to its continuous improvement and effectiveness. It is accountable to our stakeholders, ensuring learning outcomes are maximised and a supportive environment is nurtured where non-violent, non-coercive and non-discriminatory language and behaviour is fostered.

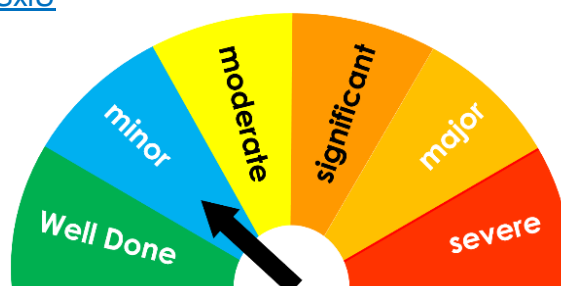
The School's Positive Learning Strategy Team meet twice a Term and review behaviour and attendance data, patterns and trends to and identify key actions and strategies, including behaviour incidents by :

- category
- location
- period of day
- learning area
- strategy
- year level
- class
- gender
- actions and strategies
- behaviour referrals
- monthly statistics
- reported behaviour results, including effort
- positive behaviours

OneSchool is used by all Staff to record minor and major behaviour incidents. Parkhurst State School's Code of Conduct for learners identifies the range of behaviours on a continuum from minor behaviours to moderate, significant, major and severe.

Minor or moderate behaviours are communicated to parents and carers in a timely manner by Classroom Teachers. Significant, major and severe behaviours are recorded in OneSchool with communications to parents and carers, facilitate by the Deputy Principal or Principal.

Please refer to the **Behaviour Continuum** for examples of specific behaviours and their categories and view our Code of Conduct for Learners presentation at <https://youtu.be/k964P5qSxIU>



Information about accessing records, reports or timetables can be found at this link on the Department of Education's website [Record Access](#)

Parent, Student and Staff Satisfaction data is drawn from annual School Opinion Surveys. The School Opinion Survey is an annual collection designed to obtain the views of parents/carers, learners and school staff from each school on what they do well and how they can improve. Opinions on the school, learning, and learner wellbeing are sought from a parent/carer in all families and a sample of students.

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

Parent Opinion Survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	98%	100%
• this is a good school (S2035)	94%	98%	100%
• their child likes being at this school* (S2001)	97%	96%	97%
• their child feels safe at this school* (S2002)	97%	100%	97%
• their child's learning needs are being met at this school* (S2003)	89%	93%	97%
• their child is making good progress at this school* (S2004)	89%	96%	100%
• teachers at this school expect their child to do his or her best* (S2005)	91%	96%	100%
• teachers at this school provide their child with useful feedback about his/her school work* (S2006)	88%	91%	91%
• teachers at this school motivate their child to learn* (S2007)	89%	93%	100%
• teachers at this school treat students fairly* (S2008)	91%	91%	92%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	94%
• this school works with them to support their child's learning* (S2010)	91%	100%	97%
• this school takes parents' opinions seriously* (S2011)	94%	91%	97%
• student behaviour is well managed at this school* (S2012)	83%	89%	91%
• this school looks for ways to improve* (S2013)	97%	98%	100%
• this school is well maintained* (S2014)	97%	100%	100%

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	91%	96%	92%
• they like being at their school* (S2036)	96%	92%	87%
• they feel safe at their school* (S2037)	88%	91%	83%
• their teachers motivate them to learn* (S2038)	95%	92%	96%
• their teachers expect them to do their best* (S2039)	96%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	93%
• teachers treat students fairly at their school* (S2041)	87%	91%	81%
• they can talk to their teachers about their concerns* (S2042)	91%	90%	85%
• their school takes students' opinions seriously* (S2043)	81%	92%	86%
• student behaviour is well managed at their school* (S2044)	76%	84%	78%
• their school looks for ways to improve* (S2045)	92%	95%	92%
• their school is well maintained* (S2046)	92%	95%	84%
• their school gives them opportunities to do interesting things* (S2047)	89%	94%	91%

Percentage of school staff who agree [#] that:	2017	2018	2019
• they enjoy working at their school (S2069)	94%	97%	100%
• they feel that their school is a safe place in which to work (S2070)	94%	94%	94%
• they receive useful feedback about their work at their school (S2071)	100%	90%	94%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	100%	83%
• students are encouraged to do their best at their school (S2072)	100%	100%	100%
• students are treated fairly at their school (S2073)	100%	97%	94%
• student behaviour is well managed at their school (S2074)	93%	97%	71%
• staff are well supported at their school (S2075)	93%	83%	71%
• their school takes staff opinions seriously (S2076)	94%	83%	76%
• their school looks for ways to improve (S2077)	100%	90%	94%
• their school is well maintained (S2078)	94%	100%	100%
• their school gives them opportunities to do interesting things (S2079)	94%	90%	88%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the learner with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for learners recommended for each type of school disciplinary absence reported at the school.

PARKHURST STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2016	2017	2018
Short Suspensions – 1 to 10 days	190	261	202
Long Suspensions – 11 to 20 days	56	90	76
Charge related Suspensions	0	0	0
Exclusions	13	10	5

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

All areas and spaces at Parkhurst State School are learning and teaching environments. The school community identifies the primary focus of teachers as imparting information and developing a wide range of skills in the learners with whom they are engaged. The responsibility for appropriate behaviour belongs to the learners and their parents, with the teacher and school reinforcing and developing appropriate skills in order to reduce the inappropriate behaviour of some learners and the interference this causes with education of other learners.

Our Code of Conduct for Learners outlines our system for facilitating positive behaviours, preventing problematic behaviour and responding to unacceptable behaviours. Through our Code of Conduct for Students, shared expectations for every learner's behaviour are explained using everyday language for everyone, assisting the school in its mission 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 and reaffirmed our shared school values (our '5Rs') to teach and promote our high standards of responsible behaviour. Almost every behaviour can be linked to our values of respect, responsibility, rigour, resilience and relationships. Positive relationships encapsulate all values, with resilience being a lifelong skill fostered and developed across the school in every learner.

Our school expectations have been agreed upon and endorsed by staff and our Parents and Citizens' Association. They are aligned with the values, principles and expected standards outlined in Department of Education's Code of School Behaviour and the Values for Australian Schooling. At the commencement of each school year, our Plan is presented to all classes to develop a shared understanding of the processes, expectations and consequences. Please visit <https://youtu.be/k964P5qSxIU> to view our Code of Conduct for Learners presentation.

Shared Beliefs around Teaching and Learning

1. our learners are individuals who learn at their own rate using their preferred learning styles to reach their full potential.
2. high expectations are essential for high performance.
3. our environments are warm, caring, nurturing and stimulating to develop independent, 21st Century learners.
4. children learn best by doing and through modelling.
5. negotiation, choice, risk taking and challenges are an important part of the learning process.
6. learning must be engaging, futures orientated and connected to the real world.

Shared Beliefs around Managing Behaviour

Our curriculum offerings and school wide processes are delivered through our shared values and founded on our beliefs that everyone has rights and responsibilities in maintaining a supportive school environment which include ...

1. all parents and carers having the right to expect a quality education in a safe, happy and supporting learning environment
2. all learners having the right to learn
3. all learners having the right to feel safe and be happy at school
4. all teachers having the right to teach

We endorse that ...

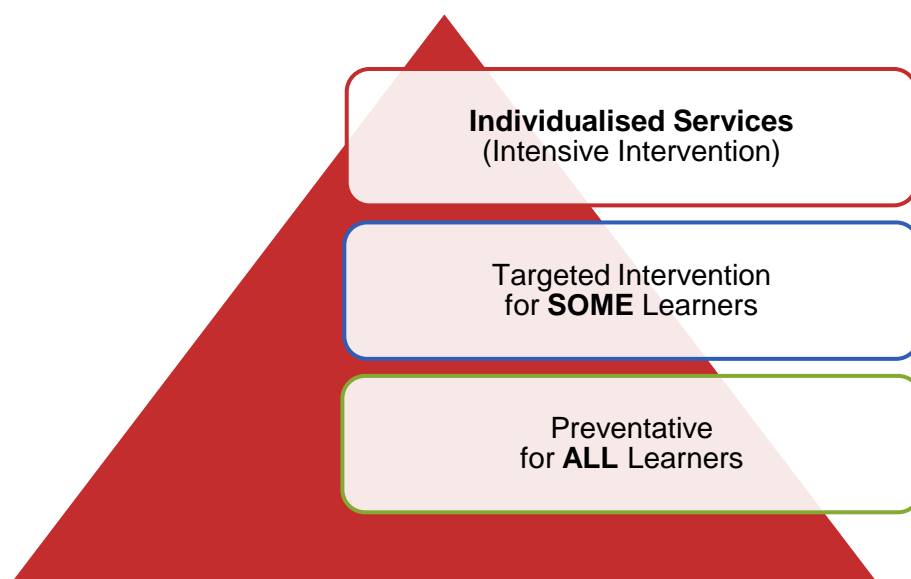
- all stakeholders accept key responsibilities for their choices and actions in a range of contexts
- children need to learn to satisfy their needs in a way that respects the rights of others and to realise that as individuals, they are responsible for their actions
- all stakeholders are aware of the positive and negative consequences of their actions
- all behaviour is chosen and purposeful and individuals choose the behaviour they believe will meet their needs
- all behaviour has natural or logical consequences and experiencing consequences for chosen behaviour is an important learning tool
- all learners are assisted to identify appropriate behaviours and supported to use new and unfamiliar behaviour appropriately
- the range of learning styles must be accommodated through differentiation
- effective communication is essential between the home and school
- clearly defined consequences are essential
- school expectations are prominently displayed within all learning spaces
- classroom expectations are collaboratively developed between learners and their teacher[s], with clear references made to the school's Code of Conduct for Learners, including the Bully Prevention Strategy and the core school values (ie; '5Rs') to maintain a safe, supportive and rigorous environment for all
- all language and actions should reflect agreed expectations
- the use of positive reinforcement should be used frequently

We believe that children ...

- need to be independent and dependent at the same time
- can easily cover their fears as they are not as confident as they may appear
- pay more attention to peers than to their parents/carers, staff and teachers
- feel more comfortable with limits, although they may resist these same limits
- may not understand what is happening to them at times
- need to find their place in the world and a sense of belonging to groups
- may be impulsive
- can polarise their points of view and not be aware of the subtleties of the situation

Multi Tiered Systems of Support (MTSS)

Parkhurst State School applies a multitiered systems of support as the foundation for our integrated approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data informed decision making. Based on a problem solving model, in Multi Tiered Systems of Support (MTSS), school staff match increasingly intensive interventions to the identified needs of individual learners.



Tier 1 - Prevention Description

All students in the school receive support for their academic and behavioural development. Focus is on the whole school implementation of both the Australian Curriculum and behaviour expectations.

This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and 'behaviour boosters' and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking learners and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Tier 2 - Targeted Instruction

Targeted instruction and supports for some learners (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school based staff to enable learners to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of learners with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of behaviour expectations. The types of interventions offered at this level will vary according to the needs of each school's learner body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (eg, "evidence-based" interventions match to the learner needs).

If the school data indicates that more than 10-15% of learners require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 3 – Individualised Services

Individualised services for few learners (2-5%) who require the most **intensive** support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a learner to be successful.

Tier 3 supports are based on the underlying reasons for a learner's behaviour (their FBA) and should include strategies to:

1. **PREVENT** problem behaviour
2. **TEACH** the student an acceptable replacement behaviour
3. **REINFORCE** the student's use of the replacement behaviour
4. **MINIMISE** the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many learners can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the learner achieve success. A smaller percentage of learners may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of learners may need an intensive FBA and Wraparound Plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the learner population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Student Wellbeing and Support Network

At Parkhurst State School, the communication of our key messages about behaviour is supported through reinforcement, which provides learners with specific feedback for engaging in expected school behaviour.

Schoolwide strategies may include ...

- classroom reward and incentives systems which reinforce desirable behaviours
- the Essential Skills for Classroom Management (ESCM)
- peer and buddy programs to promote greater learner responsibility
- individual behavioural intervention and support plans to monitor specific behaviours of some learners
- supervised lunchtime activities, allowing some learners opportunities to demonstrate they are trusted in more unstructured settings
- planned supervision and support for individual learners
- the explicit teaching of respectful relationships, routines and behaviours
- supported exits to other spaces
- meetings with the Deputy Principal, Principal, Head of Inclusion or Guidance Officer
- meetings with parents/carers to develop and endorse strategies and plans
- referral to other agencies, personnel and programs
- reentry meetings to re-establish school and classroom expectations
- referral to Student Needs Advisory Group (S-N-A-G) as per referral flowchart
- support programs to promote smooth transitions between year levels, breaks and sessions, Kindergarten and Prep, Year Six and Secondary School

Intensive Behaviour Support

Class teachers, support staff, the school's Leadership Team, parents/carers and colleagues provide behaviour support for learners. If further support is needed the learner is referred to Student Needs Advisory Group (S-N-A-G).

'WrapAround' Team Approach

Class Teachers, CoTeachers, the school's Leadership Team, parents/carers and any other appropriate stakeholders can refer a learner to the Student Needs Advisory Group (S-N-A-G) for support and to determine the strategies that can be actioned. A case manager may be appointed to develop and implement an Individual Support Plan. Plans are regularly monitored, reviewed, and, if necessary, modified. Appropriate records are documented in OneSchool.

In alignment with the Code of School Behaviour, when applying consequences, the individual circumstances and actions of the learner and the needs, rights and responsibilities of school community members are considered at all times. A range of strategies to implement supportive, fair, logical and consistent consequences may include ...

Classroom Management

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

Restatements and Rule Reminders

As part of the **Essential Skills for Classroom Management** (ESCM), teachers may add a combination of the following strategies to address the learner's behaviour ...

- restatement of the rule
- giving a specific direction
- giving the learner a choice (eg; to work/play appropriately or move to a different area/activity)

Time Away – ‘Supported Exit’

The learner may be sent to another area within their classroom, another classroom or a different area in the school until the learner is willing and able to comply. It is critical to support re-entry in a planned, solution focussed, non-punitive manner as per the Essential Skills for Classroom Management (ESCM). Continual or serious disturbances may result in the learner being referred to the Deputy Principal or Principal and parents/carers being notified.

