



Ormiston State School

School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	82 – 110 Gordon Street Ormiston, Queensland 416082-110 Gordon Street Ormiston, Queensland 4106
Phone:	07 3824 91113824 9111
Email:	admin@ormistonss.eq.edu.au admin@ormistonss.eq.ed.au
School website address:	www.ormistonss.eq.edu.au www.ormistonss.eq.edu.au
Contact Person:	Neil Randall (Principal)

Endorsement

Principal Name: Neil Randall

Principal Signature: 

Date: 3-12-2020

School Council Chair Name: Paul O'Driscoll

School Council Chair Signature: 

Date: 3-12-2020

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Purpose

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

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

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

Whole School Approach to Discipline

At Ormiston State School we recognise that student behaviour and learning are inextricably linked to student wellbeing, a sense of belonging, individual needs and capabilities, and engagement in real-life and purposeful learning experiences. These are integral to successful learning and cannot be separated from the curriculum or pedagogical practices.

To improve student learning outcomes, Ormiston State School integrates whole school processes in Positive Behaviour for Learning (PBL), inclusive education practices, wellbeing initiatives, and deep learning (evidence-based and high impact active teaching practices that put the learner first) as a fundamental part of daily classroom instruction. We recognize that individual student needs must be understood and met for a child to be 'ready to learn' and to succeed, irrespective of circumstances or capability.

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

PBL Expectations

Our school community has identified "TOPS" as the school values to teach and promote our high standards of responsible behaviour:

- T – Teamwork: Work as a member of a team
- O – Ownership: Own my own behaviour and learning
- P – Participation: Participate to the best of my ability
- S – Sensitivity: Be sensitive to the needs of others

Our school values have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's State Schools Strategy for Every Student Succeeding.

Consideration of Individual Circumstances

Staff at Ormiston 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.

Differentiated and Explicit Teaching (Tier 1)

Ormiston 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 Ormiston 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 of 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.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Ormiston State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our four school values. The Ormiston State School TOPS Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

ORMISTON STATE SCHOOL			MATRIX: What does it look like in these settings.....				
	At Ormiston we are expected to ...	Links to TOPS Folder	Classroom	Playground	Eating areas	Moving Around School	Before and After School
T	Work as a member of a team	Teamwork <ul style="list-style-type: none"> ❖ Demonstrate leadership ❖ Play sensibly ❖ Communicate appropriately ❖ Take turns and share ❖ Work together 	<ul style="list-style-type: none"> • Use positive language • Use friendly voice and words • Work together to achieve shared goals • Be active and respectful in groups • Take turns and share – be patient 	<ul style="list-style-type: none"> • Use positive language • Try to solve our own problems • Show self control and co-operate with others • Play in the appropriate area 	<ul style="list-style-type: none"> • Move quietly to/from eating area • Remained seated for eating time • Work together to keep eating area clean 	<ul style="list-style-type: none"> • Walk in line/lines quietly • Look out for others – keep to the left of path • Take turns at the drinking taps 	<ul style="list-style-type: none"> • Always walk sensibly to designated areas • Follow pathways and avoid red lines
O	Own our own behaviour	Ownership <ul style="list-style-type: none"> ❖ Take responsibility for our own behaviour ❖ Own our own learning ❖ Keep ourselves and others safe 	<ul style="list-style-type: none"> • Look after own and others property • Be organised and ready for learning • Keep hands and feet to self • Enter and exit classroom in an orderly manner 	<ul style="list-style-type: none"> • Display appropriate behaviour • Keep hands and feet to self • Accept consequences and actions of choices • Take care of playground and equipment 	<ul style="list-style-type: none"> • Sit in the correct areas • Place rubbish in bins place • Keep hands and feet to self • Put your lunch box away when finished 	<ul style="list-style-type: none"> • Look after equipment • Stay on path • Keep hands and feet to self 	<ul style="list-style-type: none"> • Place bag away first • Organise yourself – choose your club (8-30am) and remain there • Remember a hat for Walkers' Club
P	Participate to the best of my ability	Participation <ul style="list-style-type: none"> ❖ Demonstrate friendship and play sensibly ❖ Have-a-go ❖ Tolerate others 	<ul style="list-style-type: none"> • Be organised and on time • Attempt to do our best • Take risks and "Have a Go" • Be on task 	<ul style="list-style-type: none"> • Show sportsmanship • Look after peers • Follow teacher directions • Follow rules 	<ul style="list-style-type: none"> • Ensure eating area is tidy • Wait for staff instructions 	<ul style="list-style-type: none"> • Walk sensibly • Be organised with all materials • Follow teacher directions 	<ul style="list-style-type: none"> • Know and follow rules/procedures at each club
S	Be sensitive to the needs of others	Sensitivity <ul style="list-style-type: none"> ❖ Know when to stop ❖ Demonstrate resilience and stand strong ❖ Resolve conflict appropriately 	<ul style="list-style-type: none"> • Raise hand to speak • Ask permission before borrowing equipment • Ask permission to move around classroom • Follow staff directions/instructions 	<ul style="list-style-type: none"> • Choose and use words appropriately • Show respect to students and staff • Be tolerant of others 	<ul style="list-style-type: none"> • Eat quietly 	<ul style="list-style-type: none"> • Be quiet and respectful of classes working • Be polite to staff and visitors 	<ul style="list-style-type: none"> • Keep noise to a minimum • Respect others

These expectations are communicated to students and parents via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school parades and active supervision by staff during classroom and non-classroom activities.

