



Hughenden State School

Student Code of Conduct 2021-2024

Every student succeeding

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

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

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HUGHENDEN
STATE SCHOOL

Endorsement

Principal Name: Dan Lindenmayer

Principal Signature:

Date:

P/C President: Clancy Haydon

Date:

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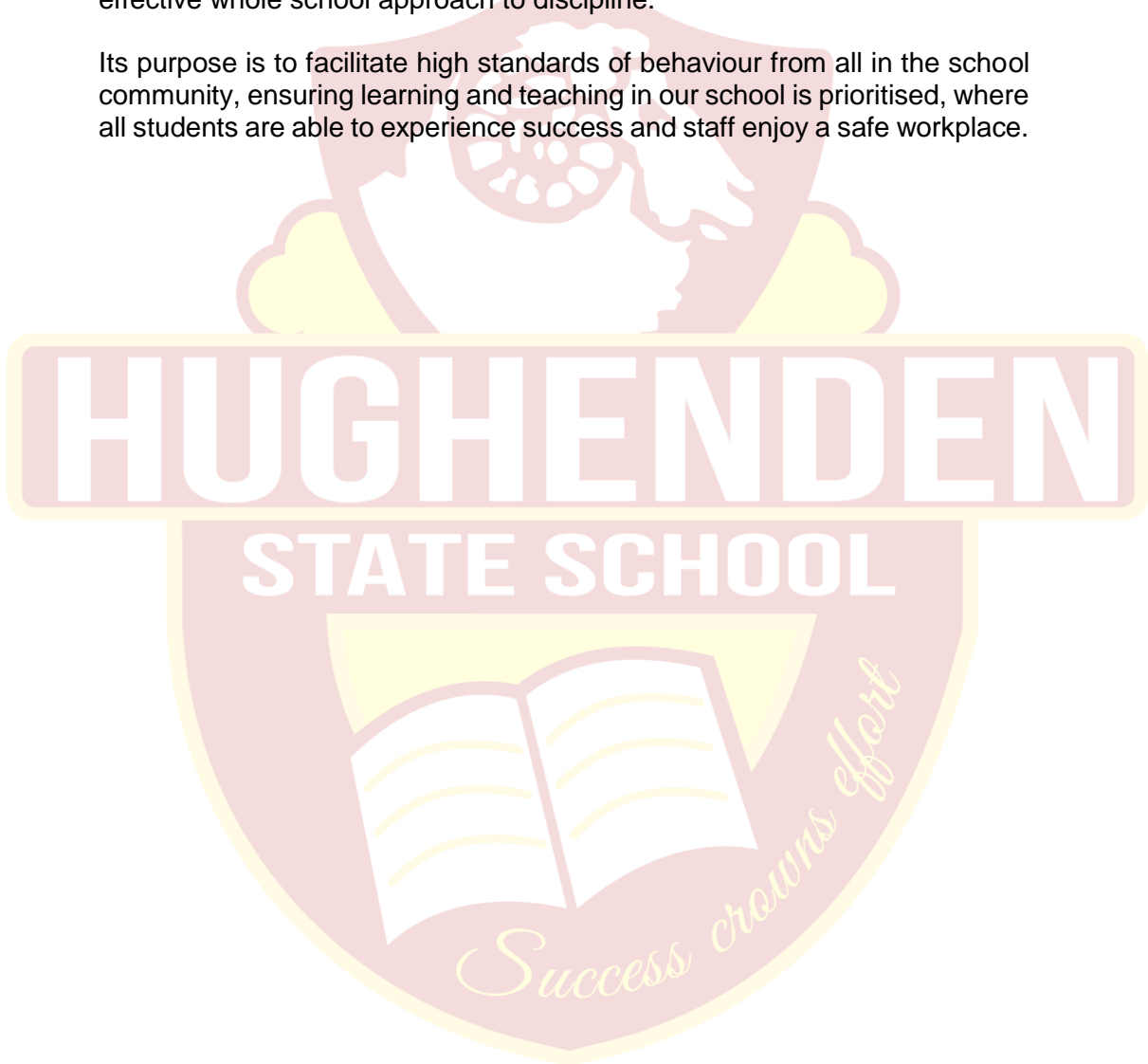


Purpose

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

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

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



Principal's Foreword

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

Hughenden State School has four core values, Safe, Responsible, Respectful and Lifelong Learning

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

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

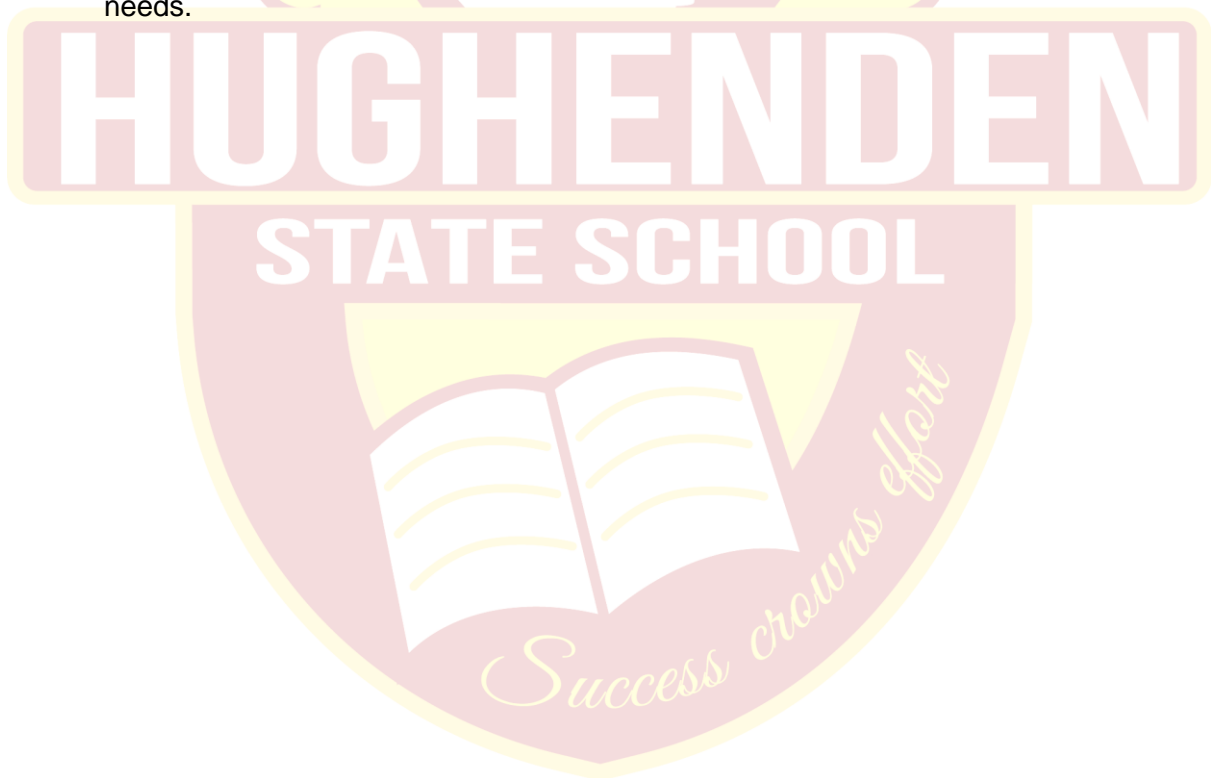
I thank the students, teachers, parents and other members of the community for their work in bringing this Hughenden State School Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect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

P&C Statement of Support

As president of the Hughenden State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Dan Lindenmayer has ensured that all parents have had opportunities to contribute and provide feedback on the Student Code of Conduct.

We encourage all parents to familiarise themselves with the Hughenden State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

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



Data Overview

Review Statement

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Parents/Caregivers were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I received communication and instruction from the school and teachers.	20	90.0%
Teachers were available to support my child with their lessons.	20	85.0%
Resources provided by the school were useful for me and my child while learning from home.	19	89.5%
My child found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	1	DW
My child found pre-recorded videos and lessons, including on television useful.	2	DW
My child found online textbooks, workbooks or worksheets useful.	5	80.0%
My child found paper based books, workbooks or worksheets useful.	18	94.4%
My child found online education websites and apps useful.	12	83.3%
My school provided me useful information on how my child will stay COVID safe while at school.	18	94.4%
My school provided me useful information on changes to usual school routines (e.g. changes to drop off/pick up points, staggered lunch breaks etc).	18	88.9%
My child was supported to return to school and continue their lessons.	18	94.4%

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

Survey item	n	Total agreement
My child likes being at this school.	18	94.4%
My child feels safe at this school.	18	88.9%
My child's learning needs are being met at this school.	18	88.9%
My child is making good progress at this school.	18	100.0%
Teachers at this school expect my child to do his or her best.	18	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	18	88.9%
Teachers at this school motivate my child to learn.	18	88.9%
Teachers at this school treat students fairly.	17	76.5%
I can talk to my child's teachers about my concerns.	18	88.9%
This school works with me to support my child's learning.	18	100.0%
This school takes parents' opinions seriously.	16	87.5%
Student behaviour is well managed at this school.	17	76.5%
This school looks for ways to improve.	18	94.4%
This school is well maintained.	18	100.0%
This is a good school.	18	100.0%