Recording and Communicating Inappropriate Behaviour

All incidents, particularly those communicated to parents and carers should be recorded in OneSchool. Classroom and lunchtime withdrawals should also be entered into OneSchool by the class teacher.

Learner Support and Intervention Plans

If a learner'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 learner. Parents/carers are contacted. If additional support is required to implement the plan, the teacher makes a referral to the Deputy Principal, Head of Inclusion, Guidance Officer or Principal.

External Assistance

A functional behaviour assessment may be completed in consultation with the relevant personnel. This assessment is used to inform the development or revision of an Individual Behaviour Support Plan.

Monitoring and Review

The ongoing monitoring and follow up of the Individual Behaviour Support Plan may involve a series of case conferences with staff members, parents/carers, the Class Teacher, specialist personnel and external support agencies, as necessary.

Under exceptional circumstances of serious and/or repeated unacceptable or dangerous behaviour the following procedures may be used. Student Disciplinary Absences may be applied after individual circumstances and all other responses have been considered.

Suspension Procedures

This is implemented in line with the Department of Education's Policy SM-16 Student Disciplinary Absences.

Recommendation for Exclusion

This is implemented in line with the Department of Education's Policy SM-16 Student Disciplinary Absences.

Please refer to :

Appendix 10 - Student Need Advisory Group

Appendix 13 - Weekly Behaviour Tracking Sheet

Appendix 14 - Behaviour Reflection Sheet

Appendix 15 - Supported Exit Program

Appendix 19 - Learning and Wellbeing Framework

Whole School Approach to Discipline

Our school wide processes are delivered through our shared values and founded on our beliefs that everyone has rights and responsibilities in maintaining a supportive school environment which include ...

- all learners having the right to learn
- all learners having the right to feel safe and happy at school
- all learners having the right to teach
- all parents and carers having the right to expect a quality education in a safe, happy and supporting learning environment

Processes for Facilitating Positive Standards of Behaviour

Parkhurst State School acknowledges that the first step in facilitating standards of positive behaviour is in the communicating of these standards to all learners, their parents, carers, staff and the community. We emphasise the importance of explicitly teaching and modelling to learners the expected behaviours required at school.

Communicating behavioural expectations is a form of universal behaviour support, a strategy directed towards all learners, designed to prevent problem behaviour, providing a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings across the school are aligned to our 5Rs of respect, responsibility, rigour, resilience and relationships. A teaching matrix outlines the school's expectations regarding our agreed behaviours across all areas of the school, including in :

- the classroom
- the playground
- other areas and spaces within the school

Behaviour expectations for routines and areas are also in place and include :

- | | |
|-----------------------------------|------------------------------------|
| - Assembly and Gatherings | - Sun Safety and Hats |
| - Daily Muster | - Manners |
| - Eating Time | - Before and After School Routines |
| - Transitioning around the school | - Playground Access |

At Parkhurst State School, we regard effective behaviour support to include ...

- maintaining a positive whole school culture with emphasis on the school motto, 'Leap to Lead'
- explicit teaching and modelling of positive behaviour and attitudes particularly in relation to the school expectations
- quality learning and teaching practices
- a balanced, relevant and engaging curriculum
- supportive and collaboratively developed programs and procedures
- professional development and training for all members of the school community
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices
- a continuum from whole school positive preventative action for all learners, through to intensive intervention for specific individuals or groups.

Typically a school tends to have a spread of learner support needs. A whole school approach shapes, supports and recognises appropriate behaviours in all learners. Whilst the majority of learners will have little or no difficulties, some learners may need additional support and timely intervention on some occasions. For a variety of reasons, some learners may need more intensive support or flexible learning options to assist them to continue their learning.



PARKHURST STATE SCHOOL

Our Values in Action

Are YOU a Parkhurst STAR ?



	In My Classroom	In The Playground	Other Areas
RESPECT 	<ul style="list-style-type: none"> - I use appropriate language - I listen to others' ideas - I speak courteously - I treat others how I wish to be treated myself - I use people's names - I give people eye contact - I use my manners - I apologise when I need to - I mean what I say and say what I mean 	<ul style="list-style-type: none"> - I respond politely to adults' requests - I speak courteously - I share space - I respect my environment - I play well with others - I consider others' feelings - I use my manners - I care for sports and play equipment - I keep the school clean 	<ul style="list-style-type: none"> - I proudly wear my uniform - I look after the property of others - I wait quietly for the buses - I use my manners at the Tuckshop and Bus Zone - I keep the eating area free from litter - I use the seats for sitting - I take my turn - I quietly pass by classrooms
RESPONSIBILITY 	<ul style="list-style-type: none"> - I use self control - I report problems to adults - I follow directions - I keep my body to myself - I place my rubbish in the bin - I complete my roster jobs - I ask permission to leave the classroom - I keep my bag closed - I use equipment correctly - I sit on chairs correctly - I look after myself and others 	<ul style="list-style-type: none"> - I use self control - I report problems to adults - I keep my body to myself - I wear a sun safe hat and shoes at all times - I return equipment to where it came from - I keep to my correct play area and share spaces - I play safely and take turns - I am a good sport - I use equipment correctly 	<ul style="list-style-type: none"> - I follow directions - I eat my own food - I place my rubbish in the bin - I sit whenever I am eating - I ask permission to leave the room or eating area - I wash my hands - I understand toilets are not play areas - I wait patiently in the Bus and Tuckshop lines - I walk my bike in the school
RIGOUR 	<ul style="list-style-type: none"> - I encourage and praise others - I try my best at all times - I practise my skills - I complete work neatly - I strive to improve in all areas - I proudly share my work - I show a 'have a go' attitude - I am an eager and creative - I recognise others' efforts - I work enthusiastically 	<ul style="list-style-type: none"> - I encourage and praise others - I take pride in keeping our school neat and tidy - I strive to do my very best - I practise my skills - I 'have a go' at new games and sports and take safe risks - I recognise the efforts of others - I am positive and enthusiastic - I am keen to learn new skills 	<ul style="list-style-type: none"> - I encourage others and give positive feedback - I try my best at all times - I set myself realistic goals - I take pride in keeping our school neat, tidy and clean - I show effort at Phys Ed, Music and LOTE - I take pride in my appearance - I show exemplary behaviour
RESILIENCE 	<ul style="list-style-type: none"> - I deal with challenges - I try to be flexible - I try to move past upsets - I am open to change - I am reliable and follow through - I am positive and optimistic - I consider new possibilities - I am confident and in control 	<ul style="list-style-type: none"> - I know what to do when I am hurt or bullied - I do my best to make others feel safe and supported - I am sociable and get involved - I seek help when I need it - I make good choices - I apologise when I need to 	<ul style="list-style-type: none"> - I give and receive feedback - I encourage others - I feel supported - I am positive and optimistic - I seek help when I need it - I give myself time to think - I show leadership and initiative - I work with a range of people
RELATIONSHIPS 	<ul style="list-style-type: none"> - I share with others - I include others - I am courteous and listen - I try to really 'know' everyone - I help and work with others well - I try to be the best friend I can - I am open to new ideas and accept differences - I consider the impact of my actions on others 	<ul style="list-style-type: none"> - I am considerate to everyone - I include others in play - I show others I am a friend - I listen to others - I play fairly - I show new people around - I help others who may need it - I am sensitive to others' needs - I care, share and take turns - I use my manners and smile 	<ul style="list-style-type: none"> - I am a good sport and congratulate others - I am friendly and supportive - I always use my manners and greet others friendly - I help others before being asked - I consider my actions on others - I wait my turn and am patient - I encourage others - I ask others for help if I need it

Please refer to Appendix 1 – Values and Related Expectations

Consideration of Individual Circumstances

Staff at Parkhurst State School take into account learners' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each learner, we recognise that the way we teach, the support we provide and the way we respond to learners will differ. This reflects the principle of equality, where every learner is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some learners 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 learners, 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, Deputy Principal and Principal consider with each individual learner in both the instruction of behaviour and the response to behaviour.

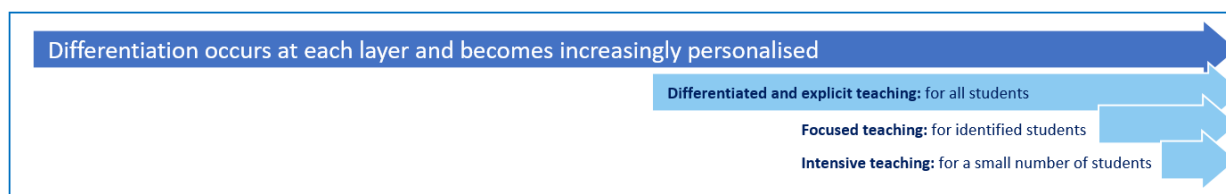
Our teachers are also obliged by law to respect and protect the privacy of individual learners, so while we understand the interest of other learners, staff and parents to know what punishment another learner might have received, we will not disclose or discuss this information with anyone but the learner's family. This applies even if the behavioural incident, such as bullying, involves your child[ren]. 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 learners will respect the privacy of other learners and families. If you have concerns about the behaviour of another learner at the school, or the way our staff have responded to their behaviour, please make an appointment with the Deputy Principal or Principal to discuss the matter.

Differentiated and Explicit Teaching (Mandated)

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. Each layer provides progressively more personalised supports for learners.

Tier 1 is differentiated and explicit teaching for all learners.

Tier 2 is focussed teaching for identified learners.

Tier 3 is intensive teaching for a small number of learners.

Every classroom in our school displays a **Behaviour Matrix**, (refer Page 16 and Appendix 1) as a basis for developing their behaviour standards. Using this matrix, the Class teacher works with all learners to explain exactly what each of the expectations look, sound and feel like in their classroom, in the playground and in other learning spaces. The matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Awards, Rewards and Incentives

Each year, a theme for learning is adopted, with school wide awards and incentives focused around the theme. Rewards and Certificates include :

- | | |
|--------------------------------|---------------------------------------|
| - Learner of the Week Awards | - Highest Attending Class of the Week |
| - Aussies of the Month | - 100% and 95%↑ Attendance |
| - Weekly 'Caught You' Awards | - Milestone Certificates |
| - PAWS Reading Incentives | - Academic Excellence Certificates |
| - Gold '5R' Badges | - Bronze, Silver, Gold and Platinum |
| - '5R' Certificates | Behaviour Awards |
| - Specialist Class of the Week | |

Focused Teaching

Approximately 15% of all learners in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These learners may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area, 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 learners with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with Class Teachers at Parkhurst State School to provide focused teaching. Focused teaching is aligned to the 'Values in Action' Behaviour Expectations Matrix, and learner 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

Parkhurst State School has a range of Learner Support Network staff in place to assist in the design, actioning and delivery of focused teaching to learners who require additional support to meet expectations. The school's Student Needs Advisory Group (SNAG) meet fortnightly to review programs and develop a strategic 'wrap around' approach to support individual learners. This group comprises the Principal, Deputy Principal, Guidance Officer, Head of Inclusion, Neighbourhood Centre CoTeachers, Early and Middle Years Leaders and Classroom Teachers.

Intensive Teaching

Research evidence shows that even in an effective, well functioning school there will always be approximately 5% of the learner 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 learners may require intensive teaching for a short period, for particular behaviour skills. Other learners may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the learner's family.

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

Learners 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 learner.

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

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

Delegations

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Parkhurst State School follow the same differentiated approach used in the proactive teaching and support of learner behavioural expectations.

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

Some learners will require additional support, time and opportunities to practise expected behaviours. Approximately 15% of the learner population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in class corrective feedback, sanctions 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 needed by the Class Teacher to refer the learner to the school administration team immediately for determination of a disciplinary consequence.

For a small number of learners, 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 throughout the school year 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 learner may be so serious, such as causing harm to other learners or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the learner's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the learner 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 according to the 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.

Differentiated Consequences

Class Teachers provide in class or in school disciplinary responses to low level or minor problem behaviour, based on the Essential Skills for Classroom Management (ESCM). This may include :

- pre correction (eg; "remember, walk quietly to your seat")
- non verbal and visual cues (eg; posters, hand gestures)
- whole class practising of routines
- ratio of 5 positive to 1 negative commentary or feedback to class
- corrective feedback (eg; "hand up when you want to ask a question")
- rule reminders (eg; "when the bell goes, stay seated until I dismiss you")
- explicit behavioural instructions (eg; "pick up your pencil")
- proximity control
- tactical ignoring of inappropriate behaviour (not learner)
- revised seating plan and relocation of learner/s
- individual positive reinforcement for appropriate behaviour
- classwide incentives
- reminders of incentives or class goals
- redirection
- low voice and tone for individual instructions
- give 30 second 'take up' time for student/s to process instruction/s
- reduce verbal language
- break down tasks into smaller chunks
- provide positive choice of task order (eg; "which one do you want to start with?")

- prompt learner to take a break or time away in class
- model appropriate language, problem solving and verbalise thinking process (eg; "I'm not sure what is the next step, who can help me?")
- provide demonstration of expected behaviour
- peer consequence (eg; corrective feedback to influential peer demonstrating same problem behaviour)
- private discussion with learner about expected behaviour
- reprimand for inappropriate behaviour
- warning of more serious consequences (eg; removal from classroom)
- detention

Focused Consequences

Class Teachers are supported by other school based staff, including the Principal, Deputy Principal, Head of Inclusion, Neighbourhood Centre CoTeachers, Guidance Officer and the Early and Middle Years Leaders to address in class problem behaviour.

This may include:

- Functional Behaviour Assessment
- individual learner behaviour support strategies (eg; Student Behaviour Plan)
- Targeted skills teaching in small group
- Token economy and Rewards Systems
- Time Out
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Consequences

The school Leadership Team works in consultation with the Student Support Network of onsite and external personnel and agencies 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/carers and external agencies including Regional Specialists
- temporary removal of learner property (eg; mobile phone)
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (learner 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 (learner is suspended from school pending a decision by the Director General or delegate (Principal) about their exclusion from school)
- **exclusion** (learner 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 learners 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:

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

At Parkhurst 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 learner'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 learners 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 learners can continue to access their education while completing their SDA.