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

- School Behaviour Leadership team members' regular provide information to staff and parents, and support to others in sharing successful practices.
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- A school wide PBL Flowchart has been developed to clearly identify appropriate responses to reward desired behaviours and respond to unwanted behaviours
- Induction programs delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies, including the Bullying Policy.

Reinforcing expected school behaviour

At Ormiston State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality

of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Ormiston State School "Gotcha's"

Staff members hand "Gotcha's" out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a "Gotcha". When students collect 10 "Gotcha's" they are awarded a TOPS Certificate (Blue Card) which they bring to Administration for recognition and signing in the afternoon. Students also earn 1 token for each TOPS Award to go towards their house cumulative points.

Students are then awarded a TOPS Behaviour Award which is acknowledged on Parade once they have received 5, 10, 20, 30 etc. TOPS Certificates.

End of Semester Behaviour Awards and Behaviour Excellence Awards

End of Semester Behaviour Awards are awarded each semester based Behaviour and Effort results from the End of Semester Reporting periods. Students who receive an End of Semester Behaviour award in both Semester 1 and Semester 2 are acknowledged through a TOPS Behaviour Excellence Award which is presented at the annual Parade of Excellence each year.

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to employ a range of essential skills for behaviour management, including but not limited to cuing, proximity and verbal redirection. The student may be asked to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The Ormiston State School PBL Flowchart identifies the ongoing response to persistent low level behaviours and unwanted / unacceptable behaviours

Focused Teaching (Tier 2)

Each year a small number of students at Ormiston State School are identified through our data as needing additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. Students accepted into the Tier 2 Program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from targeted programs, check-in/check-out coaches, playground support and increased opportunities to receive positive reinforcement. Where required, adjustments are made to their program through academic support, adult mentoring or additional intervention.

The Tier 2 Program is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Tier 2 Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching (Tier 3)

Ormiston State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Behaviour Support Team:

- works with staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with the School Behaviour Leadership Team to achieve continuity and consistency.

The Behaviour Support Team has a simple and quick referral system in place. Following collaboration regarding the effectiveness of Tier 2, students can be easily transitioned to intensive support. An Administrator contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff. Options may be discussed which include both support at a school level as well as support for the student and their family from community based networks.

Disciplinary Consequences

The disciplinary consequences model used at Ormiston 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

Ormiston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences as outlined in the Ormiston State School PBL Flowchart (Appendix 2). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Green, Orange and Red office cards are used to refer all minor and major problem behaviour to Administration who record all Minor and Major behaviours in OneSchool.

Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens and then students present to Administration for signing of a "Green Card" to go home to the Parent/Carer
- Major problem behaviour is handled by staff members at the time it happens and then students present to Administration for discussions or actions and consequences and signing of an "Orange / Red Card" to go home to the Parent/Carer. As identified in the PBL Flowchart only Administration can issue a "Red Card".

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a re-direction procedure (Think about Choices). The staff member takes the student aside and:
 - names the behaviour that student is displaying,
 - asks student to name expected school behaviour,
 - states and explains expected school behaviour if necessary
 - gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as apology, restitution or detention for work completion, contacting Parent/Carer.
- partial removal from an activity or event for a specified period of time, (time out),
- complete removal from the classroom for a specified period of time (Buddy Class) to enable the teacher to re-establish a positive learning environment for the remainder of the class
- Issuing a green card to provide a strong warning that the displayed behaviours are not acceptable.

Major behaviours are those that:

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

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then fills out the "Orange" and escorts the student to Administration. If uncertain or the staff member believes a "Red Card" is required then Administration are to be consulted.

Major problem behaviours may result in the following consequences:

- **Level One:** Parent/Carer contact, time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Tier 2 Program; and/or
- **Level Two:** Parent/Carer contact, referral to Guidance Officer, school Chaplain, or Intensive Behaviour Support Team, suspension from school

- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

All staff are familiar with our school table of example major and minor behaviours

Relate problem behaviours to expected school behaviours

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

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

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

Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour. We explicitly teach students the "High 5" strategy as an appropriate response to problematic peer behaviour. (Appendix 5)

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 Ormiston 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 schools 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 Ormiston 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

Ormiston 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 Ormiston State School and will be removed if found in a student's possession:

- illegal items or weapons
- imitation weapons
- potentially dangerous items
- drugs or medication*
- aerosol deodorants or cans
- flammable solids or liquids
- poisons
- inappropriate or offensive material

No knives of any type are allowed 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 Ormiston State School:

- do not require the student's consent to search school property such as 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. 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 Ormiston 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 Ormiston 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 Ormiston 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 Ormiston 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