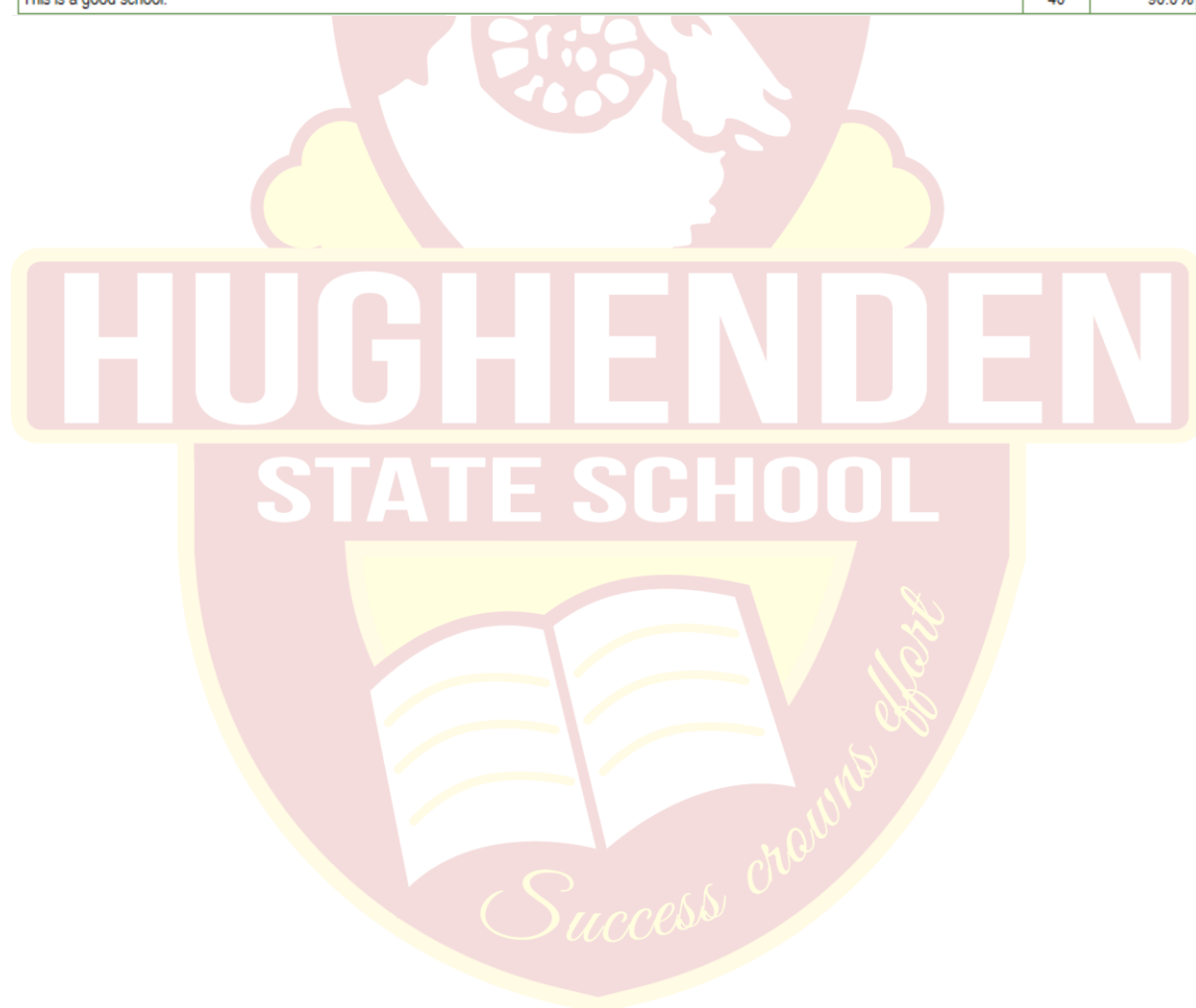
Student opinion survey

Students were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My teacher(s) explained what was required with my school work.	41	95.1%
My teacher(s) was available to help me with my school work when I needed it.	40	87.5%
I found real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	3	DW
I found pre-recorded videos and lessons, including on television useful.	4	DW
I found online textbooks, workbooks or worksheets useful.	16	93.8%
I found paper textbooks, workbooks or worksheets useful.	39	94.9%
I found online educational websites and apps useful.	16	100.0%
My school gave me useful information on how to stay COVID safe while at school.	40	92.5%
My school supported me to return to classroom learning.	39	92.3%

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

Survey item	n	Total agreement
I like being at my school.	40	87.5%
I feel safe at my school.	39	92.3%
My teachers motivate me to learn.	40	90.0%
My teachers expect me to do my best.	40	97.5%
My teachers provide me with useful feedback about my school work.	40	90.0%
Teachers at my school treat students fairly.	40	72.5%
I can talk to my teachers about my concerns.	40	82.5%
My school takes students' opinions seriously.	39	79.5%
Student behaviour is well managed at my school.	40	82.5%
My school looks for ways to improve.	39	92.3%
My school is well maintained.	40	90.0%
My school gives me opportunities to do interesting things.	40	90.0%
This is a good school.	40	90.0%



Staff opinion survey

All staff were asked to think about the department's overall response to the COVID-19 pandemic this year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I felt supported in my role.	17	82.4%
I understood my roles and responsibilities.	17	94.1%
Communication from the department was clear and timely.	17	70.6%
I was informed about the impacts to my school.	17	88.2%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	17	94.1%
Resources were available to support my wellbeing.	17	82.4%
I knew how to access wellbeing support services.	17	88.2%
I had access to technology and resources required to do my job.	17	100.0%
I was able to carry out my role.	17	94.1%

Teaching staff were asked to think about learning arrangements during weeks 1 to 5 of Term 2, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total nt
Support was available for student safety and wellbeing.	13	92.3%
Support was provided to ensure inclusive learning practices could be maintained.	13	100.0%
I found teaching using real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw useful.	3	DW
I found teaching using pre-recorded videos and lessons, including on television useful.	4	DW
I found teaching using online textbooks, workbooks or worksheets useful.	6	66.7%
I found teaching using paper textbooks, workbooks or worksheets useful.	12	75.0%
I found teaching using online educational websites and apps useful.	8	75.0%
I found online learning platforms positively influenced students' engagement in lessons.	10	60.0%
I was confident conducting learning using online channels.	6	83.3%
I was confident supporting students to learn through online channels.	7	85.7%
I was confident preparing digital resources for students' learning from home.	7	71.4%
I was confident preparing paper-based resources for students' learning from home.	11	90.9%
I was confident developing curriculum plans and resources that can be used for learning from home or supervision at school.	11	90.9%
I was confident creating a plan for ensuring that all students have access to resources for learning from home.	11	90.9%
I was confident transitioning students from learning from home to classroom-based instruction.	11	90.9%

Teaching staff were asked to indicate which teaching methods they plan to use in the future:

Survey item	n	Total nt
Real time lessons on video chat such as Skype, iSee, Microsoft Teams, Collaborate Ultra and Seesaw	12	0.0%
Pre-recorded videos and lessons, including on television	12	25.0%
Online textbooks, workbooks or worksheets	12	33.3%
Paper textbooks, workbooks or worksheets	12	50.0%
Online educational websites and apps	12	58.3%
None of the above	12	16.7%

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

Survey item	n	Total nt
I feel this school is a safe place in which to work.	15	93.3%
This school looks for ways to improve.	15	86.7%
I have access to quality professional development.	15	73.3%
I can access necessary information and communication technologies to do my job at my school.	15	93.3%
The wellbeing of employees is a priority for my school.	15	80.0%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	15	80.0%
This is a good school.	15	86.7%

School Disciplinary Absences (SDA)

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

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

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

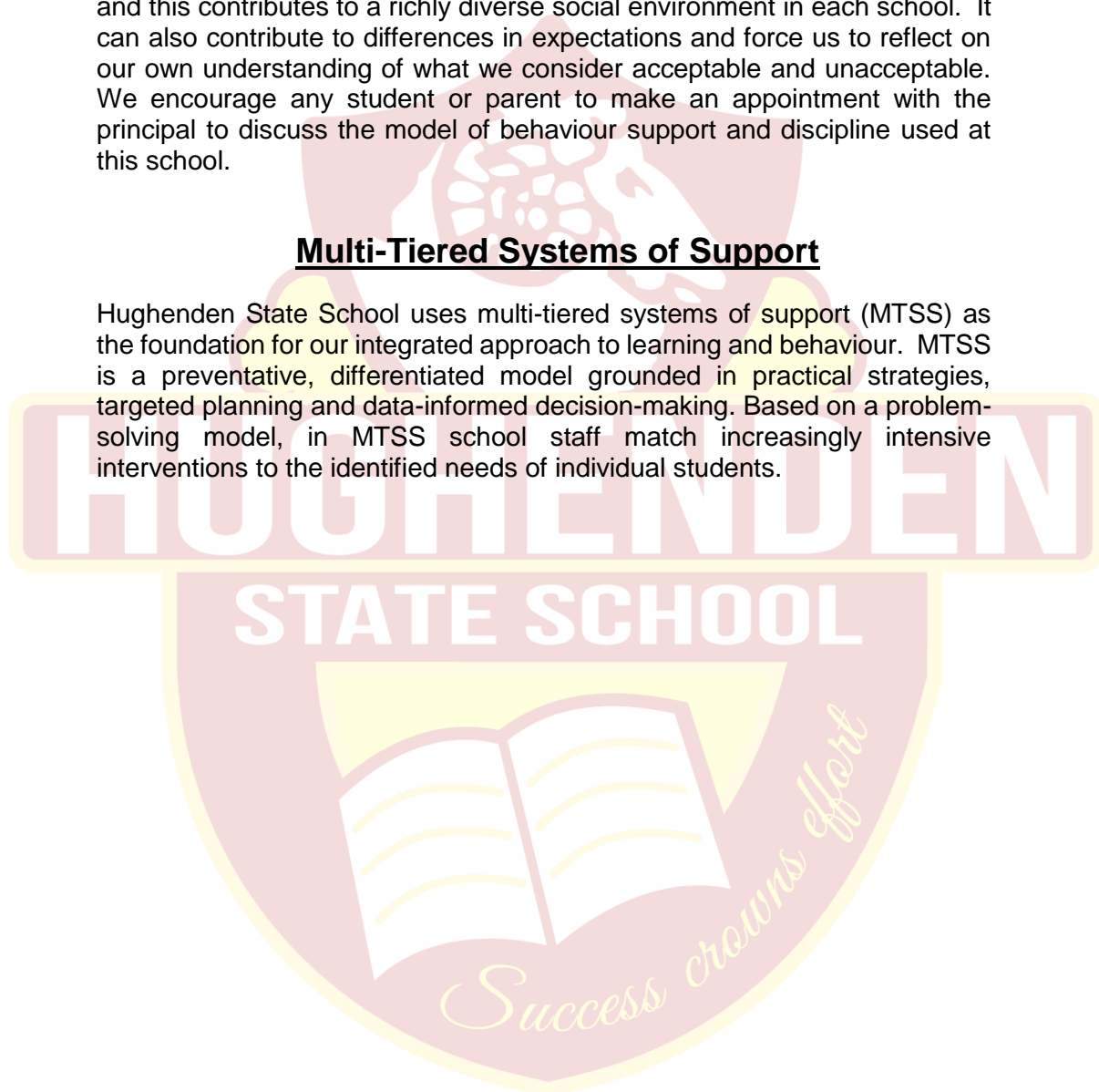
Incident Type	Count of SDA Incidents				
	School				
	2015	2016	2017	2018	2019
Short	17	21	25	44	40
Long	0	0	1	2	5
Excl #	0	0	0	0	0
Cancel	0	0	0	0	2

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. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

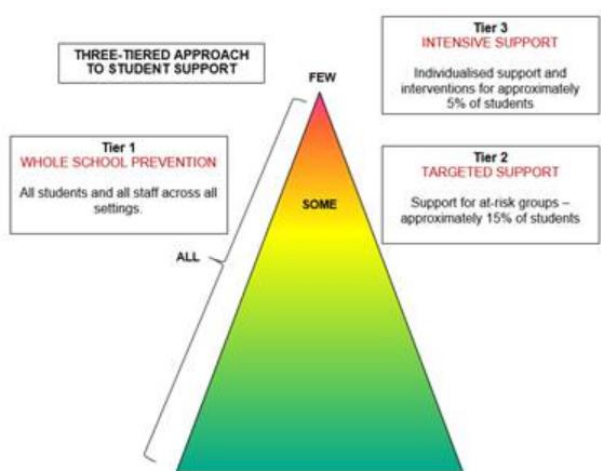


Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the 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 (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p>

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.