Re-entry Following Suspension

Learners who are suspended from Parkhurst 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 learner, with their parent/s, back to the school. It is not a time to review the learner's behaviour or the decision to suspend, the learner 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 learner up for future success and strengthen home school communication. It is not mandatory for the learner or their parents/carers to attend a re-entry meeting. It may be offered as a support for the learner 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 learner and their parent/s/carer/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-meeting should follow a set agenda, shared in advance with the learner and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s/carer/s at a later date and time. This meeting should be narrowly focussed on making the learner and their family feel welcome back into the school community.

Possible Agenda

1. Welcome back to school
2. Check in on learner wellbeing
3. Discuss any recent changes to school routine or staffing
4. Offer information about supports available (eg; Guidance Officer)
5. Set a date for follow up
6. Thank learner and parent/s/carer/s for attending
7. Walk with learner 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 learner. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (eg; 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.

Recording and Documenting Behaviours

OneSchool allows for the recording of MINOR and MAJOR behaviour incidents. According to Parkhurst State School's Responsible Behaviour Plan, minor behaviours are **Level One** (minor) and **Level Two** (moderate) behaviours. Minor or moderate problems are communicated to parents and carers using a 'Sad News' Note in a timely manner. All **Level Three** (significant), **Level Four** (major) and **Level Five** (severe) behaviours are also recorded on OneSchool with communications to parents made by the Principal.

Determining Behaviour Levels

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

- 'Minor/Moderate' behaviour is handled by staff members at the time it happens
- 'Significant/Major' behaviour is referred directly to the Principal
- 'Severe' behaviour is handled directly by the Principal

Minor/Moderate behaviours are those that ...

- are minor breaches of the school expectations
- do not seriously harm or cause you to suspect that a 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/Moderate 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 learner, apology, restitution or detention for work completion.
- a redirection procedure, where the staff member takes the student aside and :
 - names the behaviour that learner is displaying,
 - asks learner to name expected school behaviour,
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour

Significant/Major behaviours are those that ...

- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of school Administration

Significant/Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occur, staff members calmly state the major problem behaviour and remind the learner of expected school behaviour. Teachers notify Administration and record details on OneSchool as soon as possible.

Major problem behaviours may result in the following consequences after consideration has been given to all other responses ...

Level Two ('Moderate' Behaviours)

- Parents/carers contacted regarding behaviour or attitude
- Behaviour is documented on OneSchool
- Time Out sessions to complete with the Principal
- Weekly Behaviour Reports or Behaviour Support/Intervention Plan
- No participation in excursions, camps or other extra curricular activities, including Sport
- Alternate lunchtime activities, including 'Community Service'
- Loss of privileges and break times
- Restitution
- Formal warning regarding future consequence

Level Three ('Significant' Behaviours)

- Behaviour documented on OneSchool
- Parent/Carer contact
- Referral to Guidance Officer, Special Needs Action Group or Behaviour Support Teacher
- Student Disciplinary Absence (1-5 Day Suspension)
- Exclusion from extra curricular school activities and events, including Sport
- Time Out sessions to complete or an In School Completion with the Principal
- Daily/Weekly behaviour Report

Level Four ('Major' Behaviours)

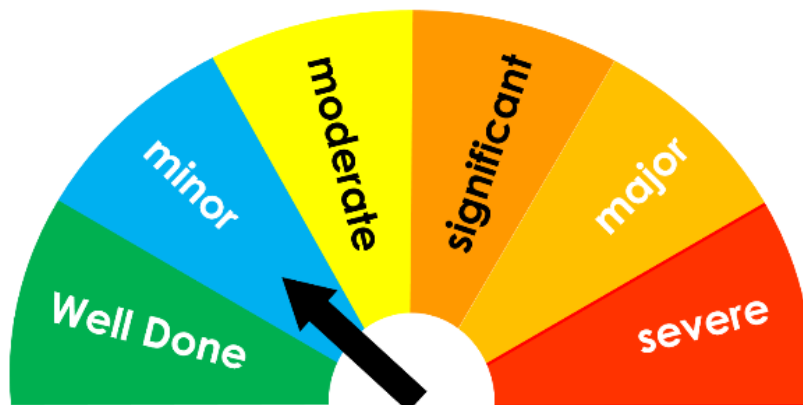
- Parents/Carers requested to attend a meeting to discuss behaviour with Teacher and the Principal
- Official Suspension for a period of up to twenty school days (Education Queensland Policy SMS-021 Student Disciplinary Absences)
- Communication of expectation that behaviour and attitude must change before returning
- Learners 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 Student Disciplinary Absences.

Level Five ('Severe' Behaviours)

- Suspension, with recommendation for exclusion (Education Queensland Policy SMS –PR021 Student Disciplinary Absences)
- Before a suspension (with recommendation for exclusion) is applied, a Behaviour Improvement Condition (BIC) will be given.

How students move down the behaviour levels ?

- Persistent disobedience in the classroom or playground
- Excessive number of referrals to the office from the classroom or playground.
- Teacher determines need to increase the level and contacts parents/carers
- Behaviour monitored by teacher and student kept informed of their progress
- Review of behaviour levels by teacher, students and parents/carers
- Administration is kept informed of Level Three and Four Behaviour Levels



Suspension and Exclusion Policy (Suspension from Attendance)

The Education Act (General Provisions) 2006 gives Principals authority to suspend a learner for up to twenty school days and to exclude. He/she will then state the reason for his/her actions.

A student can be suspended for ...

- Disobedience
- Misconduct or;
- Conduct that is prejudicial to the good order and management of the school

Suspensions at Parkhurst State School will be considered for ...

- Persistent and willful disobedience
- Violent behaviour
- Verbal harassment of staff or students
- Failure to comply with Individual Responsible Behaviour Plan
- Failure to follow 'ReEntry Plan'
- Persistent bullying
- Vandalism
- Theft
- Threatening students and staff
- Failure to attend detention or complete consequences
- Verbal misconduct
- Grossly immoral behaviour
- Bringing contraband to school including cigarettes, drugs or weapons
- Use of harmful substances at school
- Failure to follow a program of instruction

In addition, other circumstances that threaten the good order and management of the school as determined by the Principal.



PARKHURST STATE SCHOOL

Code of Conduct for Learners

At Parkhurst State School, we strongly encourage positive behaviours and attitudes. Students are encouraged to achieve their goals and are given regular, sustained recognition for their efforts and achievements.

Certificates, incentives and awards exemplify the ways in which **positive behaviours** are acknowledged.

Parkhurst State School has in place a Level System that identifies specific behaviours assigned to a behaviour continuum. The degree and seriousness of the behaviours exhibited, reflects the Level to which students are assigned and consequences. Any member of staff will place students failing to adhere to the rules of the school on a level. Working as partners, parents and teachers can assist students experiencing difficulties to improve their attitudes and behaviour.

	BEHAVIOURS	CONSEQUENCES
'FIVE STAR' REPUTATIONS	<ul style="list-style-type: none"> Learners at Parkhurst State School with 'Five Star Reputations' (★★★★★) consistently demonstrate respect, are responsible, show rigour, are resilient and have positive relationships with others. Learners have proven themselves to be fine examples for others to follow. Their efforts are always commendable and recognised. To be recognised as having a 'Five Star' Reputation, learners must acquire five stars which are recorded on the Classroom Chart across each area of respect, responsibility, rigour, resilience and good relationships. 'Five Star' Awards for maintaining an exemplary reputation are presented each Term at the Assembly of Excellence Ceremony. 	<ul style="list-style-type: none"> You will have the opportunity to participate in all of the school's activities You will be eligible for Leadership Positions, including School Captain, Vice Captain Student Councillor or Sports House Captains Participate in 'Five Star' Privilege Days You will receive Certificates and Awards on Parade, Good News Postcards, a Phone Call to your Parents Students maintaining their 'Five Star' Reputation for four consecutive Terms in one school year will be rewarded with an ultimate award or experience.
LEVEL 0	<ul style="list-style-type: none"> All learners commence school on Level 0 	<ul style="list-style-type: none"> You may have the opportunity to participate in all of the school's activities You may be eligible for School Captain, Vice Captain and Sports House Captain selection You may receive Certificates and Awards on Parade, Good News Postcards, a Phone Call to your Parents
LEVEL 1	<ul style="list-style-type: none"> Learners on Level One, may be exhibiting one or more of the following minor behaviours ... Not observing classroom expectations Calling out Failure to complete/submit work Not having equipment for class Not caring for property or equipment Not following safety guidelines Consistent lack of effort Wearing clothing that is not sun safe Rough and inappropriate play Playing in out of bounds areas Incorrect Uniform Not being time 'savvy' 	<ul style="list-style-type: none"> Your teacher will apply their own consequences. (eg; warnings, reminders, redirections, no play, supervised eating, 'community service', standing up, additional work and classroom time out) You may have a Supported Exit to another classroom. You may have Time Out sessions to complete in your classroom Your parents/carers may be informed

	BEHAVIOURS	- CONSEQUENCES
LEVEL 2	<p>Your teachers and peers have not noticed an improvement in your behaviour or attitude. You have failed to improve your attitude or behaviour. Students on Level Two may be exhibiting moderate behaviours such as ...</p> <ul style="list-style-type: none"> - Bullying and harassment - Refusal to follow directions - Insolent behaviour - Truancy from class - Disruption in class - Consistently failing to wear sun safe clothes - Three minor repeated incidents over a one week period 	<ul style="list-style-type: none"> - Your parents/carers will be contacted regarding your behaviour or attitude - Your behaviour will be documented on OneSchool - You may have Time Out sessions to complete with the Principal for <u>two</u> weeks - You may be placed on a Weekly Behaviour Report for <u>two</u> weeks - Whilst you are on this level, you may not be permitted to attend any excursions, camps or other extra curricular activities, including Sport for <u>two</u> weeks
LEVEL 3	<p>Your teachers and peers have not noticed an improvement in your behaviour or attitude. You have failed to improve your attitude or behaviour. Students on Level Three may be exhibiting the following significant behaviours ...</p> <ul style="list-style-type: none"> - Intentionally causing bodily harm to self or others - Vandalism and graffiti - Possession of banned items (eg: technological items) - Verbal abuse and targeted swearing - Gross insolence (ie; backchat, aggression, defiance) - Theft - Serious offences against other students or staff - Malicious bullying - Sexual harassment - Violence or Inappropriate physical contact - Being out of the grounds without permission - Displaying no effort to improve behaviour or attitude - Continued deterioration of behaviour outlined in Levels 1 and 2 	<ul style="list-style-type: none"> - Your behaviour will be documented on OneSchool - Your parents/carers will be contacted by regarding your behaviour and attitudes - Whilst on this level, you are not be permitted to attend any excursions, camps or other extra curricular activities, including Sport for <u>three</u> weeks - You will have Time Out sessions to complete or an In School Completion with the Principal for <u>three</u> weeks - You may receive an official School Suspension by the Principal (1 to 5 days) - You will be placed on a Daily/Weekly Report for <u>three</u> weeks <p>Please Note ... Student Disciplinary Absences (Suspensions) will be applied after consideration of all other responses and consequences</p>
LEVEL 4	<p>You have failed to improve your attitude or behaviour. You have demonstrated an unwillingness to cooperate as a member of Parkhurst State School. In addition to continued non compliance, students on Level Four are exhibiting one or more of the following major misdemeanours ...</p> <ul style="list-style-type: none"> - Possession of a 'weapon' - Possession of 'drugs', cigarettes or alcohol - Smoking and or consuming alcohol or drugs - Serious vandalism - Serious breaches of community standards - Abuse of Staff - Serious Technology infringements - Continued malicious bullying and fighting - Inappropriate physical contact 	<ul style="list-style-type: none"> - Your parents/carers will be requested to attend a meeting to discuss your behaviour with your Teacher and the Principal - You will be officially suspended from our School for a period of up to twenty school days (Education Queensland Policy SMS-021 Student Disciplinary Absences) - Your school has an expectation that you will change your behaviour and attitude before returning
LEVEL 5	<p>You have shown serious and/or repeated unacceptable, severe or dangerous behaviour and have not demonstrated a willingness to improve at Parkhurst State School. As a result, you have denied yourself the right to be a learner at Parkhurst State School.</p>	<p>You will be suspended with recommendation for exclusion from this school. (Education Queensland Policy SMS -PR021 Student Disciplinary Absences.) Before a suspension with recommendation for exclusion is applied, a Behaviour Improvement Condition (BIC) will be given.</p>



Are you a Parkhurst Star?



PARKHURST STATE SCHOOL

Behavioural Continuum

Value (5R)	Sample Behaviour Breaches	Level/Consequence				
		1	2	3	4	5
Respect Self Others School Property	- Bickering	1				
	- Wilful Disobedience			3		
	- Disruptive Behaviour		2			
	- Fighting			3		
	- Rough Play		2			
	- Harassment			3		
	- Bullying			3		
	- Malicious Bullying				4	
	- Rudeness	1				
	- Refusal to follow directions	1				
	- Targeted swearing			3		
	- Insolence		2			
	- Incorrect School Uniform	1				
	- Teasing		2			
	- Violence towards others				4	
	- Calling Out	1				
	- Aggression towards other			3		
	- Inappropriate Physical Contact				4	
	- Sexual Harassment				4	
	- Vandalism/Graffiti				4	
Responsibility Safety Leadership	- Absence (1-3 days)		2			
	- Lateness	1				
	- Truancy				4	
	- Unauthorised Departure				4	
	- Possession of Banned Items				4	
	- Possession of a Dangerous Object				4	
	- Possession of a Weapon or Knife				4	
	- Being in Out of Bounds Areas		2			
	- Technology Infringements			3		
	- Smoking				4	
	- Possession of alcohol or drugs				4	
	- Littering	1				
	- Wearing non 'sun safe' clothes			3		
	- Not following safety guidelines		2			
	- Theft			3		
	- 'Silly' Behaviour	1				
Rigour Effort Excellence	- Lack of Application or Effort		2			
	- Not completing set tasks	1				
	- Refusal to participate			3		
	- Non compliance			3		
	- Failure to submit work		2			
	- Poor Time Management	1				

Level 0 →	Level 1 →	Level 2 →	Level 3 →	Level 4 →	Level 5
'Five Star'	'Minor'	'Moderate'	'Significant'	'Major'	'Severe'

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain learner 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 learner from whom the property was removed, other learners or staff members
- good management, administration and control of the school.