Consideration of Individual Circumstances

Staff at Hughenden State School take into account students' 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 student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all

matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing & Support

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

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Hughenden State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

Policy and expectations

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

Drug education and intervention

Hughenden State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs

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

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

Medications

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

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

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

Mental health

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

Suicide prevention

Hughenden State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Hughenden State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Hughenden State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Hughenden State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Hughenden State School is proud to have a Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a small team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment, these roles include:

- Chaplain
- School Based Youth Health Nurse
- Guidance Officer

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school phone number.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

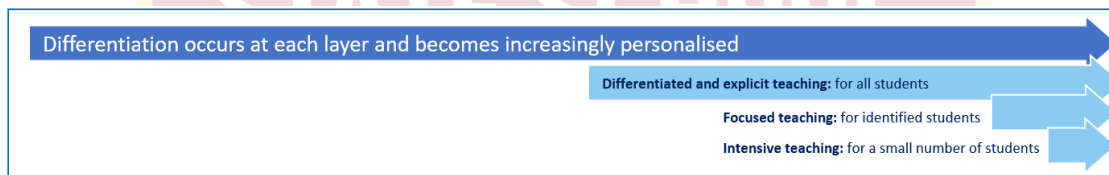
Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Responsible, Respectful and a Lifelong Learner.

Differentiated and Explicit Teaching

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

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

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



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

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

Focused Teaching

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

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

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

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

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Hughenden State School Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [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 Hughenden State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, 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 student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed 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 student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")

- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- 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 (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- 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

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan

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

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Hughenden State School may be invited to attend a re-entry meeting on the day of their scheduled return to school.

The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

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

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

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Hughenden State School:

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

Parents of students at Hughenden State School:

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

Students of Hughenden State School:

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

Use of mobile phones and other devices by students

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

In consultation with the Hughenden State School P&C, it has been determined that Hughenden State School will remain a mobile phone / personal device free zone, however, knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.



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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws

- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

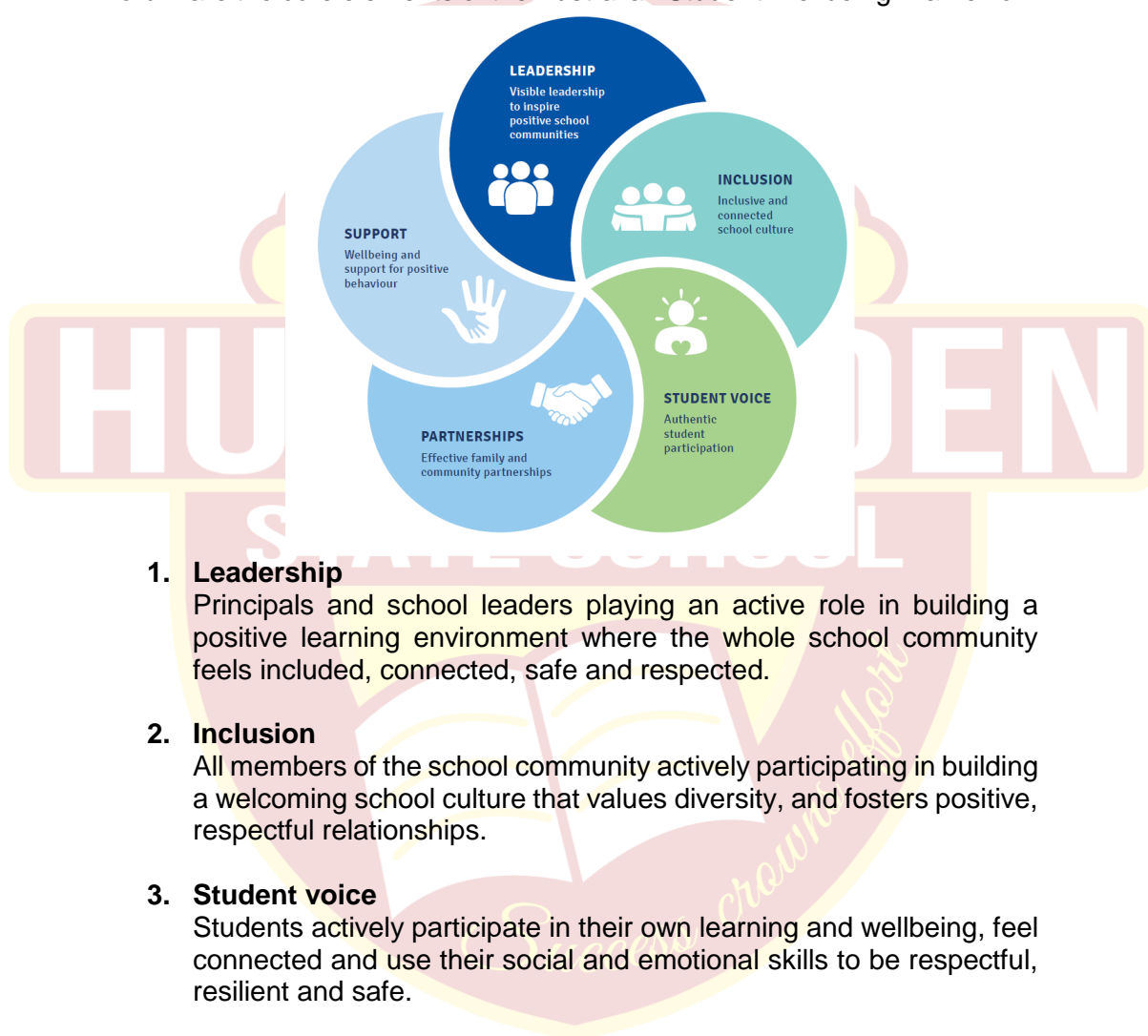
Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to

achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Hughenden State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school staff to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



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. Student voice

Students 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 student learning, safety and wellbeing.

5. Support

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

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Hughenden State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Hughenden 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 Hughenden State School teachers will take when they receive a report about student 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 student/s.

Hughenden State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Form teacher

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
- Engage the student as part of the solution
- 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 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 Hughenden State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels).

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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

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

Hughenden State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

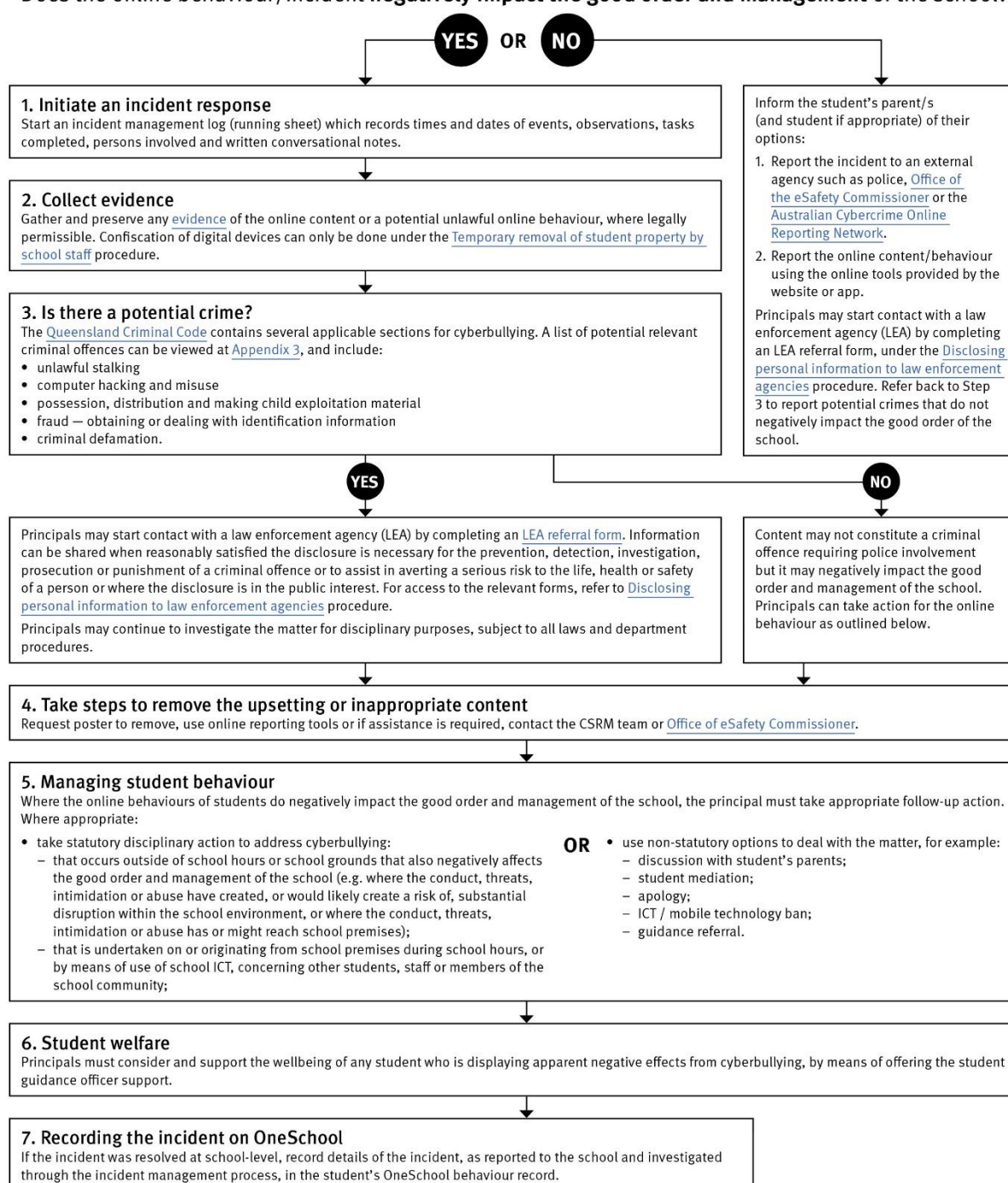
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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).