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

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

- illegal items or weapons (eg; guns, knives, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (eg; blades, rope)
- drugs (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (eg; fireworks, flares, sparklers)
- flammable solids or liquids (eg; fire starters, mothballs, lighters)
- poisons (eg; weed killer, insecticides)
- inappropriate or offensive material (eg; 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 learners 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 learners 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 learners (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Parkhurst State School Staff :

- do not require the learner's consent to search school property such as lockers, desks or laptops that are supplied to the learners through the school;
- may seize a learner's bag where there is suspicion that the learner 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 learner 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 learner's property without the learner's consent or the consent of the learner's parent/carer[s] (eg; to access an EpiPen for an anaphylactic emergency);
- consent from the learner or parent/carer is required to search the person of a learner (eg; pockets or shoes). If consent is not provided and a search is considered necessary, the police and the learner's parent/carer[s] should be called to make such a determination.

Parents and Carers of learners at Parkhurst State School :

- ensure your child[ren] do not bring property onto schools grounds or other settings used by the school (eg; camp, sporting venues) that :
 - is prohibited according to the Parkhurst 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 learner property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Parkhurst State School Learners :

- do not bring property onto school grounds or other settings used by the school (eg; camp, sporting venues) that :
 - is prohibited according to the Parkhurst 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 Administration Staff it is available for collection.

Knives and Weapons at School

Working Together to Keep Parkhurst State School Safe

We can work together to keep knives out of school.

At Parkhurst State School ...

- every learner has the right to feel safe and be safe at school.
- no knives are allowed to be taken to school by learners.
- there is no reason for a learner to have a knife at school, and it is against the law for a learner to have a knife at school.

If a learner has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knife are banned ?

- 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 learners 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 Principal can take tough action against a learner who brings a knife to school.

- if a learner has a knife at school, principals can inform the police.
- possessing a knife at school may result in serious disciplinary consequences such as suspension.
- Police can search a learner and their property at school if they suspect a learner has a knife.
- a learner may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- school property such as desks or lockers may be searched if the principal suspects that a learner has a knife on or in school property.
- if the principal suspects the learner has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- if the learner does have a knife at school, it can be confiscated by the Principal and given to the police.

How can Parents and Carers help to keep Parkhurst State School safe ?

- make sure your child[ren] knows what the laws and rules are about knives.
- do not include knives or knife tools in child[ren]'s lunch boxes, pencil cases or craft kits.
- contact your school Principal if you believe your child[ren] is being bullied or threatened at school.
- If you want to talk about learners and knives at school, please contact the Principal.

Please see [Temporary removal of student property by school staff procedure](#) for more information.

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.

At Parkhurst State School, the use of personal electronic devices in class and at school is considered disruptive to the learning environment of all learners. This Policy reflects the importance the school places on learners displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

- It is important that learners display courtesy, consideration and respect for others whenever they are using a mobile phone. This includes after school hours.
- All learners are discouraged from bringing electronic devices to school, which have the potential to detract from learning in classrooms and other spaces and activities including excursions, camps or during similar extracurricular activities. Devices include **mobile telephones, tablets, fitness trackers and smart watches**
- If a device is required to be at school, it should be clearly marked and handed to Administration at the commencement of each day for safe and secure storage and collected at the conclusion of the school day.
- Mobile telephones and other electronic equipment used without prior negotiation is at the owner's risk and consequence. No liability will be accepted by the school in the event of loss, theft or damage, unless it can be established that the loss, theft or damage resulted from the department's negligence.
- Where it is appropriate for these items to be at school on particular occasions, learners have been made aware of their responsibilities regarding the security, storage and use of these items.
- Learners are discouraged from bringing electronic devices to school.
- The use of a mobile phone, in phone camera, voice recorder, smart watch, fitness tracker or similar device may be deemed inappropriate if not negotiated, the teacher should inform the Leadership Team of the intended usage. In phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Learners using mobile phones or similar items inappropriately or bringing disrepute on to the school through the use of these devices may have disciplinary action taken against them.
- If a mobile phone or similar device is brought to school and not reported according to this policy, Administration will confiscate the item for the day and store it. At the conclusion of the school day, the item can be collected by the learners. Parent/Carer[s] will be contacted by Administration to determine future procedures to be followed.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Learners need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangements

Learners who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

'Personal Technology Devices' include, but are not limited to, gaming devices (such as Portable gaming devices, laptop computers, cameras, smart watches, fitness trackers and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

It is unacceptable for learners at Parkhurst 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
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (eg. forwarding, texting, uploading, Bluetooth use etc.) of such material

At all times, while using ICT facilities and devices supplied by the school, learners will be required to act in line with the requirements of the Parkhurst State School's Student Code of Conduct. In addition learners and their parents/carers 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 learners and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by learners on departmentally owned learner computers or mobile devices
 - schools may remotely access departmentally owned learner computers or mobile devices for management purposes
 - learners 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.

Link to Student Dress Code

Under the Student Dress Code, makeup and jewellery other than a 'regular' watch, cygnet ring and 'sleeper' or 'stud' style earrings are only permitted unless negotiated with the Principal. The Parents and Carers of learners consistently not adhering to the school's **Student Dress Code** will be contacted. If necessary, learners may be placed on a behavioural level until compliance is evident.

In consultation with the broader school community, Parkhurst 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 learners.

Spaces within the classroom and school are clearly marked as areas where technology is and is not permitted, encouraging learners to engage in other social learning and development activities. Learners, parents, carers and visitors may see posters, (examples below) in classrooms and around the school that clearly identify our 'technology free' zones. Please respect the expectations for these spaces and behaviours.



Schools should also include reference to the Advice for state schools on acceptable use of ICT facilities and devices, and may wish to include learner and parent ICT agreements as part of the Student Code of Conduct. It is also recommended that the guidance developed in this section of the Student Code of Conduct is based on the Use of IT systems procedure.

It is also recommended that school communities give consideration to technology-free spaces and times, and that this information is explained in this part of the Student Code of Conduct.

Preventing and responding to bullying

Parkhurst State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all learners, staff and visitors at the school.

Our staff know learning is optimised when learners feel connected to others and experience safe and trusting relationships. Learners 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 learners and build stronger connections within the school community. Parents who are positively engaged with their child[ren]'s education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of learners and their educators delivers overall long-term social, health and economic benefits to the Australian community.



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Learner voice

Learners actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support the learning, safety and wellbeing of learners.

5. Support

School staff, learners and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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 Parkhurst 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 Parkhurst State School Staff will take when they receive a report about learner bullying, 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 learner[s].

Is it Bullying ?

When someone says or does something **UNINTENTIONALLY** harmful and they do it once, that's ...

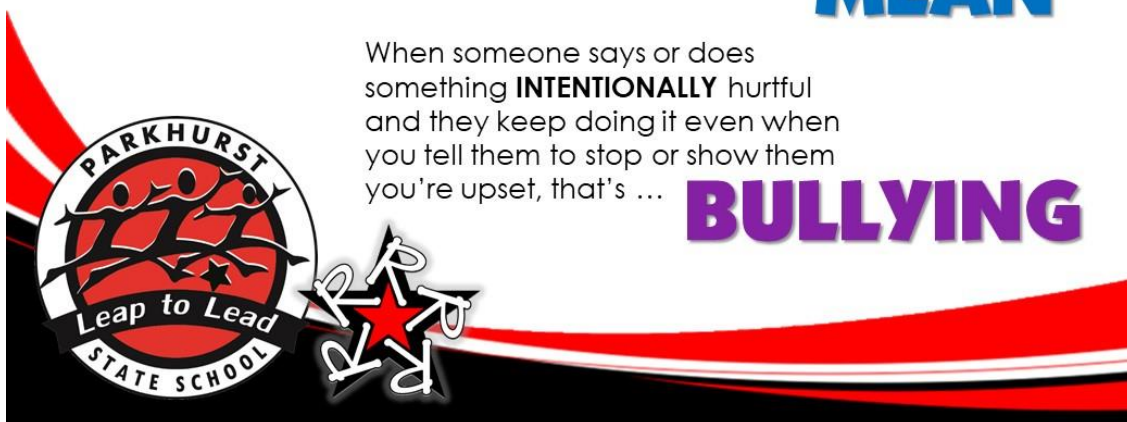
RUDE

When someone says or does something **INTENTIONALLY** hurtful and they do it once, or you intentionally do it back, that's ...

MEAN

When someone says or does something **INTENTIONALLY** hurtful and they keep doing it even when you tell them to stop or show them you're upset, that's ...

BULLYING



Bullying Response Flowchart for Staff

Key contacts for learners and parents to report bullying:

Class Teachers (Prep to Year 6)

Principal

Deputy Principal

Head of Inclusion

Guidance Officer

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

Cyberbullying

Cyberbullying is treated at Parkhurst 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 learners 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, learners or parent/carer[s] who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

It is important for learners, parent/carer[s] and staff to know that state school principals have the authority to take disciplinary action to address learner behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and learner[s] 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.

Learners enrolled at Parkhurst 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 learners 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 learners that is directed towards other community members or students from other school sites.

Parent/Carer[s] or other stakeholders who engage in inappropriate online behaviour towards learners, 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.



Source : www.thinkuknow.com.au

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](#).

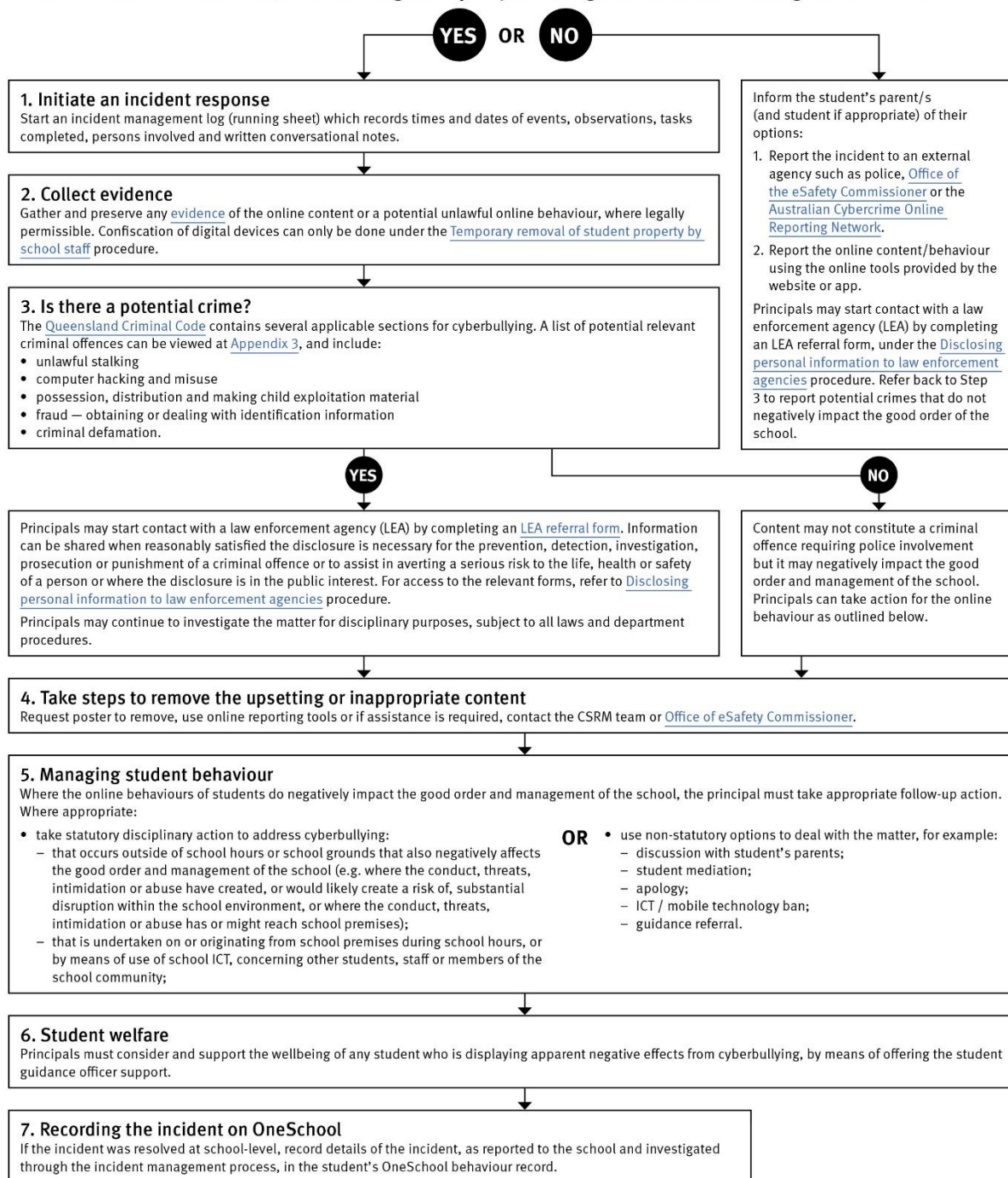
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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).

Learner Intervention and Support Services

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

Learners who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Learners 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 Parkhurst State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure learner[s]' 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 learner.

Learners 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.

Appropriate use of Social Media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Learners must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct should clearly detail what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

It is also advisable for schools to consider including information about [cybersafety and reputation management](#) in this section of the Student Code of Conduct, including a flowchart about how incidents are managed.

Restrictive Practices

In some very rare situations, where there is immediate risk of physical harm to the learner 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 learner, 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 learners
2. Safeguards learners, 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 learner. In such emergencies, a staff member will observe the learner 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 learners 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 learner; 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 learner, moving into the learner's space, touching or grabbing the learner, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want learners to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the learner, be matter of fact and avoid responding emotionally.
3. **Approach the learner in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the learner[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 learner starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other learners' attention towards their usual work/activity. If the learner 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 learner to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with learner wellbeing, behaviour and learning.

This may include reference to :

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

Resources

This section includes copies of school specific policies, processes and procedures referenced throughout this Code of Conduct for Students.

Appendix 1	School Values (5R) Posters
Appendix 2	School Behaviour Expectations Matrix
Appendix 3	School Values, Expectations and Consequences
Appendix 4	Student Dress Code
Appendix 5	Bullying Prevention Strategy (Including Cyberbullying)
Appendix 6	High Five Bully Prevention Poster
Appendix 7	Bully Prevention '6R' Strategy
Appendix 8	Classroom Bully Prevention Strategy Posters
Appendix 9	Community Rights and Responsibilities
Appendix 10	Student Needs Action Group (SNAG) Referral Process
Appendix 11	School Wide Behaviour Expectations Posters
Appendix 12	Good News and Sad News Notes
Appendix 13	Weekly Behaviour Tracking Sheet
Appendix 14	Behaviour Reflection Sheet
Appendix 15	Supported Exit Program
Appendix 16	Values for Australian Schooling Poster
Appendix 17	National Safe Schools Framework Poster
Appendix 18	Classroom 'Hands Off' Poster
Appendix 19	Learning and Well Being Framework
Appendix 20	Classroom Behaviour Expectations Poster
Appendix 21	Safe Bus Travel
Appendix 22	'Five Star' Behaviour Recognition
Appendix 23	Essential Skills for Classroom Management (ESCM)

Appendix 1 – School Values Posters

At Parkhurst State School, we display **RESPECT** when we ...



- are **honest** to ourselves and others
- are **considerate**
- show **honour**
- show **integrity**
- are **tolerant**
- are **courteous**



At Parkhurst State School, we are **RESPONSIBLE** when we ...



- show **commitment**
- are **diligent**
- are **reliable**
- are **safe**
- are **dependable**
- show **initiative**




At Parkhurst State School, we display **RIGOUR** when we ...




- strive for **excellence**
- show **effort**
- show **perseverance**
- give **your very best**
- are **creative**
- are **determined**



At Parkhurst State School, we display **RESILIENCE** when we ...



- are **enthusiastic**
- are **confident**
- are **courageous**
- are **patient**
- show **detachment**
- are **flexible**




At Parkhurst State School, we foster positive **RELATIONSHIPS** when we ...




- are **caring**
- are **friendly**
- are **cooperative**
- are **compassionate**
- show **unity**
- show **trust**



At Parkhurst State School, you will have a good **REPUTATION** when you ...



- have good **relationships**
- are **respectful**
- are **responsible**
- show **rigour**
- are **resilient**



Appendix 2 – Behaviour Expectations Matrix



PARKHURST STATE SCHOOL

Our Values in Action

Are YOU a Parkhurst STAR ?



	In My Classroom	In The Playground	Other Areas
RESPECT 	<ul style="list-style-type: none"> - I use appropriate language - I listen to others' ideas - I speak courteously - I treat others how I wish to be treated myself - I use people's names - I give people eye contact - I use my manners - I apologise when I need to - I mean what I say and say what I mean 	<ul style="list-style-type: none"> - I respond politely to adults' requests - I speak courteously - I share space - I respect my environment - I play well with others - I consider others' feelings - I use my manners - I care for sports and play equipment - I keep the school clean 	<ul style="list-style-type: none"> - I proudly wear my uniform - I look after the property of others - I wait quietly for the buses - I use my manners at the Tuckshop and Bus Zone - I keep the eating area free from litter - I use the seats for sitting - I take my turn - I quietly pass by classrooms
RESPONSIBILITY 	<ul style="list-style-type: none"> - I use self control - I report problems to adults - I follow directions - I keep my body to myself - I place my rubbish in the bin - I complete my roster jobs - I ask permission to leave the classroom - I keep my bag closed - I use equipment correctly - I sit on chairs correctly - I look after myself and others 	<ul style="list-style-type: none"> - I use self control - I report problems to adults - I keep my body to myself - I wear a sun safe hat and shoes at all times - I return equipment to where it came from - I keep to my correct play area and share spaces - I play safely and take turns - I am a good sport - I use equipment correctly 	<ul style="list-style-type: none"> - I follow directions - I eat my own food - I place my rubbish in the bin - I sit whenever I am eating - I ask permission to leave the room or eating area - I wash my hands - I understand toilets are not play areas - I wait patiently in the Bus and Tuckshop lines - I walk my bike in the school
RIGOUR 	<ul style="list-style-type: none"> - I encourage and praise others - I try my best at all times - I practise my skills - I complete work neatly - I strive to improve in all areas - I proudly share my work - I show a 'have a go' attitude - I am an eager and creative - I recognise others' efforts - I work enthusiastically 	<ul style="list-style-type: none"> - I encourage and praise others - I take pride in keeping our school neat and today - I strive to do my very best - I practise my skills - I 'have a go' at new games and sports and take safe risks - I recognise the efforts of others - I am positive and enthusiastic - I am keen to learn new skills 	<ul style="list-style-type: none"> - I encourage others and give positive feedback - I try my best at all times - I set myself realistic goals - I take pride in keeping our school neat, tidy and clean - I show effort at Phys Ed, Music and LOTE - I take pride in my appearance - I show exemplary behaviour
RESILIENCE 	<ul style="list-style-type: none"> - I deal with challenges - I try to be flexible - I try to move past upsets - I am open to change - I am reliable and follow through - I am positive and optimistic - I consider new possibilities - I am confident and in control 	<ul style="list-style-type: none"> - I know what to do when I am hurt or bullied - I do my best to make others feel safe and supported - I am sociable and get involved - I seek help when I need it - I make good choices - I apologise when I need to 	<ul style="list-style-type: none"> - I give and receive feedback - I encourage others - I feel supported - I am positive and optimistic - I seek help when I need it - I give myself time to think - I show leadership and initiative - I work with a range of people
RELATIONSHIPS 	<ul style="list-style-type: none"> - I share with others - I include others - I am courteous and listen - I try to really 'know' everyone - I help and work with others well - I try to be the best friend I can - I am open to new ideas and accept differences - I consider the impact of my actions on others 	<ul style="list-style-type: none"> - I am considerate to everyone - I include others in play - I show others I am a friend - I listen to others - I play fairly - I show new people around - I help others who may need it - I am sensitive to others' needs - I care, share and take turns - I use my manners and smile 	<ul style="list-style-type: none"> - I am a good sport and congratulate others - I am friendly and supportive - I always use my manners and greet others friendly - I help others before being asked - I consider my actions on others - I wait my turn and am patient - I encourage others - I ask others for help if I need it

Appendix 3 – Values, Expectations and Consequences




PARKHURST STATE SCHOOL *Values, Expectations and Consequences*




At Parkhurst State School, positive behaviours and attitudes are strongly encouraged. All learners are inspired to achieve this goal and are provided regular, sustained recognition for their efforts and achievements. Certificates, awards, incentives and privileges exemplify the ways in which positive behaviours are acknowledged.


A **Level System** is in place that identifies specific behaviours and their consequences on a behavioural continuum. The degree and seriousness of the behaviours exhibited, reflects the Level and consequences to which students are assigned. Any member of staff can initiate consequences for learners failing to adhere to the rules and expectations according to the frequency and severity of the behaviour. Working as partners, parents/carers and teachers can assist and support learners experiencing difficulties to improve their attitudes and behaviour.



Parkhurst State School Learners with '**Five Star**' reputations consistently demonstrate **respect**, are **responsible**, show **rigour**, are **resilient** and have **positive relationships** with others.

VALUE	EXPECTATION	CONSEQUENCES
RESPECT  I show respect for ... <ul style="list-style-type: none"> - myself - my peers and others - my community - my school and uniform - my country, flag and anthem - my belongings - the environment 	I am respectful when I ... <ul style="list-style-type: none"> - am courteous (ie; listening and speaking) - use people's names - use my manners (ie; 'pleases', 'thankyous' and 'excuse mes') - give people eye contact - speak appropriately - am caring - am considerate of others - am honest - show honour and integrity - am tolerant of others - treat others as I wish to be treated - care for my environment and equipment 	My positive behaviours are recorded in OneSchool <ul style="list-style-type: none"> - I have the opportunity to participate in all school and class activities, including excursions, camps and sport - I am eligible for Leadership selection - I may receive an Assembly of Excellence Certificate, 'Learner of the Week' Award, Good News Note, Behaviour Certificate or a special privilege
	I am not respectful when I ... <ul style="list-style-type: none"> - do not follow school expectations - do not follow classroom expectations - call out and interrupt - name call, bully and harass others - use inappropriate language - do not wear my correct school uniform - do not follow adult directions - use my hands on others - move around the school loudly and unorderly 	All behaviours are recorded in OneSchool and communication is made with parents/carers <p>Teacher Applied Consequences may include ...</p> <ul style="list-style-type: none"> - warnings, reminders and redirections, no play, supervised eating, 'community service', additional work and Time Out <p>Other Consequences may include ...</p> <ul style="list-style-type: none"> - Time Out sessions - Supported Exits - In School Suspension - Communication Book - Non participation in class and school activities, including Sport - Surrendering Leadership roles, positions and badges - Weekly/Daily Behaviour Report - Referral to Support Personnel - Suspension

VALUE	EXPECTATION	CONSEQUENCES
RESPONSIBILITY  <p>I am responsible by ...</p> <ul style="list-style-type: none"> - being safe - showing leadership - doing the 'right' thing - doing self control - leading by example - being ready for learning - caring for my belongings and school resources 	<p>I am responsible when I ...</p> <ul style="list-style-type: none"> - show commitment - am diligent - am reliable - am safe - am dependable - show initiative - use my time wisely 	<p>My positive behaviours are recorded in OneSchool</p> <ul style="list-style-type: none"> - I have the opportunity to participate in all school and class activities, including excursions, camps and sport - I am eligible for Leadership selection - I may receive a n Assembly of Excellence Certificate, 'Learner of the Week' Award, Good News Note or special privilege - I have the opportunity to lead special tasks, events and activities
	<p>I am not responsible when I ...</p> <ul style="list-style-type: none"> - misuse objects - wear non sun safe clothing - take part in rough and inappropriate play - play in out of bounds areas - arrive late or am not on time - use amenities incorrectly - don't inform adults of incidents - leave areas without permission - am not safe on play equipment 	<p>My positive behaviours are recorded in OneSchool and communication is made with parents/carers</p> <p>Teacher Applied and Other Consequences as previously outlined</p>
RIGOUR  <p>I show rigour through ...</p> <ul style="list-style-type: none"> - my consistent efforts - aiming for excellence - trying my very best - having a positive attitude towards learning 	<p>I show rigour when I ...</p> <ul style="list-style-type: none"> - strive for excellence - give consistent effort - am enthusiastic - persevere - give my very best - take safe risks - give feedback to others - know my own learning goals - am creative - am determined 	<p>My positive behaviours are recorded in OneSchool and communication is made with parents/carers</p> <ul style="list-style-type: none"> - I have the opportunity to participate in all school and class activities, including excursions, camps and sport - I am eligible for Leadership selection - I may receive a n Assembly of Excellence Certificate, 'Learner of the Week' Award, Good News Note or special privilege
	<p>I do not show rigour when I ...</p> <ul style="list-style-type: none"> - do not show effort - do not try or persevere - fail to complete or submit my work - do not show pride in my work - am not responsible for my learning - am not honest 	<p>All behaviours are recorded in OneSchool and communication is made with parents/carers</p> <p>Teacher Applied and Other Consequences as previously outlined</p>
RESILIENCE  <p>Resilience means ...</p> <ul style="list-style-type: none"> - every day is a new day - being optimistic - having a growth mindset - taking risks - having a 'go' - taking control to 'bounce back' - persevering - maintaining a positive attitude - being open to advice and feedback 	<p>I am resilient when I ...</p> <ul style="list-style-type: none"> - am enthusiastic - am confident - am 'strong' and brave - am courageous - am patient - show detachment - am flexible - smile - seek help when I need it - apologise and accept apologies - persevere - show initiative - seek solutions to problems 	<p>My positive behaviours are recorded in OneSchool and communication is made with parents/carers</p> <ul style="list-style-type: none"> - I have the opportunity to participate in all school and class activities, including excursions, camps and sport - I am eligible for Leadership selection - I may receive a n Assembly of Excellence Certificate, 'Learner of the Week' Award, Good News Note or special privilege
	<p>I am not resilient when I ...</p> <ul style="list-style-type: none"> - give up - feel sorry for myself - refuse to participate - have a fixed mindset - don't make appropriate choices - am unable to regulate my actions - am not flexible - don't show confidence - am not open to change or challenges 	<p>All behaviours are recorded in OneSchool and communication is made with parents/carers</p> <p>Teacher Applied and Other Consequences as previously outlined</p>

<p>RELATIONSHIPS</p>  <p>Positive relationships require ...</p> <ul style="list-style-type: none"> - respect - rigour - responsibility - resilience 	<p>I have positive relationships with others when I ...</p> <ul style="list-style-type: none"> - am respectful and civil - am caring - am friendly - am cooperative - am compassionate - show unity - show trust - am tolerant and patient - show honour and pride - use positive body language and gestures <p>I do not have positive relationships when I ...</p> <ul style="list-style-type: none"> - am not respectful - am uncaring - don't understand the impact of my actions on others - am uncooperative - am inconsiderate - use negative body language and gestures - am not tolerant of others 	<p>My positive behaviours are recorded in OneSchool and communication is made with parents/carers</p> <ul style="list-style-type: none"> - I have the opportunity to participate in all school and class activities, including excursions, camps and sport - I am eligible for Leadership selection - I may receive a n Assembly of Excellence Certificate, 'Learner of the Week' Award, Good News Note or special privilege <p>All behaviours are recorded in OneSchool and communication is made with parents/carers</p> <p>Teacher Applied and Other Consequences as previously outlined</p>
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Appendix 4 - Student Dress Code

Parkhurst State School encourages all learners to take pride in their appearance and their school by providing a smart, sun safe school uniform adopted by the Parents and Citizens 'Association that conforms with Education Queensland's Document 'Sun Safety Guidelines for Queensland Schools and Committees'. This document is available through the Office or on our school website) and the Queensland Cancer Fund's recommendations. The emphasis, therefore, is on sun protection, inclusivity and team identification.