Student Intervention and Support Services

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

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

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

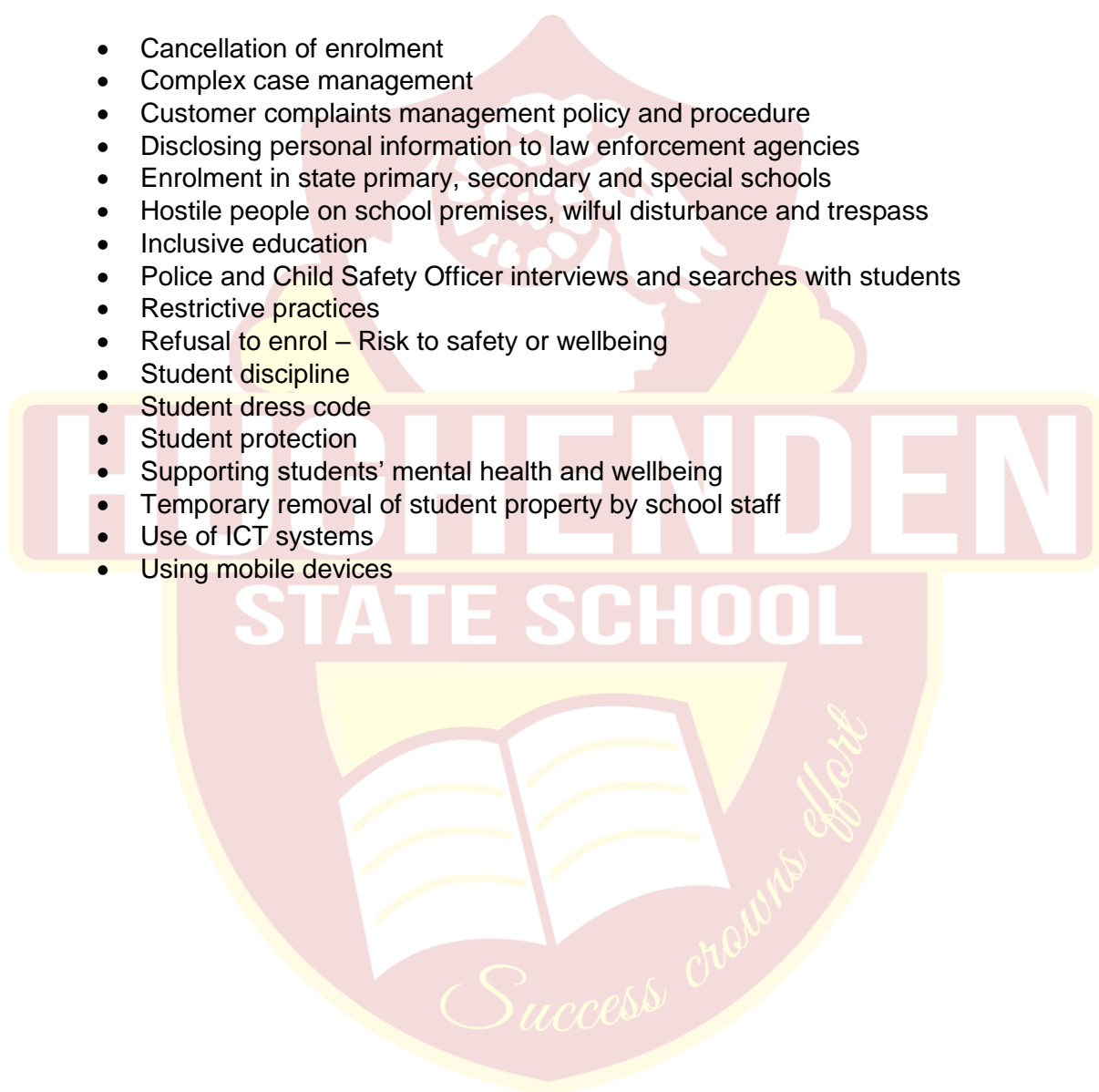
1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: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

made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

- 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

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)



Conclusion

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

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

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- 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 student:

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](#).

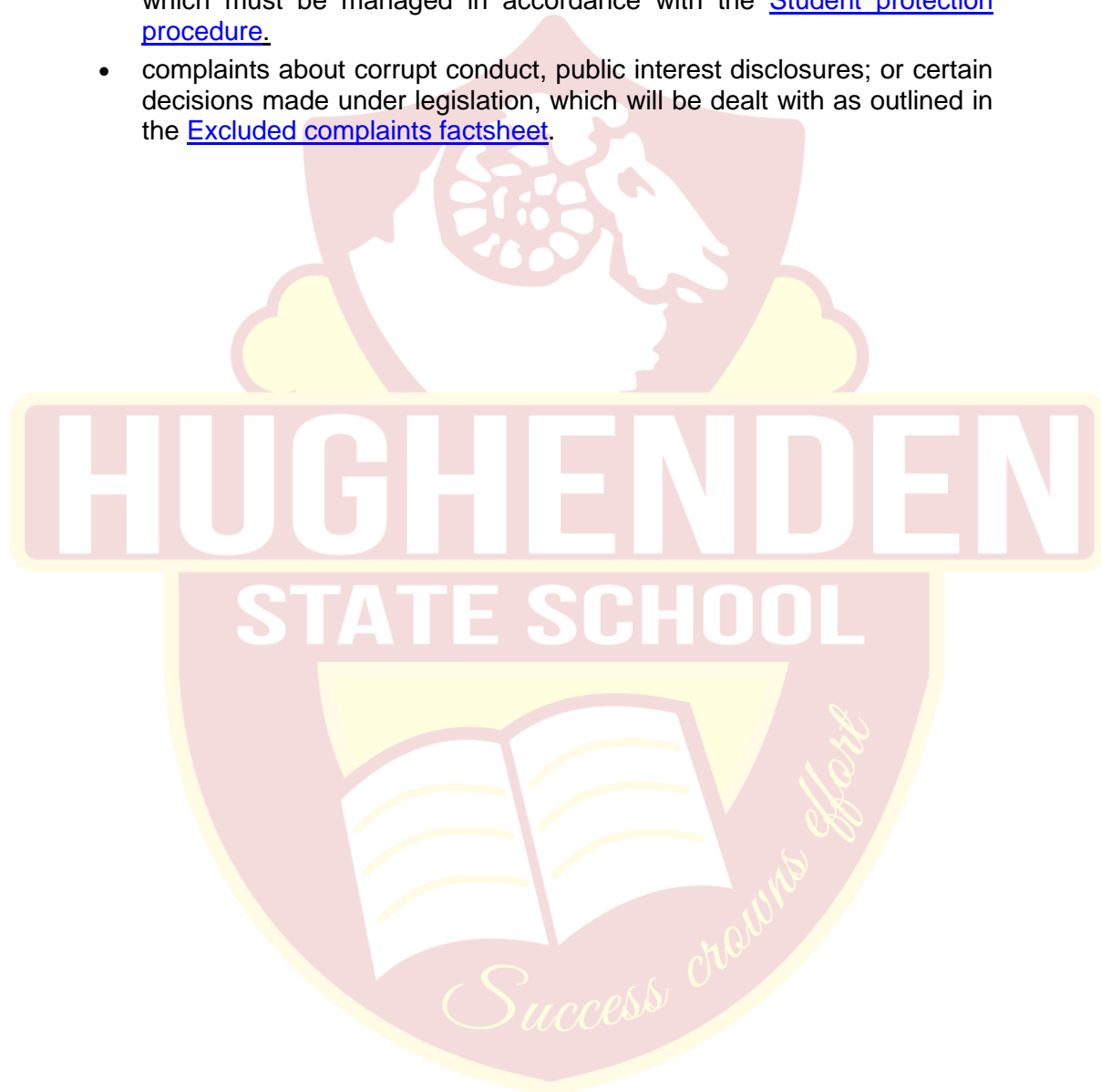
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

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 student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).



Appendixes



Appendix 1

Hughenden SS - Managing Classroom Processes a culture that promotes learning -

Refer to:

- Effective Classroom Practices (Appendix)
- HSS Parent Communication & Student Absence Policy
- HSS School Wide Positive Behaviour Matrix
- HSS Playground Management Processes

LIST OF ESCM's

1. Establishing expectations – Making rules.
2. Giving instructions – Telling students what to do.
3. Waiting and scanning – Stopping to assess what is happening.
4. Cueing with parallel acknowledgement – Praising a particular student to prompt others.
5. Body language encouraging – Smiling, nodding, gesturing and moving near.
6. Descriptive encouraging – Praise describing behaviour.
7. Selective attending – Not obviously reacting to certain behaviours.
8. Redirecting to the learning – Prompting on-task behaviour.
9. Giving a choice – Describing the student's options and likely consequences of their behaviour.
10. Following through – Doing what you said you would.

Students are not following instructions (as per HSS Managing Student Behaviour Policy)

1. Nonverbal redirection (blue)
2. 1st Verbal redirection – initial warning – yellow
3. 2nd Redirection (only if student is still on Yellow)
4. 3rd Redirection – Students are to complete an in class reflection in a quiet area in the classroom questions sheet and follow up chat with teacher at end of session/day.



5. Positive reinforcement if student turns behaviour around
6. If student behaviour does not change after in class reflection and further redirection – referral to Buddy teacher with a reflection sheet.
7. Re-entry back into class through Reflective Questions – Restorative Practices (see below)
8. If behaviour continues, student is sent to the office using the referral form (refer to appendix 11)

Reflective Questions –to ask returning student

- Tell me what happened?
- What were you thinking at the time?
- What are you thinking now? What have you thought about since?
- Who did this affect?
- What do you think needs to happen to make it right? Class teacher to follow up with student.
- How can we make sure it doesn't happen again?
- Great! Have a nice day

One School Recording

- Referral to Buddy teacher -> Major. If referred to buddy class, support room is given and contact made home
- In class reflection sheet completed -> Minor

Reflection Sheet – To be used both for in class and buddy class reflections



Student: _____ Date: _____ Time: _____

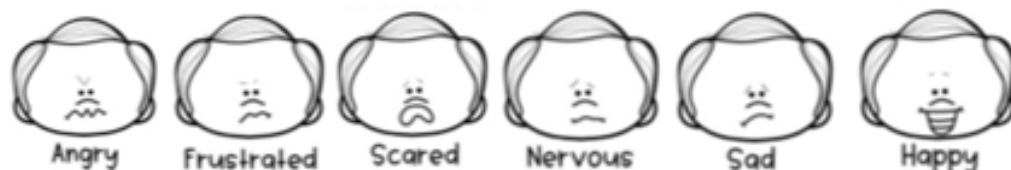
The school expectation I did not follow was:

Be Safe	Be Responsible	Be Respectful	Be a Life Long Learner
---------	----------------	---------------	------------------------

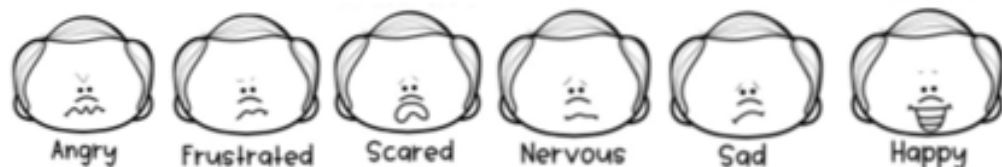
What did I choose to do?

Use unkind words or actions	Use hands on	Disrupt others	Throw objects/materials	Ignore instructions	Other
					






What was I thinking/feeling?