It is essential that children wear hats and appropriate closed shoes everyday. Sandals and Thongs are dangerous and children will not be permitted to participate in physical activities or play unless correct shoes are worn. Joggers are appropriate.

Senior Students have the opportunity each year to design their own 'Senior Shirt' to wear as a part of their school uniform to distinguish themselves as leaders.

All children are expected to wear a black embroidered, reversible bucket hat, with the learner's house colour on the inside. This is an essential part of the school uniform and parents/carers are encouraged to respect and support the school's Uniform Policy. Parental support of this important Education Queensland Sun Safety Policy is requested as are guidelines for school uniforms as recommended by the Queensland Cancer Fund, Queensland Health and Education Queensland Policy. A '**No Hat No Play**' Policy for all Health and Physical Education lessons, play and outdoor activities is enforced vigilantly by staff.

Makeup and jewellery other than a watch, cygnet ring and 'sleeper' or 'stud' style earrings are only permitted unless negotiated with the Principal. The Parents and Carers of students consistently not adhering to the school's Dress Code will be contacted. If necessary, students may be placed on a level until compliance is evident.

All uniforms are available from the P&C Association's Uniform Shop open every **Friday** morning between **8:30 a.m.** and **9:00 a.m.**

Girls	Boys	Day/s
Prep Students <ul style="list-style-type: none"> - Black 'Prep Shirt' - Black skorts or shorts - Enclosed black shoes - White socks 	Prep Students <ul style="list-style-type: none"> - Black 'Prep Shirt' - Black shorts - Enclosed black shoes - White socks 	<ul style="list-style-type: none"> - All days except HPE Days - (Mondays Tuesdays and Wednesdays) - Friday Assembly - Excursions
Years One to Six <ul style="list-style-type: none"> - Red Polo shirt (with embroidered school logo) - Black skorts or shorts - Enclosed black shoes - White socks 	Years One to Six <ul style="list-style-type: none"> - Red Polo shirt (with embroidered logo) - Black shorts - Enclosed black shoes - White socks 	<ul style="list-style-type: none"> - All days except HPE Days - (Mondays Tuesdays and Wednesdays) - Friday Assembly - Excursions
Sports Shirts (All Learners) <ul style="list-style-type: none"> - Coloured House Polo Shirt printed with House Name (Cook, Archer or Flinders) - Black shorts or shorts - Sports shoes - White socks 		<ul style="list-style-type: none"> - HPE Days - (Mondays Tuesdays and Wednesdays) - Sports Day
Year Six 'Senior' Shirts <ul style="list-style-type: none"> - Black, reversible Bucket Hats - (No caps) 	Year Six 'Senior' Shirts <ul style="list-style-type: none"> - Black, reversible Bucket Hats - (No caps) 	<ul style="list-style-type: none"> - Thursdays only - Everyday



PARKHURST STATE SCHOOL

Wearing our Uniform with Pride

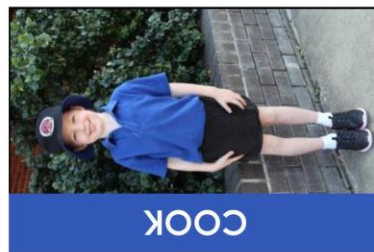


Regular Day Uniform

- ✓ Uniforms must be neat and tidy
- ✓ Shirts tucked in to Shorts/Skorts/Skirts
- ✓ Prep Shirt (Black with Red)
- ✓ Years One to Six Shirt (Red with Black)
- ✓ Plain Black Shorts/Skorts/Skirts
- ✓ White Socks
- ✓ Year Six Senior Shirts worn ON Thursdays
- ✓ Parkhurst State School Bucket Hat (worn in reverse at Sports events)
- ✓ Head Pieces (Black or Red - No Jo Jo Bows)
- ✓ Jewellery - Watch and/or Medical Alert Bracelet. Neck Chains only worn under shirts
- ✓ Earrings to be plain Studs/Sleepers for safety

Winter Uniform

- ✓ Parkhurst Spray Jacket with School Logo or Plain Black/Red Pullover (No logos or graphics)
- ✓ Tracksuit Pants - Plain Black (No Denim Items)
- ✓ Black Leggings can be worn under Shorts/Skirts



Respect ★ Responsibility ★ Rigour ★ Resilience ★ Relationships

Appendix 5 – Bullying Prevention (Including Cyber Bullying)

The resources below are selected from the vast amount of information for teachers, prioritising government resources for lesson plans and teaching materials.

Bullying. No Way ! is an educational website for Australian school communities and the general public managed by the Safe and Supportive School Communities a collaborative initiative of all Australian education authorities. Bullying. No Way ! covers all types of bullying including cyberbullying.

Budd:e Cybersecurity Education Package comprises a series of media rich and interactive learning activities for Australian schools learners. The package comprises learning modules for primary and secondary learners which help learners adopt safe and secure online practices.

Cybersmart's Interactive Shared Learning is a suite of online teaching activities that encourages students (ages 10 -13) to learn about cybersafety in safe, school based environments. There are three available activities ...

- **Cybersmart Detectives**, which focuses on internet safety
- **Cybersmart Hero**, which focuses on cyberbullying
- **Cybersmart Networking**, which focuses on safe social networking online

CyberNetrix (Ages 13-16) comprises interactive online safety tools aimed at secondary school learners. While the learners themselves can interact with the program, the teacher guide includes an additional eleven downloadable activities for learners.

CyberQuoll (Ages 8-12) is an online safety resource aimed at upper primary school learners. The program covers cyberbullying, scams and hoaxes, netiquette and dodgy content on Internet sites and is recommended for use by learners, teachers and parent/carer[s].

Cybersmart Access (Learners with learning difficulties) addresses the cybersafety needs of children and young people with learning difficulties in mainstream schools and special education schools. This program was developed by special education teachers to teach learners how to protect themselves from potential online dangers.

Kids Help Line have partnered with Optus to create cybersafety lesson plan pack to educate learners about cyberbullying and 'sexting'.



Appendix 6 – Bullying Prevention High Five Strategy



Step 1 IGNORE

The first, and usually the most effective, is to ignore the annoying behaviour

Step 2 WALK AWAY

From the offending learner[s].

Step 3 WAIT

Politely tell them to stop and wait for them to join in.

Step 4 WARN

Speak assertively, strongly but still politely and tell them to stop it or you will tell.

Step 5 TELL

If you have tried the preceding four steps and the offending behaviour has still not stopped, tell the adult on duty.

Appendix 7 – Bully Response ‘6R’ Strategy



PARKHURST STATE SCHOOL *Bully Response Strategy*

Step	Learners	Adults
1.	<p>Recognise that an incident is bullying</p> <ul style="list-style-type: none"> - Bullying is when someone <u>continues</u> to do or say things to have power over another person. - Bullying can be ... <ul style="list-style-type: none"> - name calling - saying or writing nasty things, (including by email or internet) - excluding others from activities - not talking to or ignoring others - threatening others - making others feel uncomfortable - making others feel scared - taking or damaging other's belongings - hitting or kicking others - making others do things they don't want to do 	
2.	<p>Respond to the 'Bully'</p> <ul style="list-style-type: none"> - Tell the person to stop what they are doing. - Tell them you do not like it. - Tell them you will report it if they do not stop it right away. - If it continues, walk or run away. 	
3.	<p>Report the incident to an adult</p> <ul style="list-style-type: none"> - Tell an adult straight away. - There are many adults on duty. One is at least <u>five</u> metres from you at all times. - If you cannot find an adult, report it to the Principal or the Office. - If this is not possible, report it to <u>your classroom teacher</u> when you get back to class. 	
4.		<p>Record the incident on OneSchool</p> <ul style="list-style-type: none"> - An adult will listen to you, investigate the incident and record it on OneSchool, referring it to the Principal for action.
5.		<p>Repair is attempted</p> <ul style="list-style-type: none"> - The 'Bully' will receive a consequence. - They may be asked to apologise. - An interview may also be conducted. - Their parents/carers will be contacted. - If incidents continue, the consequences become more serious.
6.	Resilience ... tomorrow is a new day !	



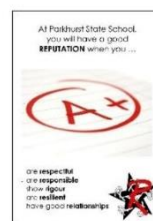
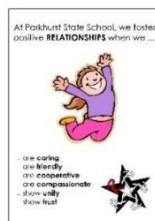
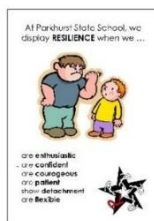
Are you a Parkhurst Star ?

Appendix 8 – Classroom Bully Prevention Poster



If **you** or **someone you know** is being 'bullied' at Parkhurst State School, What should **YOU** do ?

Recognise	<ul style="list-style-type: none"> - Is it bullying ? - Bullying is when someone continues to do or say things that have power over another person
Respond	<ul style="list-style-type: none"> - Tell the person to STOP what they are doing and that you do not like it. - Tell the person that you will report it if their do not stop it right away. - If it continues, walk away.
Report	<ul style="list-style-type: none"> - Tell an adult straight away. - There is always someone near you in a coloured vest. - If you cannot find an adult, report the incident to the Office or your Classroom teacher when you return to Class.
Record	<ul style="list-style-type: none"> - An adult will document and record the incident on OneSchool - The Deputy/Principal will take action if and as required - Contact will be made with parents/carers as required
Repair	<ul style="list-style-type: none"> - The 'bully' will receive a consequence, including an apology - An interview may be conducted between the 'bully' and the person they are 'bullying' - Parents and carers will be contacted.
Resilience	<ul style="list-style-type: none"> - Tomorrow is a new day. - We will help you to build your skills to cope better if this happens again. - Be confident, show courage and detach yourself from the situation.



Are you a Parkhurst Star ?

Appendix 9 – Community Rights and Responsibilities

<p>Learners' Rights</p> <p>Learners have a right to ...</p> <ul style="list-style-type: none"> - receive a quality education - be treated with courtesy, respect and tolerance of social diversity and individual differences - work and play in a safe environment - learn without disruption by others - express themselves and be an individual in a socially acceptable manner - belong to our school and be proud of it - expect that personal property will not be damaged or destroyed by others 	<p>Learners' Responsibilities</p> <p>Learners have a responsibility to ...</p> <ul style="list-style-type: none"> - work hard to gain an education - treat other students, staff and visitors with courtesy, respect, tolerance - ensure they do not endanger, harass or bully others - ensure they do not interfere with other students' learning - express themselves and be an individual in a socially acceptable manner - follow school rules - care about our school and its equipment - help others fulfil responsibilities and not hinder anyone
<p>Parent/Carer[s]' Rights</p> <p>Parents/Carers have a right to ...</p> <ul style="list-style-type: none"> - be an individual - be treated with courtesy, respect and tolerance of social diversity and individual differences - be respected and treated as the major influence upon their child[ren]'s development - be able to express themselves on school matters - be safe at school and expect that personal property will be cared for - have access to school personnel at a mutually arranged time - expect their child[ren] to receive a quality education 	<p>Parent/Carer[s]' Responsibilities</p> <p>Parents have a responsibility to ...</p> <ul style="list-style-type: none"> - encourage appropriate behaviour in their child[ren] - treat other parents/carers, learners and staff with courtesy, respect and tolerance - encourage their child[ren] to accept school and community expectations - provide feedback to our school regarding policies and practices - ensure their child[ren] attend school every day
<p>Teacher and Staff Rights</p> <p>Teachers and Staff have a right to ...</p> <ul style="list-style-type: none"> - be treated with courtesy, respect and tolerance of social diversity and individual differences - help learners learn and to provide an appropriate environment for learning, for all learners - express themselves and to be individuals - aim their teaching at specific needs of learners and direct their efforts towards maximising learning - receive the full support of parents and the school community - have privacy and security of self and property 	<p>Teacher and Staff Responsibilities</p> <p>Teachers have a responsibility to ...</p> <ul style="list-style-type: none"> - ensure that school policies and practices are consistently implemented throughout the school - encourage all children to learn and behave appropriately - help make our school a happy and safe place provide an appropriate role model for learners - respect the confidentiality and privacy of learners, colleagues, parents and carers - promote maximum learning in all learners - respect and take care of self, learners and property - treat other staff, learners, parents, carers and visitors with courtesy, respect, tolerance

Appendix 10 – Student Needs Advisory Group (SNAG)



PARKHURST STATE SCHOOL

Student Needs Advisory Group

TEACHER/PARENT/CARER IDENTIFICATION OF INDIVIDUAL LEARNER'S NEEDS

academic
welfare
developmental

learning
wellbeing

physical
behavioural

social emotional
psychological
medical

PRE REFERRAL STAGE

1. Staff Member contacts the Parent/Carer via telephone or face to face regarding the **SNAG Referral** and documents as a record of Contact in OneSchool
2. Staff Member completes **SNAG Referral Form** (on SharePoint) and emails to the SNAG Chairperson by the Tuesday prior to the next SNAG Meeting (off SNAG Week)
3. The Chairperson emails SNAG Referral Forms to Team Members to assist with data collection, information gathering and case formulation.
4. SNAG Referral Forms and a summary of the meeting's discussion and actions are uploaded to OneSchool under the learner's **Support→Referrals and Reports** tab
5. The Chairperson emails the referring Staff member prior to the meeting to notify of a time to present case/s at the next SNAG Meeting.

STAFF MEMBER PRESENTS CASE FACE TO FACE TO SNAG MEETING

GUIDANCE

**NEIGHBOURHOOD
CENTRE TEAM**

WELFARE

BEHAVIOUR

ACTIONS

**INFORMATION
SEEKING**

**DATA
COLLECTION**

**FOCUSED
OBSERVATIONS**

**ONGOING
MONITORING**

Parent/Carer Contact
Adjustments
Individual Plan
Digital Technologies – ICT
Chaplain
Head of Inclusion
Autism Queensland
Red Cross
Relationships Australia
Audiologist


Specialist Referral
Advisory Visiting Teachers
Intervention Program
Evolve
Smith Family
Anglicare
General Practitioner
CentreLink
Optometrist

Occupational Therapist
Speech Therapist
Paediatrician
St Vincent de Paul
Child Mental Health
Coach
Specialist
RAI Team
Regional Behaviour Team
Adopt a Cop

MONITOR AND REVIEW





CLOSE CASE

Appendix 11 – School Wide Expectation Posters






Assembly Expectations

- Arrive on time and sit in allocated area
- Ensure you are neat , tidy and in uniform
- Focus on the speaker and listen actively
- Respect the Anthem and flags
- If late, pause while the anthem is playing
- Hands on knees/in laps or arms folded
- Remember your manners when receiving awards


Eating Area Expectations

We are **prompt** and remember our **hats**
P-3s eat under **A Block**
4-6s eat under the **Assembly Area**
 We **sit** on **seats** when we eat
Rubbish is placed in **bags** and **bins**
 We **raise our hand** to get an adult's attention
 We go for play **when an adult lets us** on the bell
 We finish eating **outside C Block** if we need to

Hats Expectations

Hats are an important part of our **school uniform**
Bucket Hats must be worn for all outdoor activities including sport, HPE and play
 Learners without hats remain in the **C Block Courtyard** and have no access to Zone 21
 Hats must never be **shared** or **borrowed** !
No Hat means No Play !




Manners Expectations



Always remember to say, '**Please**', '**Thank you**' and '**Excuse Me**'.
 When someone gives you something, **smile** and say '**Thank you**'.
 Always remember to give people **eye contact** and **smile**.
 If you need to interrupt, say, '**Excuse Me**'.
 Always remember to use people's **names**,
 for example, '**Thank you Mr Walker**'
 When you are a member of an audience, always **pay attention** to the **speaker**, **sit still**, **fold your arms**, **place your hands** in your lap or on your knees.








Transit Expectations

We **walk** in an orderly manner.
 We **walk** quietly respecting others' learning.
 We **walk** directly to our location using pathways.
 We are **tidy** and **neat** in our appearance.





Assembly Area Expectations

You **may** play handball after the **8:30 a.m.** bell
 You **may** sit and wait on the **seats** provided
 The **stage** or **stairs** are not seating areas
Eating happens at **First Lunch** and **Afternoon Tea**
 You may **leave** after the **8:30 a.m.** bell

Playground Area Access


Playground Areas and play equipment are **not** supervised **before** or **after** school.
 Please assist us to maintain a safe environment by ensuring your child/ren do not access these areas at these times.

PARKHURST STATE SCHOOL

Our Assembly Oath

I honour my country.
 I honour my flag and anthem.
 I am proud to be a learner at Parkhurst State School.



Appendix 12 - Good News and Sad News Notes



Good News

Dear _____,

It is with great pleasure that I am able to share some **wonderful news** with you.

_____ has ...



Well done, you are glowing!

Teacher

Deputy/Principal

Date

/ /



Sad News

Dear _____,

Unfortunately, I have some **sad news** with you regarding your child.

_____ has ...

☐ If you would like to make an appointment to discuss this matter, please contact Parkhurst State School on **07 4924 6555**

☐ I would like to discuss this matter with you. Please contact Parkhurst State School on **07 4924 6555** to make an appointment at a time that is convenient to you.

Teacher

Deputy/Principal

Date

/ /

Appendix 13 – Weekly Behaviour Tracking Sheet



PARKHURST STATE SCHOOL Weekly Behaviour Reflection Sheet



Date / /2020 Student _____ Year Level _____ Class Teacher/s _____

Date	Monday			Tuesday			Wednesday			Thursday			Friday		
	😊	😐	😞	😊	😐	😞	😊	😐	😞	😊	😐	😞	😊	😐	😞
Before School															
Session One															
First Break															
Session Two															
Second Break															
Session Three															
After School															

Please complete the appropriate section for each session

Teacher's Signature _____

Parent/Carer's Signature _____

Student's Signature _____

Principal's Signature _____



PARKHURST STATE SCHOOL
Our Values in Action
Are YOU a Parkhurst STAR?



	In My Classroom	In The Playground	Other Areas
RESPECT 	<ul style="list-style-type: none"> I use appropriate language I listen to others' ideas I speak courteously I treat others how I wish to be treated myself I use people's names I give people eye contact I use my manners I apologise when I need to I mean what I say and say what I mean 	<ul style="list-style-type: none"> I respond politely to adults' requests I share space I respect my environment I play well with others I consider others' feelings I use my manners I care for sports and play equipment I keep the school clean 	<ul style="list-style-type: none"> I proudly wear my uniform I look after the property of others I wait quietly for the buses I use my manners at the Tuckshop and Bus Zone I keep the eating area free from litter I use the seats for sitting I take my turn I quietly pass by classrooms
RESPONSIBILITY 	<ul style="list-style-type: none"> I use self control I report problems to adults I follow directions I keep my body to myself I place my rubbish in the bin I complete my roster jobs I ask permission to leave the classroom I keep my bag closed I use equipment correctly I sit on chairs correctly I look after myself and others 	<ul style="list-style-type: none"> I use self control I report problems to adults I keep my body to myself I wear a sun safe hat and shoes at all times I return equipment to where it came from I keep to my correct play area and share spaces I play safely and take turns I am a good sport I use equipment correctly 	<ul style="list-style-type: none"> I follow directions I eat my own food I place my rubbish in the bin I sit whenever I am eating I ask permission to leave the room or eating area I wash my hands I understand toilets are not play areas I wait patiently in the Bus and Tuckshop lines I walk my bike in the school
RIGOUR 	<ul style="list-style-type: none"> I encourage and praise others I try my best at all times I practise my skills I complete work neatly I strive to improve in all areas I proudly share my work I show a 'have a go' attitude I am an eager and creative learner I recognise others' efforts I work enthusiastically 	<ul style="list-style-type: none"> I encourage and praise others I take pride in keeping our school neat and tidy I strive to do my very best I practise my skills I have a go at new games and sports and take safe risks I recognise the efforts of others I am positive and enthusiastic I am keen to learn new skills 	<ul style="list-style-type: none"> I encourage others and give positive feedback I try my best at all times I set myself realistic goals I take pride in keeping our school neat, tidy and clean I show effort at Phys Ed, Music and LOTE I take pride in my appearance I show exemplary behaviour
RESILIENCE 	<ul style="list-style-type: none"> I deal with challenges I try to be flexible I try to move past upsets I am open to change I am reliable and follow through I am positive and optimistic I consider new possibilities I am confident in my abilities 	<ul style="list-style-type: none"> I know what to do when I am hurt or bullied I do my best to make others feel safe and supported I am sociable and get involved I seek help when I need it I make good choices I apologise when I need to 	<ul style="list-style-type: none"> I give and receive feedback I encourage others I feel supported I am positive and optimistic I seek help when I need it I give myself time to think I show leadership and initiative I work with a range of people
RELATIONSHIPS 	<ul style="list-style-type: none"> I share with others I include others I am courteous and listen I try to really 'know' everyone I help and work with others well I try to be the best friend I can I am open to new ideas and accept differences I consider the impact of my actions on others 	<ul style="list-style-type: none"> I am considerate to everyone I include others in play I show others I am a friend I listen to others I play fairly I show new people around I help others who may need it I am sensitive to others' needs I care, share and take turns I use my manners and smile 	<ul style="list-style-type: none"> I am a good sport and congratulate others I am friendly and supportive I always use my manners and greet others friendly I help others before being asked I consider my actions on others I wait my turn am am patient I encourage others I ask others for help if I need it

Appendix 14 – Behaviour Reflection Sheet



PARKHURST STATE SCHOOL

Behaviour Reflection Sheet

STOP



- What was the **problem** ?
- What '**5R**' does it relate to ?

THINK



- What other **choice** could I have made ?
- What would this **look** or **sound** like ?

DO



- What will I **choose** to do next time ?
- How will I make **sure** I do this ?

Appendix 15 – Supported Exit Program



This component of our **Code of Conduct for Students** identifies a 'buddy' for each member of staff to whom a child may be sent if they require **Time Out** during class time. During this time, the child exited is expected to sit in a quiet space in the Buddy Teacher's Classroom until such time he/she has cooled down and had time to reflect on why he/she was exited. For some classes this system may never need to be employed.

A **coloured, laminated card**, which is immediately recognised is used to inform your 'Buddy' Teacher of an exited child.

Each year, 'Buddy Teachers' are negotiated with colleagues, preferably from a different sector or area of the school.



PARKHURST STATE SCHOOL *Supported Exit Program*


CLASS	TEACHER[S]	SUPPORTED EXIT TEACHER[S]	CLASS
PL			
PM			
P/IO			
1EM			
1M			
1/2K			
2D			
2R			
2/3M			
3M			
3O			
4G			
4H			
5B			
5W			
5/6J			
6D			
6F			
MUSIC			
HPE			
STEAME			
JAPANESE			

Please Note


1. Supported Exit Teacher[s] are recommended from a different Learning Neighbourhood within the School.
2. When exiting a learner, please advise with a courtesy phone call



Appendix 16 – Values for Australian Schooling Poster



VALUES FOR AUSTRALIAN SCHOOLING



Care and Compassion
Care for self and others

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others

Honesty and Trustworthiness
Be honest, sincere and seek the truth

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds

Respect
Treat others with consideration and regard, respect another person's point of view

Responsibility
Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment

Understanding, Tolerance and Inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others

CHARACTER IS DESTINY

— George Eliot

Appendix 17 – National Safe Schools Framework Poster

National Safe Schools Framework

Guiding Principles for the provision of a safe and supportive school environment

Australian schools:

1. affirm the right of all school community members to feel safe at school
2. promote care, respect and cooperation, and value diversity
3. implement policies, programmes and processes to nurture a safe and supportive school environment
4. recognise that quality leadership is an essential element that underpins the creation of a safe and supportive school environment
5. develop and implement policies and programmes through processes that engage the whole school community
6. ensure that roles and responsibilities of all members of the school community in promoting a safe and supportive environment are explicit, clearly understood and disseminated
7. recognise the critical importance of pre-service and ongoing professional development in creating a safe and supportive school environment
8. have a responsibility to provide opportunities for students to learn through the formal curriculum the knowledge, skills and dispositions needed for positive relationships
9. focus on policies that are proactive and oriented towards prevention and intervention
10. regularly monitor and evaluate their policies and programmes so that evidence-based practice supports decisions and improvements
11. take action to protect children from all forms of abuse and neglect



MINISTERIAL COUNCIL ON EDUCATION,
EMPLOYMENT, TRAINING AND YOUTH AFFAIRS

Appendix 18 – Classroom ‘Hands Off’ Poster



Appendix 19 - Learning and Wellbeing Framework



Learner Well Being Framework

Our Vision

'Every Parkhurst learner is literate, numerate, safe, happy and learning every day.'

Our Values

Respect
Responsibility
Rigour
Resilience
Relationships

A+ Reputation

Our Beliefs

- Parkhurst learners are **individuals** who learn at their **own rate** using their **preferred learning styles** to reach their full potential.
- **High expectations** are essential for high performance.
- Our environments are **warm, caring, nurturing and stimulating** to develop independent, 21st Century learners.
- Children learn best by **doing and through modelling**.
- **Negotiation, choice, risk taking and challenges** are an important part of the learning process.
- Learning must be **engaging, futures orientated and connected to the real world**.



"It takes a Village to raise a Child."

Every child has a good day every day

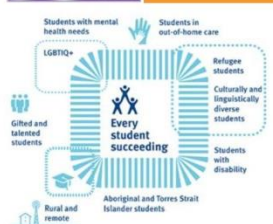
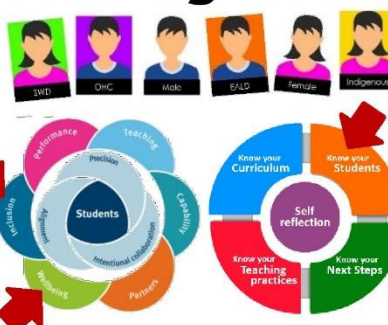
Every Learner
Every Lesson
Every Day

Every child matters every day



Needs

Profiling Goals



Safety

Adopt a Cop Program

Neighbourhood Centre

CoTeaching



SNAG



Kids Matter
mind matters



Appendix 20 – Classroom Behaviour Expectations Poster



PARKHURST STATE SCHOOL

Behaviour Expectations



I show **respect** for ...

- Myself
- Others and my community
- My school and uniform
- My country, flag and anthem



I am **responsible** by ...

- Being safe
- Showing leadership
- Doing the 'right' thing



I show **rigour** through ...

- My consistent efforts
- Aiming for excellence
- Trying my best



Resilience means ...

- Every day is a new day
- Taking risks and having a 'go'
- Showing courage to 'bounce back'



Positive **relationships** require ...

- Respect
- Rigour
- Responsibility
- Resilience

Do you have a '★★★★★' reputation ?

Appendix 21 – Safe Bus Travel



Safe travel of school students on buses

The actions of students misbehaving on buses can affect the ability of drivers to concentrate and compromises the safety of the journey. This is of concern to Government and bus operators as the safety and comfort of all students when travelling is important.

The *Code of Conduct for School Students Travelling on Buses* (the code) is a set of behavioural guidelines developed to assist bus operators manage the issue of student behaviour. All school students travelling on buses must follow the code of conduct. By following the code, students will be helping to ensure a pleasant and safe ride for all passengers.

It is important that parents/carers ensure their school-aged children are aware of their rights and responsibilities as outlined in the code. In addition to expected behaviour of school students, the code also outlines unacceptable behaviour, which is divided into four categories ranging from minor misdemeanours to extremely serious behaviour.