How did it affect others? It made _____ feel:



What I need to do to make things right:

Use kind words and actions.	Keep my hands, feet, and mouth to myself	Focus on my work or ask a teacher for help.	Use a fidget tool or ask for a movement break.	Listen to the teacher	Other
					

HSS REFLECTION SHEET: YRS 3-12

Student's Name: _____ Class: _____
Teacher's Name: _____ Date: _____
Subject: _____ Time sent/returned: _____



THE 'HUGHENDEN WAY' EXPECTATION I DID NOT FOLLOW WAS:

- ☐ We are Safe
- ☐ We are Responsible
- ☐ We are Respectful
- ☐ We are Lifelong Learners

Reflect on your behaviour by completing the following sentence starters:

I did not follow this expectation when I _____

I was thinking/feeling _____

I made others _____

To put things right I will _____



HUGHENDEN STATE SCHOOL REFERRAL FORM

Date:		Time:		Referral to:	<input type="checkbox"/> Buddy Teacher <input type="checkbox"/> HOD <input type="checkbox"/> Principal		
Student Name:				Year Level:			Classroom:
Referring Teacher:				Buddy Teacher:			Buddy Classroom:
What is the students primary behaviour:				Description of incident:			
<input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Threats to adults/others <input type="checkbox"/> Disruptive <input type="checkbox"/> IT misconduct <input type="checkbox"/> Late for class <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Non-compliance with routine		<input type="checkbox"/> Physical misconduct <input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Smoking/alcohol Illicit substances <input type="checkbox"/> Continued minors <input type="checkbox"/> Truancy <input type="checkbox"/> Verbal misconduct					
Actions following this referral:		<input type="checkbox"/> Referring teacher to inform parent/carer and record incident on One School <input type="checkbox"/> Referring teacher to issue Support Room <input type="checkbox"/> Admin to follow up <input type="checkbox"/> Other					
Time left to return to class:				Reflection Sheet completed:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Signature (Buddy Teacher / HOD / Principal):							
Entered on One School and contacted home:							



HUGHENDEN STATE SCHOOL REFERRAL FORM

Date:		Time:		Referral to:	<input type="checkbox"/> Buddy Teacher <input type="checkbox"/> HOD <input type="checkbox"/> Principal		
Student Name:				Year Level:			Classroom:
Referring Teacher:				Buddy Teacher:			Buddy Classroom:
What is the students primary behaviour:				Description of incident:			
<input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Threats to adults/others <input type="checkbox"/> Disruptive <input type="checkbox"/> IT misconduct <input type="checkbox"/> Late for class <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Misconduct involving object <input type="checkbox"/> Non-compliance with routine		<input type="checkbox"/> Physical misconduct <input type="checkbox"/> Possess prohibited items <input type="checkbox"/> Property misconduct <input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Smoking/alcohol Illicit substances <input type="checkbox"/> Continued minors <input type="checkbox"/> Truancy <input type="checkbox"/> Verbal misconduct					
Actions following this referral:		<input type="checkbox"/> Referring teacher to inform parent/carer and record incident on One School <input type="checkbox"/> Referring teacher to issue Support Room <input type="checkbox"/> Admin to follow up <input type="checkbox"/> Other					
Time left to return to class:				Reflection Sheet completed:		<input type="checkbox"/> Yes <input type="checkbox"/> No	
Signature (Buddy Teacher / HOD / Principal):							
Entered on One School and contacted home:							



Appendix 2

Hughenden State School Playground Management Processes

*****The playground is a prime setting for students to develop self-responsibility.***

Related Values – At HSS PBL Matrix:

- Be Safe
- Be Responsible
- Be Respectful
- Be a Life Long Learner

Associated Documents:

- Student Code of Conduct
- HSS Managing Student Behaviour Policy
- HSS Parent Communication and Student Absence Policy
- HSS PBL Matrix
- HSS ESCM

- **First Break**
11.25-11.35am Supervised Eating, 11.35am-12.05pm Play, 12.05pm Supervised Transition, 12.10pm Final Bell
- **Second Break**
1.20-1.25pm Supervised Eating, 1.25pm-1.45pm Play, 1.45pm Supervised Transition, 1.50pm Final Bell

• At Hughenden SS we believe that safe play

Is <input type="checkbox"/>	Is not <input type="checkbox"/>
Playing/chatting/relaxing kindly with others in supervised areas	Being in wrong areas; fighting/play fighting; swearing; teasing; hands on
Sitting in a group with friends/family members	Inappropriate invasion of personal space; Spitting
Talking to a teacher	Not following adult instructions
Sport, games	Having and using any form of weapon;
Library –quiet and calm participation	using buildings as play equipment
Moving appropriately in your designated play/transition area	Destroying or damaging school property; Littering; Stealing

Consequences: for repeated 'Is Not' behaviour: Restorative 'walk and talk' with playground duty staff

Violent behaviour – immediate referral to Office

Expectations

- The explicit teaching of expected playground behaviours through school values, classroom lessons, whole school social skills at the individual, group, cohort, whole school level.

Violent behaviours

- Ensure safety of other students – move other students on
- Be mindful of your own safety
- Contact administration immediately – student runner /phone
- Physical restraint (refer to 'Physical Intervention' section in the Responsible Behaviour Plan for Students) – ONLY IF THE STAFF MEMBER IS TRAINED IN NON-VIOLENT-CRISIS INTERVENTION AND IT IS ABSOLUTELY NECESSARY



Refer to:

- DET policy: Safe, Supportive and Disciplined School Environment
- <http://ppr.det.qld.gov.au/education/learning/Pages/Safe,-Supportive-and-Disciplined-School-Environment.aspx>
- Legislation: Specific reference should be made to the section entitled **Physical Restraint** and the links to '[reasonable under the circumstances](#)' and '[risk management procedures](#).'
- DET: Recording of serious injury to staff/student refer to on One Portal: <https://myhr-whs.deta.qld.gov.au/CINTELLATE/jsf/main.jsp>

Students are not following instructions – SAFETY

- 1st Verbal redirection – Reminder – rules/values – the behaviour being displayed is not safe and to stop.
- Positive reinforcement if student turns behaviour around
- 2nd redirection – student with yard duty teacher go through reflection questions orally; pick up rubbish
- Positive reinforcement if student turns behaviour around
- 3rd –redirection – referral to Office – phone/adult
- If office referral including any violent behaviour– record incident on One School

Reflective Questions – Playground Duty Staff have with student (at 2nd redirection)

- What school expectation didn't you follow?
- What did you choose to do?
- What were you thinking/feeling?
- How did it affect others?
- What do you need to do to make things right?

One School Recording

- Violent behaviours and office referrals – Major
- 2nd redirection for same behaviour - Minor

Wet Weather Procedures

- Member of admin to inform staff if wet weather procedures will be implemented.
- Play/Eating area move to cohort location as directed by Admin (library courtyard, parade)
- Playground duty staff monitor toilets and play

Extreme Hot Weather Procedures (usually well above normal daily maximums)

- Member of admin to inform staff if extreme hot weather procedures will be implemented.
- Ensure classrooms are cool/air conditioners running
- Water available to students/staff
- Classes to stay in classroom with class teachers.

First Aid Procedures

- Treat in situ using supplied resources in duty pouches
- If required Students go to office for further treatment
- If required, contact family and refer student to clinic
- For serious injury students/staff /emergency refer to link below – MyHR WHS:

<https://myhr-whs.deta.qld.gov.au/CINTELLATE/jsf/main.jsp>

Playground staff responsibilities/duties

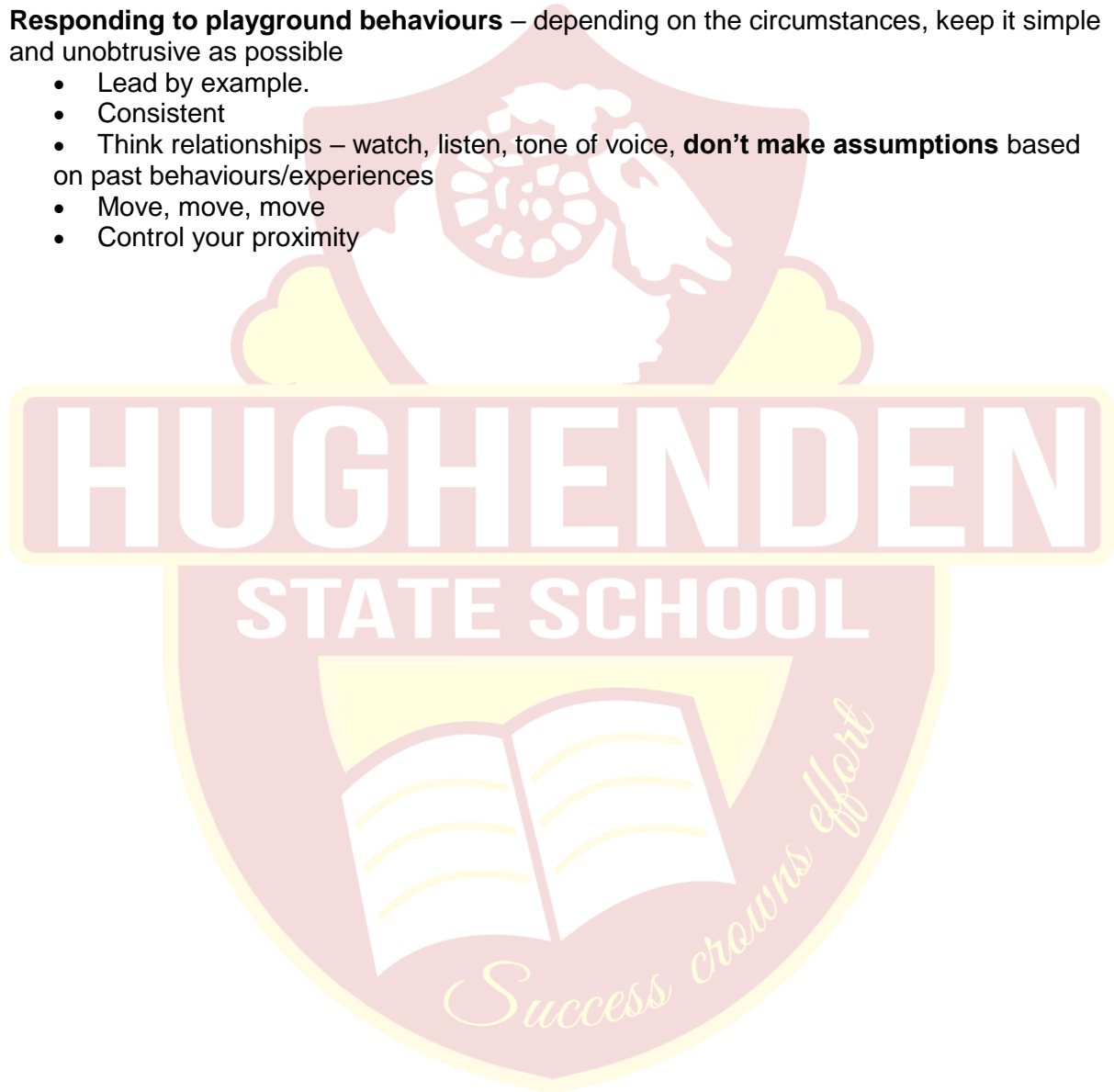
- Staff wear high visibility vests, wide brim hat and first aid bags
- Be on time to the correct area for your scheduled duty



- Display professional behaviours whilst on duty.
- When staff member is away and has an allocated duty.
If planned absence (e.g. PD off site; leave) – staff member to arrange playground duty swaps and notify Admin
If sick –Office will arrange replacement and notify relevant staff.
- Monitor games and use of sports/play equipment
- If a ball goes onto a roof -> get a replacement (if available) and notify groundsperson/office nobody is to retrieve any items from rooftops–
- Record minor/major incidents in One School

Responding to playground behaviours – depending on the circumstances, keep it simple and unobtrusive as possible

- Lead by example.
- Consistent
- Think relationships – watch, listen, tone of voice, **don't make assumptions** based on past behaviours/experiences
- Move, move, move
- Control your proximity



Hughenden State School Recording Student Behaviour Policy

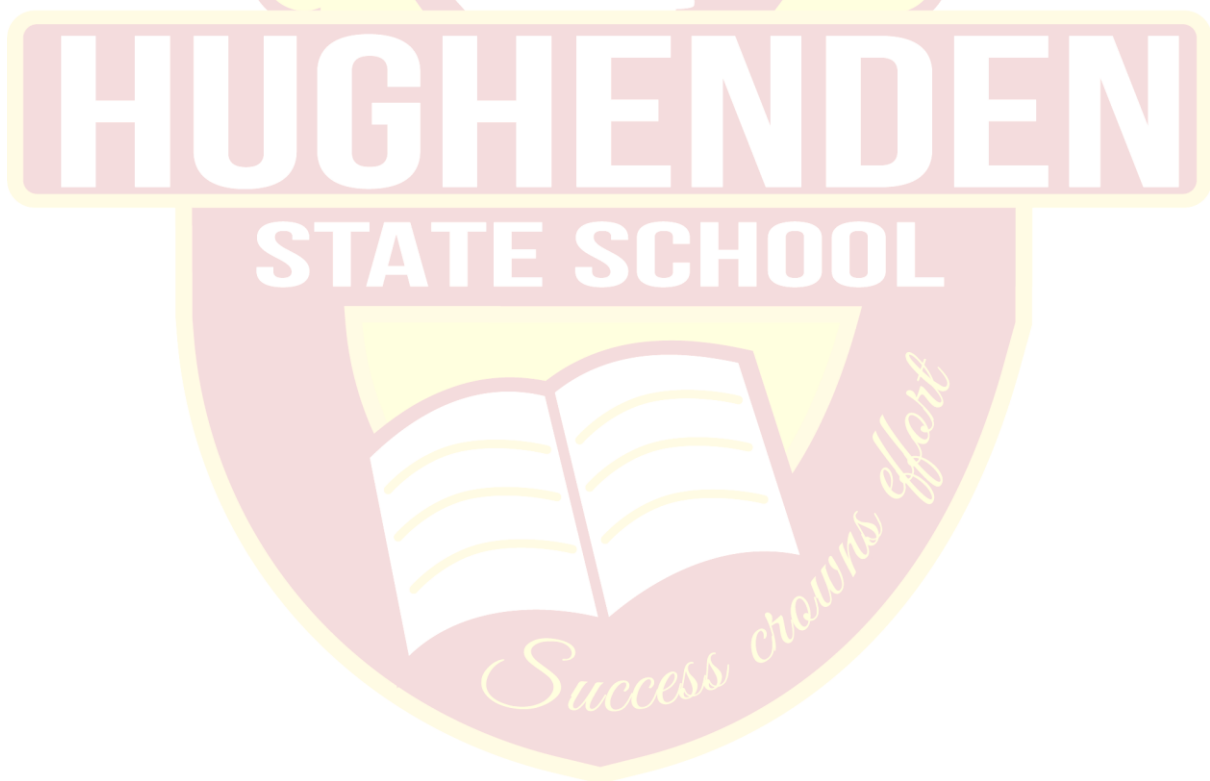
This policy stipulates the expectations and common understandings when managing all student behaviour and communicating such to parents.

The following process will be used when managing student behaviour.

1. **The term “Behaviour” is defined as;** “The manner of behaving or conducting oneself” this can either be positive or negative, whilst the effect of behaviour can be minor or major
2. Minor **is defined** as “lesser in scope or effect”

Major **is defined** as “greater in scope or effect”
3. **The term “Contact” is defined as;** “the most preferred mode, as requested by an individual, through which they prefer to be communicated with” this can include but is not limited to, written messages, text messages, phone calls, face to face meetings, emails, home visits, and other modes as required or requested by the individual to be contacted
4. **The Individual’s “preferred mode” is to be utilised** in the first instance, however, other modes must also be attempted in conjunction with the initial contact to maximise the potential for communication to occur
5. **The following documents** should be used as supporting resources and to assist with and inform ethical decision making processes and ensure consistency of understanding and application.
 - HSS Parent Communication & Student Absence Policy
 - HSS School Wide Positive Behaviour Matrix
 - HSS Managing Classroom Processes
 - HSS Playground Management Processes
6. One School **must be used** by all staff to record **all** behaviour
7. All incidents **must be referred** by the reporting individual to the relevant classroom/ form teacher in circumstances when they are not the reporting individual. The Principal must be included as a referral when the effect is considered Major
8. **The Reporting Teacher will ensure** that parental contact *is initiated, followed up and recorded* in OneSchool **on the same day** when a behaviour effect is Major
9. **The Reporting Teacher will determine** whether parental contact is required in circumstances where a student’s behaviour effect is Minor, however, if contact is initiated then it must be recorded and followed up
10. **Classroom and or Form Teachers will ensure** that parental contact *is initiated, followed up and recorded* in One School **when a student’s profile** reflects a consistent behaviour record where the effect is Minor

11. **Classroom and or Form Teachers must contact, inform, consult and involve** parent/s, carer's, and guardians, regarding **all support and or intervention processes**, whether proposed, currently in place or requiring modification. **This includes Personalised Learning Plans**
12. Classroom teachers **will consult** with the principal to discuss further interventions and supports, for individual students and their families, including referral to the Student Services Team in cases where;
 - a. The student's behaviour is Negative and is **a category Level 3 Major**
 - b. The student's behaviour reflects **a consistent behaviour record** which is Negative after teacher instigated modifications have been attempted and parents involved in the process (after following steps 1-11)
 - c. If the student's behaviour profile continues to reflect a Negative / Minor record after behaviour modifications have been implemented, followed through and reviewed by the class teacher and parents involved in the process (after following steps 1-11)
13. **When** the classroom/ form or subject teacher is absent and the incident is Major then the principal or "delegate" will follow **step 8** and forward details onto the classroom teacher for follow up as required (refer to steps 10-12)



Hughenden State School Parent Communication and Student Absence Policy

This policy stipulates the expectations and common understandings when communicating with parents, contact recording responsibilities and managing individual student absence.

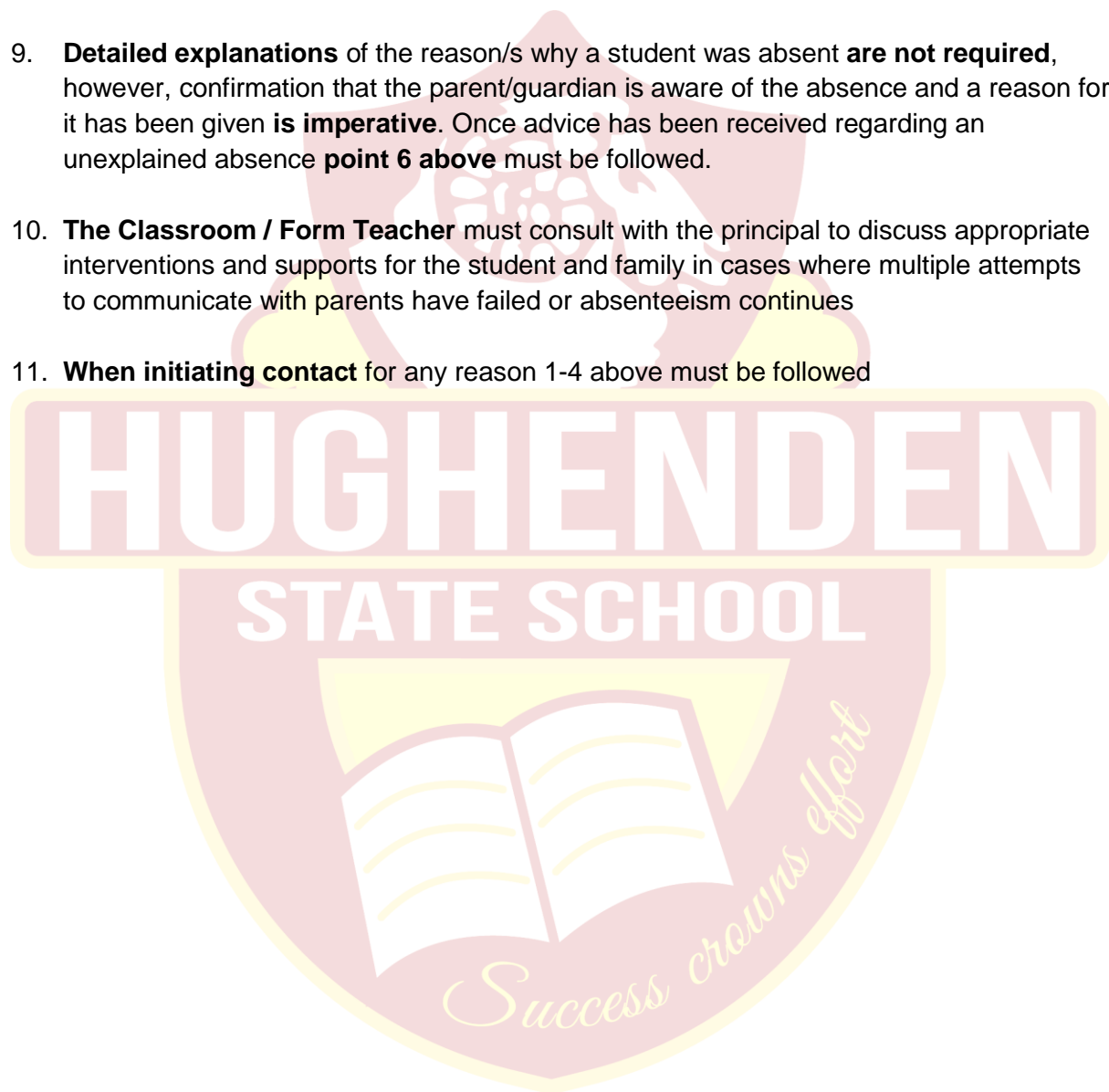
Points 1 to 4 define contact, mode, and frequency

1. The term “**Contact**” is defined as; “the most preferred mode, as requested by an individual, by which they prefer to be communicated with” this can include but is not limited to, written messages, text messages, phone calls, face to face meetings, emails, home visits, and other means as required or requested
2. The Individuals’ “**preferred mode**” is to be utilised in the first instance, however, other modes must also be attempted in conjunction with the initial contact to maximise the potential for communication to occur. When communication has been attempted but no contact made follow up attempts must happen until actual contact has occurred
3. **One School** must be used to record attempted and established contact regardless of the mode
4. **Frequency of contact**, in the first instance, will be determined by adherence to the following
 - a. The Parent Communication and Student Absence Policy
 - b. The Recording Student Behaviour Policy**And then on**
 - c. A case by case basis

Points 5 to 11 outline the process when managing student absence

5. The [Managing Student Absence and Enforcing Enrolment and Attendance at State Schools](#) and [Roll Marking in State Schools](#) procedures have been updated all staff must ensure that they have familiarised themselves with these procedures.
6. **Primary Classroom Teachers** will mark the roll at the commencement of the first and third periods (or the first teaching period with the class whichever occurs from 9.00am and the next teaching period which occurs from 12.15pm). **Primary Classroom Teachers** will advise specialist teachers of any daily absences prior to, or at the handover of, their class on the day that a specialist lesson occurs. **Specialist Teachers** teaching a primary class **will ensure** that they maintain a paper copy of their primary subject roll class for both assessment and reporting purposes and for monitoring unexplained absences. **Secondary Form, and Subject Teachers** will ensure that electronic rolls are marked daily at the commencement of each form and subject period with absences clearly recorded and any unexplained absence advised to Admin immediately.