Students will be held accountable for their actions should they display behaviour that is in breach of the code and parents will be notified. Dependent on the category of behaviour displayed, action taken against the student could range from a caution to refusal of travel.

Consequences of misbehaviour and expected behaviour as outlined in the code are summarised below.

Categories of misbehaviour and consequences

Misbehaviour categories	Potential consequence
Category 1: Unacceptable behaviour Irritating, unpleasant or offensive behaviour. For example, offensive language or fare evasion	Initially a warning will be given. Repeat offences may lead to the student being refused transport for up to five school days
Category 2: Dangerous behaviour Where there may be some physical danger to individuals. For example, harassing and bullying other passengers, verbally threatening the driver, pushing and shoving when boarding and exiting the bus, spitting or smoking.	The refusal of the student's transport for up to 10 school days.
Category 3: Dangerous and destructive behaviour Behaviour that is very dangerous to individuals or very destructive. For example, fighting, damaging bus property or throwing objects that have the potential to cause harm or damage	The refusal of the student's transport for up to 10 school weeks.
Category 4: Life-threatening behaviour Highly dangerous behaviour. For example, physically attacking the driver or other passengers, or threatening physical harm with a dangerous weapon.	The permanent refusal of travel privileges. The student may also face civil court action and/or police prosecution.

Expected behaviour of students under the code

Behaviour	Actions
Respect other people and their property	<ul style="list-style-type: none"> • treat other people and their possessions with respect • follow bus drivers' directions without argument • not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way.
Wait for the bus in an orderly manner	<ul style="list-style-type: none"> • wait well back from the bus until it stops and allow other passengers to leave the bus before boarding • stand quietly without calling out or shouting • do not push other people in the line.
While on the bus, conduct yourself in an orderly manner	<ul style="list-style-type: none"> • always follow instructions from the driver about safety on the bus • show their bus pass, ticket or ID upon request • sit properly on a seat if one is available (or in an allocated seat if directed by the driver) • remain in the area designated by the driver (if standing) • store school bags under the seat or in appropriate luggage areas • speak quietly and not create unnecessary noise • wear a seat belt where fitted. <p>Students must not:</p> <ul style="list-style-type: none"> • bully or harass other students or the driver • place feet on the seats • fight, spit or use offensive language • throw any article around, or from, the bus • consume food or drink, or play music without permission from the driver • smoke (prohibited on all buses) • travel under the influence of illegal drugs, alcohol or volatile substances • allow any portion of their body to protrude out of the bus windows • stand forward of the front seat • use a mobile phone to send threatening messages, or photograph others without consent • distract drivers by using mobile phones or hand-held computer games.
Use designated stops	<ul style="list-style-type: none"> • disembark at a designated stop.
When getting off the bus, do so in an orderly manner.	<ul style="list-style-type: none"> • wait until the bus stops before standing to get off • exit from the bus in a quiet and orderly fashion • never cross the road in front of the bus — students should wait until the bus has moved away before crossing the road (when it is safe to do so) • use crossings or traffic lights if available.
In case of an emergency or a breakdown, follow the driver's directions	<ul style="list-style-type: none"> • follow instructions of drivers at all times • wait until the bus stops before standing to get off • leave the bus in a quiet and orderly fashion • wait in the area indicated by the driver.



Messages for school assemblies on the safe travel of school students on buses

- The actions of students misbehaving on buses can affect the ability of drivers to concentrate and compromises the safety of the journey.
- All students who travel on the bus are expected to know and abide by the rules outlined in the *Code of Conduct for School Students Travelling on Buses*.
- The code outlines what behaviour is required from students while waiting for the bus and while travelling on the bus.
- Examples of appropriate behaviour include paying the correct fare, respecting other people and their property, waiting for the bus in an orderly manner, remaining seated in a calm manner while on the bus and refraining from creating unnecessary noise.
- Students should not forget to be nice to the driver and say thank you when they leave the bus.
- The code also outlines unacceptable student behaviour that will not be tolerated, including fare evasion, wilful damage of property, disrespect, verbal and physical violence towards the driver and other passengers.
- There are clear consequences in the code for students that display such behaviour.
- Students will be held responsible for their behaviour and if deemed to be in breach of the code, provisions will be enforced.
- Depending on the extent of the breach, consequences for misbehaviour range from a warning to a student being refused travel on the bus.
- Principals are working with the Department of Transport and Main Roads and the Queensland Police Service to identify students who continue to misbehave and refuse to pay the correct bus fare.
- The parents of any student found to be in breach of the code will be notified and the student will be held accountable for their actions.
- Following the code will mean a safe, comfortable journey for students and the other passengers.

Appendix 22 – Five Star Behaviour Recognition



PARKHURST STATE SCHOOL

Five Star Behaviour Recognition

School Vision

'Every Parkhurst learner is literate, numerate, safe, happy and learning every day.'

Purpose

To recognise and celebrate our learners who consistently demonstrate **exemplary** behaviour by living and breathing each of Parkhurst State School's values (5Rs) and ultimately achieving an excellent **reputation** for themselves as individuals.

Process

Every Term, every learner has the opportunity to earn **25** stars that demonstrate their exemplary application of the school's **5Rs** across all aspects of their school life for each of the following.

- **R**espect
- **R**esponsibility
- **R**igour
- **R**esilience
- **R**elationships

Stars are awarded and recorded on a **Class Collection Chart**. Each Term, at the **Assembly of Excellence**, learners who have achieved **25** Stars for the Term will be presented with a '**Five Star**' **Reputation Certificate of Excellence**. A new Certificate will be presented for each achievement of 25 Stars.

- First Certificate – **Bronze**
- Second Certificate – **Silver**
- Third Certificate – **Gold**
- Fourth Certificate – **Platinum**

At the end of the school year, learners who have achieved **100** Stars will be presented with a **gold metal star badge** to wear in recognition of their consistent, exemplary efforts and achievement.

Staff may, at any time, recognise a learner whose behaviour is consistently outstanding and is deserving of being awarded a gold metal star badge. This decision must be supported by a brief statement outlining the evidence for this award.

During the course of a learner's education at Parkhurst State School, learners can ultimately receive a gold metal star badge each year.


Products

- Class Collection Charts *
- Bronze, Silver, Gold and Platinum Certificates
- Gold Metal Star Badges
- Star Stickers

* Staff may determine an alternative method for recording the Star Collection Process that meets their individual needs.



Appendix 23 – Essential Skills for Classroom Management



Essential Skills for Classroom Management
Skill 1 : Establishing Expectations

- 3 to 5 short, simple, clearly defined expectations
- co-construct and 'word' expectations positively to draw attention to the appropriate behaviours
- refer to your expectations frequently
- discuss relevant and related scenarios (positive and negative)
- discuss possible **consequences** (positive and negative)
- model, model, model!
- refer to the expectations when they are being followed, not just when they are not being followed (eg: 'Wow! I love the way you walk on the concrete paths. Well done!')
- publish expectations and related consequences (remember the positives too) where your learners (and parents, carers, colleagues, visiting and relief staff) can access and read them



Essential Skills for Classroom Management
Skill 2 : Instruction Giving

- give instructions from a designated point in the classroom or learning space
- gain attention with either a verbal or non-verbal prompt
- **wait and scan** (Skill 3)
- give 1 to 2 **descriptive encouragers** (Skill 6)
- start your instruction with a verb (eg: "Sit ...")
- use calm, firm, friendly and measured tone
- make instructions short and clear (5 to 7 words)
- use visual cues to assist
- ensure **expectations are clear** (Skill 1)
- end the instruction with **"thanks..."**
- If necessary, move toward learner/s not ready
- If still necessary, when in close proximity, repeat instruction
- If necessary follow through with choice and apply consequences



Essential Skills for Classroom Management
Skill 3 : Waiting and Scanning

- give learners time to process the instruction or direction
- wait for 5 to 10 seconds after you have given an instruction (this varies according to the needs of the learners)
- stand still and face the group to encourage a period of quiet focus
- use this short time to think ahead and calm yourself
- scan the group and link with a **'descriptive encourager'** or 'redirection' as necessary (eg... Vera has her pen down... Janet is sitting up straight... Gavin has his book out and eyes are on me...)



Essential Skills for Classroom Management
Skill 4 : Cueing with Parallel Acknowledgment

- scan the class or group regularly
- if a learner is off task, acknowledge and praise someone in close proximity to them
- acknowledge that learner with a **descriptive encourager**
- follow up with a low key acknowledgement once on task

Verbal Language

- descriptive encourager (eg: "Daniel, I can see you writing.")
- Praise (eg: "Well done Melissa.")

Non Verbal Language


- smiling
- finger signing
- close proximity
- touching or tapping of learners' materials
- touch the book or work of a learner on task
- when off task learners go back on task, calmly go back and touch their work



Essential Skills for Classroom Management
Skill 5 : Body Language Encouraging


PPP

- triple 'P' – Praise, Prompt and Push Off
- touch the work of on task learners
- smile
- give eye contact
- nod, thumbs up
- use hand signals or 'sign' language
- use your peripheral vision to scan the class regularly while working with learners or a group
- personally understood signals (PUS)
 - hats off
 - sit in chair correctly
 - come here
 - turn around
 - quiet signal, etc




Essential Skills for Classroom Management
Skill 6 : Descriptive Encouraging

- describe the positive behaviours you see or hear (eg: "Steven has started work"; "This group is on task")
- use privately to individual learners
- use a respectful tone
- have genuine intent
- use frequently
- use collectively to the group
- send home positive notes and great news sheets to parents and carers regarding positive behaviours



Essential Skills for Classroom Management
Skill 7 : Selective Attending

- use when learner is displaying off task or inappropriate behaviour that is not seriously disrupting others
- be ready to use a **descriptive encourager**, or if necessary give a choice or a warning
- keep the learner in your peripheral vision
- attend to learner when ...
 - off task behaviour begins to seriously disturb others
 - off task behaviour is maintained over extended period of time
- PPP – Praise, Prompt and Push Off
- Prompt, Pause and Push Off
- use 'Vaseline Eye'



Essential Skills for Classroom Management
Skill 8 : Redirecting to the learning (not the behaviour)

Non Verbal

- Non Verbal redirection (ie: eye contact, head/hand movement, smile, etc)
- Proximity
- Pause in talk
- Non Verbal directional action

Verbal

- Verbal redirection (curriculum refocus)

Oral Redirections include ...

- individual close talk
- Questioning to redirect (eg: Where should you be? or What should you be doing?)
- Humour
- Call the learner's name
- Redirection given
- Across room to individual
- Oral directional phrase

Remember the impact of body language, tone of voice, proximity and facial expression. Be calm, clear, firm and positive in tone.



Essential Skills for Classroom Management

Skill 9 : Giving a Choice

- Use after a redirection hasn't worked
- In close proximity
- Using a calm, measured and firm voice
For example; "Your choices are or"
- Walk away and scan back intermittently
- Allow time for the choice to be made
- **Follow Through** (Essential Skill 10) with a consequence if choice is not made
- Post lesson discussion might be effective to reinforce the strategy



Essential Skills for Classroom Management

Skill 10 : Following Through

- Demonstrate confidence using appropriate body language and a calm, firm voice
- Consider removing the class from the problem if necessary
- Do what you planned and said you would do
- In a crisis event send for help immediately
- Reassure the class
- Take notes in objective language and date and sign it
- Review behaviour management plan if necessary
- Debrief with a colleague privately
(not in public space e.g. Staffroom)
- Follow up with a class discussion/post lesson discussion
- Take a short break if you need to
(be responsible for your emotions and behaviours)



Essential Skills for Classroom Management

Debriefing and Defusing

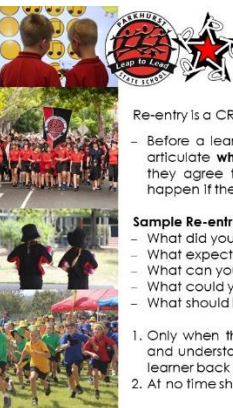
- Time spent on debriefing is an effective use of time
- Debrief as soon as possible and when calm
- Staff need to support those involved in the trauma (*seek professional assistance if necessary*)
- A supportive school environment will provide for debriefing
- Get those involved to write what happened or draw if it is younger learners



Essential Skills for Classroom Management

Things to Avoid

- Confrontation
- Sarcasm
- Putdowns
- Unfinished business
*it's the **certainty** of the consequence being applied and NOT the **severity***
- Invading personal space
- Showing emotional arousal
- Getting into a power struggle
- Making choices sound like threats



Essential Skills for Classroom Management

Re-entry after Time Out

Re-entry is a CRUCIAL process to changing behaviour

- Before a learner rejoins the class again they must be able to articulate **what** they did, **what** they should have done, what they agree to do if they re-enter and importantly what will happen if they choose the same behaviour.

Sample Re-entry Questions

- What did you do ?
- What expectation did you not follow/break ?
- What can you/we do to fix it ?
- What could you do instead next time ?
- What should happen if this behaviour occurs again ?

1. Only when the teacher is satisfied that the learner is genuine and understands what they are to do, should they accept the learner back into the class/group
2. At no time should a learner re-enter a class without this process



Essential Skills for Classroom Management

Some Tips to Remember and Consider

- Stay **calm**, use a **firm voice** and **maintain consistency**
- Use **peripheral vision**
- **Selectively attend** – follow up with a post lesson discussion
- Avoid being 'sucked' into **secondary behaviour**
- Say **'thanks'** after verbal redirection and turn away
- **Follow through** with appropriate consequences

Conclusion

The entire Parkhurst State School Staff are committed to ensuring every learner is supported to be happy, feel safe, welcome and valued in our school every day. There may be times when parents and carers may need to raise a concern about an issue regarding their child[ren]'s learning, behaviour or education.

All Queensland State Schools are committed to ensuring all enquiries and complaints, whether they relate to a specific staff member or an aspect of the school's operations are dealt with in a fair, equitable and timely 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
- let us know if something changes, including if help is no longer needed

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 learner :

1. **Early Resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment 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.

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 learner 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.