7. **Classroom, Form and Subject Teachers are to manage the recording** of and adjustment to the roll when an unexplained absence is later notified as an explained absence (unless already completed by admin). This can occur when Classroom, Form or Subject Teachers receive advice from either the office, parents/ guardians or both.
8. **Classroom / Form Teachers** will initiate parental / carer contact when a student has been absent and record this contact in One School
9. **Detailed explanations** of the reason/s why a student was absent **are not required**, however, confirmation that the parent/guardian is aware of the absence and a reason for it has been given **is imperative**. Once advice has been received regarding an unexplained absence **point 6 above** must be followed.
10. **The Classroom / Form Teacher** must consult with the principal to discuss appropriate interventions and supports for the student and family in cases where multiple attempts to communicate with parents have failed or absenteeism continues
11. **When initiating contact** for any reason 1-4 above must be followed





Appendix 5

Success crowns effort

HUGHENDEN
STATE SCHOOL

Success crowns effort

We are:

SAFE RESPONSIBLE RESPECTFUL LIFE LONG LEARNERS

DONATED BY HSS P&C





Appendix 6

HSS Support Room Process

PROCESS: Staffed daily from 11:35-12:05 in CG04

STAFF: Mrs O'Neil, Ms Young and Mrs Jones

DETENTIONS (REFERRALS):

- Students will be punctual. (11:35am)
- Students to eat lunch from 11:25 – 11:35am in designated lunch area.
- Students must complete the required expectations, as outlined by the referring teacher
- Students remain in support room until 12:05pm

NON-COMPLIANCE:

Failure to attend a detention means a double up. Eg. If you are at school and you do not attend your Support Room referral then you will have two referrals to complete. A double up counts as two referrals.

- More than 4 support room detention referrals in one week results in an admin withdrawal and phonecall home.
- A week is regarded as the duration from Monday to Friday.

TUTORIALS:

- Students and teachers may use the support room for catching up on work, doing homework, or as a safe place to be.
- It is expected that students attend tutorials, however a tutorial is not viewed as a referral.

**Own your behaviour.
Be responsible for your actions.**

Be Safe

Be Responsible

Be Respectful

Be A Life Long Learner



Behaviour Monitoring Card Process – Yellow and Red

Hughenden State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. The following information stipulates the expectations and common understandings of the Yellow Behaviour Monitoring Cards. Students placed on a Yellow Monitoring Card attend their normal scheduled classes and activities with appropriate adjustments if required.

Yellow Behaviour Monitoring Cards are coordinated by Form teachers.

1. Form teachers make contact with student's parents/caregivers and outline the monitoring process.
2. Students check-in with their Form teacher at the beginning and conclusion of each day to discuss the day – behaviour and learning goals, timetabled classes and teachers.
3. Students provide their yellow card to each class teacher who evaluates the students' behaviour and effort during the lesson using a 3-point scale (satisfactory – moderate – unsatisfactory).
4. Students receive a signature on the back of the Yellow Behaviour Monitoring Card when they attain two satisfactory ratings.
5. Students lose a signature for each unsatisfactory rating. Students do not require a Yellow Behaviour Monitoring Card once they accumulate twelve signatures.
6. Repeated failure to collect or hand in the yellow card will result in the continuation of the behaviour monitoring process.

Each year, a small number of students at Hughenden State School are identified through our data as needing a little bit extra in the way of targeted behavioural support.

Students are placed on a Red Behaviour Monitoring Card as a result of the following:

- School disciplinary absence
- Repeated, unsuccessful Yellow Behaviour Monitoring Cards.

Red Behaviour Monitoring Cards are coordinated through the Leadership team. An identical process to the Yellow behaviour monitoring cards is implemented. Once students have completed their Red Behaviour Monitoring Card, they then complete a Yellow Behaviour Monitoring Card coordinated by the Form teacher.

Appendix 8

	Area	Minor	Major
Be Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone Student drops a pile of books and says 'shit'. Students referring to their work as 'stupid' 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity at staff/student
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Littering Taking someone else's property. 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism Repeated use of gum and disposing inappropriately
	Disruption/Defiant	<ul style="list-style-type: none"> Minor defiance e.g. not following a given direction 	<ul style="list-style-type: none"> Repeated Defiance – Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult
	Teasing and Bullying	<ul style="list-style-type: none"> One off low level name calling or teasing 	<ul style="list-style-type: none"> Bullying /Harassment - Student delivers disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes (Disrespectful messages include negative comments based on race, religion, gender, appearance, ethnicity, disabilities or other personal matters)
	Lunchtimes	<ul style="list-style-type: none"> Not respecting others' lunches (One-off. Refer to Major for continual behaviour). Sharing food Excluding Other Students 	<ul style="list-style-type: none"> Stealing lunches
	Littering	<ul style="list-style-type: none"> Students not using bin in all areas when disposing of rubbish. 	<ul style="list-style-type: none"> Sticking/spitting gum on school property
Being Responsible	Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g. lateness 5 minutes after breaks) Not in the right place at the right time. In out of bounds areas/ incorrect eating areas 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Failure to respond to staff request Not being in the right place at the right time Non compliance Unco-operative behaviour 	<ul style="list-style-type: none"> Repeatedly failing to follow the reasonable and lawful directions of staff Missed detention/classroom consequence – Student has failed to attend/complete the detention/classroom consequence adequately
	Electronic devices	<ul style="list-style-type: none"> Using school devices inappropriately 	<ul style="list-style-type: none"> Refusal to hand over mobile phone or electronic devices Use of Mobile phone and electronic devices in any part of the school at any time Intentional misuse of electronic devices to view or distribute explicit or inappropriate material.
	Uniform	<ul style="list-style-type: none"> Failure to wear full school uniform 	<ul style="list-style-type: none"> Refusing to abide by uniform policy
Be Safe	Not being sun safe	<ul style="list-style-type: none"> Student walking around school grounds with no hat on (no hat = no play) Front flip of hat up Not wearing a wide brimmed hat 	<ul style="list-style-type: none"> Refusal to follow instructions including 'no hat = no play' Repeated no hat wearing
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing dangerous objects or using objects as weapons Possession of weapons/replica weapons Possession of drugs/alcohol
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (e.g.: pushing and shoving, hands on) Inappropriate hand holding 	<ul style="list-style-type: none"> Physical contact with intent or outcome of causing injury or harm to others/self. Sexually inappropriate behaviours – Kissing, touching private parts
	Other	<ul style="list-style-type: none"> Running on concrete Not wearing shoes at all times Not wearing PPE in practical classrooms 	<ul style="list-style-type: none"> Smoking possession of alcohol, drugs or paraphernalia Verbal threats and intimidation Repeated safety breach in practical classrooms
Be a Lifelong Learner	Classroom	<ul style="list-style-type: none"> Tardy – Not in class at the appropriate time Not completing homework Non-compliance/work refusal – Brief or low intensity failure to respond to a reasonable adult request Disruption – Low intensity but inappropriate interference that takes away from the learning environment but does not result in physical harm to self or others Late work submissions 	<ul style="list-style-type: none"> Assessment Misconduct - One or more students deliberately plagiarizes another's intellectual property with/without permission – as per assessment policy Refusal to complete support room referrals Consistent and repeated refusal to complete class work Failure to complete work/assessments Sustained absences from school

Appendix 9

Sequence for Student Misbehaviour IN CLASS

All referrals and or parent contact recorded in OneSchool

LEVEL 1	CLASSROOM STAFF (Minor)			
	SAFE <ul style="list-style-type: none"> • Misconduct involving object • Physical misconduct • Possessing prohibited items <p>Examples:</p> <ul style="list-style-type: none"> • Lighters, aerosol cans, matches, Nikko pens, metal rulers • Pushing and shoving • Wandering around room • Throwing objects • Eating in class • Failure to follow instructions • Phone /ipod 	RESPECTFUL <ul style="list-style-type: none"> • Harassment • Defiance • Minor threats to adults • Disruptive • Lying • Property misconduct • Threats to others • Minor verbal misconduct <p>Examples</p> <ul style="list-style-type: none"> • Calling out • Making noises • Offensive language/name calling 	RESPONSIBLE <ul style="list-style-type: none"> • Dress code • IT misconduct • Lateness • Non-compliance • Refusal to participate • Truancy <p>Examples</p> <ul style="list-style-type: none"> • Non-completion of homework • Non-submission of assessment • Not doing classwork • Not bringing the right equipment • Out of uniform 	POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Verbal warning/re-correction • Explain choices • Parent/guardians contacted • Stay after class to discuss problem • Detention • Commitment to improvement • Loss of privileges • Change seating plan • Make up lost time • Clean up own damage • Referral to HOD (after continual minor behaviour) • Item confiscated • OneSchool report
	HEAD OF DEPARTMENT (continued Minor) Curriculum and/or Yr Level			
LEVEL 2	GROSS OR CONTINUED MINOR BEHAVIOUR <ul style="list-style-type: none"> • Continuous insolence • Continuous inappropriate verbal remarks • Continuous denigrating comments • Continuous failure to follow instructions • Continuously disturbing the learning of other students • Continued refusal to do work • Cheating • Significant breach in WH&S in practical classes • Continual truancy 		POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Parents/guardians contacted • Referral to Support Staff • Afternoon Detention • Referral to Administration • Request a Behaviour Card • Advice given to teacher for follow up • Warning • Commitment to improvement • Buddy class (arranged by HOD) • OneSchool report • Item confiscated 	
LEVEL 3	ADMINISTRATION (Major behaviours) <ul style="list-style-type: none"> • Continued/uncorrected minor behaviour • Assault / Violence • Mass intimidation / Harassment / Bullying • Gross insolence, Vandalism • Possession of major banned items e.g.: alcohol, tobacco, drugs and weapons. • Other conduct prejudicial to the good order and management of the school • Defiance • Major verbal misconduct • Referral from teacher if HOD unavailable 		POSSIBLE CONSEQUENCES <ul style="list-style-type: none"> • Contact parent / guardian • Detention (afternoon) • Conduct/ behaviour card/attendance card • Suspension/ Exclusion/ Cancellation • Removal from class • Change of subject • Referral to Support Staff • Referral to STEPS • Advice given to teacher for follow-up • Sent home • Interview requested • Item confiscated • Warning given • Commitment to improvement • Loss of school privileges • Loss of leadership position 	

Sequence for Student Misbehaviour

OUT OF CLASS

(playground, to and from school, excursions, between lessons, school events)

ADMINISTRATION

- Assault / Violence
- Persistent bullying
- Smoking
- Gross insolence (water bombs)
- Vandalism
- Possession of major banned items e.g.: alcohol, drugs, weapon
- Mass intimidation/harassment/ defiance
- Major misconduct involving objects (throwing rocks, water bombs)
- Bringing school into disrepute
- Stealing
- Persistent defiance

POSSIBLE CONSEQUENCES

- Incident Report
- Parents/guardians contacted
- Litter pick-up detention
- Conduct/ behaviour card
- Suspension / Exclusion / Cancellation
- Sent home

LEVEL 2

STAFF

SAFE

- Out of bounds/out of school grounds
- Misconduct involving object (throwing rocks, using sticks)
- Possessing prohibited items (cigarettes, lighters, areoles)
- Minor water incidents
- Physical misconduct (play fighting, tackle footy, pushing and shoving in tuckshop line)
- Potentially violent situation
- Bullying

RESPECTFUL

- Harassment
- Defiance
- Lying
- Threats to others
- Verbal misconduct (swearing, inappropriate noises across the playground, name calling)
- Minor property misconduct (taking each other's bags, minor vandalism, taking others' property)
- Stealing

RESPONSIBLE







- Out of bounds/out of school grounds
- Dress code
- IT Misconduct (negative use of electronic equipment and or social media)
- Non-compliant with routine
- Refusal to participate in a planned activity (excursion)
- Loitering between classes
- In sighting violence though malicious gossip

POSSIBLE CONSEQUENCES

- Verbal warning/re-correction
- Given choices
- Detention/ litter pick-up
- Contact parents/guardians
- Student to repair/rectify damage as detention
- Facilitation
- Referral to Admin
- Verbal warning / reprimand
- Item confiscated
- Loss of IT privileges
- Loss of privileges

LEVEL 1

Appendix 10

 Hughenden State School - Positive Behaviour Matrix 						
<u>Positive Behaviour</u>	<u>All Settings</u>	<u>Learning Area</u>	<u>Walkways</u>	<u>Playground/ Eating Areas</u>	<u>Toilets</u>	<u>Oval and Basketball Court</u>
BE RESPECTFUL 	<ul style="list-style-type: none"> When wearing your uniform you wear it with pride Respect others rights to learn and teach Follow staff instructions Be honest, courteous and polite Be responsible for your behaviour and accept consequences Respect school and individuals' property 	<ul style="list-style-type: none"> Be considerate of others' personal space and property Be considerate of others' opinions and feelings Speak politely at all times Listen attentively at all times Promptly follow teacher instructions Respect others rights to learn 	<ul style="list-style-type: none"> Respect each other's space and walk quietly Respect school property 	<ul style="list-style-type: none"> Be a role model for students – respect rules, teachers, peers and all property Be proud of your area – appreciate and care for your environment Use positive and polite language 	<ul style="list-style-type: none"> Consider the privacy of others Treat facilities with respect 	<ul style="list-style-type: none"> Use positive and polite language Treat others with respect Show good sportsmanship Follow staff instructions Treat the equipment with care Be proud of your area – appreciate and care for your environment
BE RESPONSIBLE 	<ul style="list-style-type: none"> Be punctual and have your equipment Participate positively and listen attentively Wear correct uniform Complete set tasks to the best of your ability and on time 	<ul style="list-style-type: none"> Be prepared with all necessary equipment Be punctual, lined up, waiting for teacher Be attentive, on task and working to the best of your ability Be whole body listener 	<ul style="list-style-type: none"> Follow directions Walk with your teacher in a quiet and orderly manner when moving through the school during lesson time Be on time to class 	<ul style="list-style-type: none"> Be on time and organised – food, drink and toilet before class bell sounds Follow teacher directions Be a problem solver to resolve issues 	<ul style="list-style-type: none"> Use the toilet during breaks, plan ahead Attend and return promptly 	<ul style="list-style-type: none"> Be actively engaged in the appropriate activity Demonstrate and encourage fair play
BE SAFE 	<ul style="list-style-type: none"> Follow school rules Report unsafe equipment and behaviours Be alert to unauthorised visitors and inform teaching staff Report conflict, bullying and harassment Follow all evacuation procedures Keep hands, feet and objects to yourself 	<ul style="list-style-type: none"> Enter/exit room in an orderly manner and wait at your place for instructions Remain at your place unless directed otherwise by teacher Keep your classroom neat and tidy 	<ul style="list-style-type: none"> Walk safely in the stairwells at all times Look Up and avoid contacting others when walking Put rubbish in bin Use the designated walkways Walk at all times on cement. 	<ul style="list-style-type: none"> Play appropriate games in designated areas Use tables and seats provided correctly Put litter in bins Care for others Report broken equipment 	<ul style="list-style-type: none"> Only go to your genders' and year levels' toilet Observe hygienic practices Report damage and unsafe behaviours 	<ul style="list-style-type: none"> Use appropriate equipment safely Move around safely Report any dangerous play/hazards Keep to the designated play area
BE A LIFE-LONG LEARNER 	<ul style="list-style-type: none"> I always seek opportunities to learn I lead by example I show pride in my school I understand that all teachers and students have a right to participate in teaching and learning 	<ul style="list-style-type: none"> I work with others I am an independent learner I start work immediately I strive to be an assessment literate learner. I show pride in my work 			<ul style="list-style-type: none"> I return promptly from the toilets back to the classroom. 	<ul style="list-style-type: none"> I always model sportsmanship behaviour.

Appendix 11

Effective Classroom Practices		
<h3>Classroom Organisation</h3> <p>Effective design and organisation of the physical environment will include attention to:</p> <ul style="list-style-type: none"> Layout of learning space to allow movement, access to resources, type of activity and defining areas for working Seating arrangements and plans Storage of student, teacher and class resources Displays of student work – the 3rd Teacher (Shawcross, 2019) Posting expectations and routines, and referencing them – do students know these and how do you know? (<i>d=0.75 Hattie, 2015</i>) Visuals: such as schedules and timetables 	<h3>Behavioural Expectations</h3> <p>Are classroom rules linked to whole school expectations, co-constructed, clearly posted and explicitly taught? Are they:</p> <ul style="list-style-type: none"> Observable Measureable Positively Stated Understood by all Always applicable <p>To give an effective instruction, are we using a <i>What, Why, How</i> for behaviour and curriculum? Are we following a similar model to:</p> <ul style="list-style-type: none"> Get student attention: Orally, or through non-verbal cues Wait and Scan: 2-5 seconds pause, to allow all students time Descriptive Encourager: do we acknowledge students who have followed instruction? <input checked="" type="checkbox"/> Or redirected students who haven't? <input checked="" type="checkbox"/> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> ESCM – Language of Expectation <ol style="list-style-type: none"> 1. Establishing Expectations 2. Giving Instruction 3. Waiting & Scanning </div>	<h3>Explicit Teaching of Social Skills</h3> <p>Expectations should be explicitly taught to all students, regularly reviewed, taught to new students as well as be taught in naturally occurring teaching moments.</p> <p>We should teach social skills in the same manner we teach academics:</p> <ul style="list-style-type: none"> Identify the Skill (perhaps use the Personal & Social Capabilities) Define the context Explain the key steps / components Model the behaviour Practice Monitor <p><i>If a student gets 14 when multiplying 3x4 – how do we respond?</i></p> <p>Social skills needed for success: Self and Social Awareness Self and Social Management</p>
<h3>Positive Reinforcement</h3> <p>Effective encouragement involves acknowledging appropriate behaviour to inappropriate behaviour at a rate of 4:1. “We can increase motivation simply by acknowledging those working with us” (<i>Cooley, 2016, p35</i>).</p> <p>Consider how we may embed the following into our classrooms:</p> <ul style="list-style-type: none"> Autonomy: providing choice in what / how work gets done Mastery: zone of proximal development / experiencing success Purpose: what is the big picture as to why the work is important Relatedness: are there opportunities for students to work together. Classroom discussion has an effect size of <i>d=0.82</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> ESCM – Language of Acknowledgement <ol style="list-style-type: none"> 4. Cueing with parallel acknowledgement 5. Body language encouraging 6. Descriptive encouraging </div>	<h3>Relationships</h3> <p>Positive relationships are at the centre of a positive approach. A positive classroom climate requires attention to the interactions between teachers & students, and students & students.</p> <p>Preferred adult behaviours: Proximity, active listening, eye contact (when appropriate), tone of voice: firm, friendly, calm and measured, use students’ names</p> <p>Other tips, knowing teacher student relationships has an effect of <i>d=.52</i>:</p> <ul style="list-style-type: none"> Shelley Gable’s Active Constructive approach to responding Using the Parent & Community Engagement framework (PACE) Knowing all of your learners High Press and high Care for all students (<i>Vaandering, 2013</i>) <p>Conflict is inevitable when dealing with young people, so schools should have a process in place to assist staff and students to resolve conflict – i.e. a restorative approach.</p>	<h3>Active Engagement</h3> <p>In Australia, “as many as 40% of students are unproductive in a given year” (Grattan Institute, 2017). “Actively engaging students results in decreases in disruptive behaviour and increased on-task behaviour” (Department of Education, 2020). Providing opportunities to respond (QTR) is an effective way to increase active engagement.</p> <ul style="list-style-type: none"> Verbal Responses – orally answering a question, sharing ideas, reviewing or summarising prior learning, repeating a new concept, individual questioning, choral responding Non-verbal Responses – white boards, response cards, student response systems (technology devices, nonverbal e.g. thumbs up), guided notes Other Practices – computer assisted instruction, class-wide peer tutoring, direct instruction
<h3>Active Supervision</h3> <p>3 components: moving, scanning, interacting</p> <ul style="list-style-type: none"> Allows for the provision of immediate learning assistance Increases student engagement time Reduces inappropriate & increases appropriate behaviour Provides knowledge of students’ use of expectations Allows for encouragement of those using expectations or appropriate behaviour Allows timely correction of learning errors (academic / social) Allows opportunities for immediate feedback on learning <p>Walk around, Look around, Talk around (Archer, A., & Hughes, C. (2011))</p>	<h3>Differentiation</h3> <p>Providing differentiated teaching to respond to the diverse learning needs of all students as a regular part of providing the curriculum. Many behaviour problems are the result of a mismatch between the task and a student’s skill or strengths.</p> <p>Adjustments can be made 4 ways (Maker Model):</p> <ul style="list-style-type: none"> Content – the curriculum (what students will learn) Process – the way the content is presented (how students will learn) Product – the ways students are able to demonstrate their knowledge (what students produce) Learning Environment – the way the classroom environment supports differentiation of the content, process & product. <p>Choice can be used class-wide, to groups or with individual students</p>	<h3>Consistent & Fair Consequences</h3> <p>Staff manage MINOR behaviour errors by addressing & correcting just as they would an academic error.</p> <p>General Considerations:</p> <ul style="list-style-type: none"> Consistency Prompts & Pre-corrects Calm, immediate responses Individual Close Talk A continuum of responses Educative & Logical consequences Prevent escalating behaviours Are function-based Certainty vs Severity Giving choice is a genuine option <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> ESCM – Language of Correction <ol style="list-style-type: none"> 7. Selective Attending 8. Redirection to Learning 9. Giving Choice 10. Following Through </div>

Appendix 12



HSS BEHAVIOUR MANAGEMENT PROCESS

Non-verbal redirection

Warning 1

Stop and think about your behaviour

Warning 2

Final warning, redirect appropriate behaviour.

Warning 3

In class reflection – follow up

Buddy Class

If the behaviour has not changed