At Ormiston State School students must adhere to the following guidelines regarding personal electronic devices:

- Students who need to carry a personal electronic device with them for emergency/ security reasons are required to leave the device at the office during school hours.
- The device is to be turned off and handed in at the office upon arrival to school and collected upon dismissal at 3:00pm. Students complete the 'sign in' and 'sign out' register accordingly. No items can be collected by students during the day unless the student is going home early.
- No liability will be accepted by Ormiston State School in the event of the loss, theft or damage of any personal electronic device if a student does not follow the aforementioned guidelines and leaves the item in their school bag during school hours.
- Consequences may be issued for students who refuse to comply with the above guidelines and are found using a personal electronic device during school time. This may include having the item confiscated, parent phone call, detention or another consequence in line with the Ormiston State School Responsible Behaviour Plan for Students.
- Consequences will also be issued to any student who photographs or films other individuals without their consent, with their consent during school hours (unless for a set learning activity) or who sends harassing or threatening messages during school hours.
- Parents who need to contact their children during school hours are advised to do so through the school office.

Preventing and responding to bullying

In order to build and maintain a supportive environment that foster's our 'Learn As We Grow' motto, bullying is not tolerated in our school community.

What is bullying?

Bullying is the conscious and on-going desire to hurt, threaten or frighten others. It may take many forms and The *National Centre Against Bullying* has identified five types of bullying:

- **Physical bullying:** *The use of physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.*
- **Verbal bullying:** *Repeated or systematic name calling, insults and verbal abuse.*
- **Social (covert) bullying:** *Indirect actions, such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.*
- **Psychological bullying:** *For example, threatening, manipulating or stalking someone.*

- **Cyber bullying:** *This is a method of bullying using technology, such as email, mobile phones, chat rooms and social networking sites to bully verbally, socially or psychologically.*

The students at Ormiston State School are also taught strategies to solve problems and manage issues, including the Hi-5 strategy:

1. **Ignore**
2. **Move away**
3. **Say “Stop! I don’t like what you are doing”**
4. **Stop! Say “I told you I don’t like that and if you don’t stop I will report you”**
5. **Tell a teacher immediately.**

Parents can work together with the school by speaking to your children using the TOPS Framework (Teamwork, Ownership, Participation, Sensitivity) when reflecting about the activities of the school day and activities at home. It is important for children to see the connection between school and home. Children need to practice how to manage a range of situations. Parents can work together with the School assisting their child to practice what to say and do using the Hi-5 strategy.

It is important that positive, open lines of communication are maintained between school and home in order to achieve productive outcomes. Parents are encouraged to contact Teachers or Administration with any issues of concern.

What can I do if my child is being bullied?

It is natural for parents and siblings to feel very upset when a child is affected by school bullying. Parents may feel anger, fear, confusion, frustration, embarrassment and powerlessness however it is important for parents to remain positive and focussed on trying to find a solution.

The way children relate to each other is complex and the bullying situation can change regularly or unexpectedly. Here at Ormiston State School we recommend parents use the following general strategies to support their child in issues of bullying:

- **Talk to your child in a calm and supportive manner**, focussing on finding a solution to the problem. Discuss with your child some immediate strategies to deal with the bullying.
- **Up-skilling your child** on how to use words or actions in a variety of situations and most importantly practicing these by setting up an imaginary situations-
 - pretending not to be bothered or frightened by teasing or bullying,
 - making a quick retort or response to surprise or disarm the other child,
 - using a humorous response,
 - Use the Hi-5 strategy.
- **Do not advise your child to fight** with the other child as this can only escalate the situation, and your child may be reprimanded for their involvement in a fight.
- If your child is being bullied through electronic media, you can **manage/limit the access to technology**. It is important to monitor your child’s use of media, especially with social networking sites, ensuring that they use these sites in a supervised capacity and within legal boundaries.

- **Work with school staff** by-
 - gathering information about the bullying,
 - contacting or meeting with school staff, stay calm and discuss the situation,
 - come to an agreement on a plan of action to deal with the bullying,
 - keep the lines of communication open and regular,
 - encourage your child to try the agreed strategies at school and reinforcing them at home.

Adapted from 'Working Together: A toolkit for parents to address bullying'

What are the consequences for bullying?

The consequences will vary for each individual situation. Students should report any issues with other students to their classroom teacher or the teacher on playground duty. Where appropriate, the teacher will refer the matter to Administration for investigation. This could include out of school behaviour (including online) that affects the school's good order and management.

A range of consequences may be given to students involved, consistent with the school's Responsible Behaviour Plan for Students.

For more information on defining bullying, visit the following links to watch Dr Michael Carr-Gregg's 'Six Quick Tips for Parents about Bullying'.

What is Bullying-http://www.youtube.com/watch?v=b597hE4k_ic

What are the Signs of Bullying-<http://www.youtube.com/watch?v=PFFK2awComI>

How to Support your Child if bullied-http://www.youtube.com/watch?v=BDfjMHIS_9A

How can You Work with the School- <http://www.youtube.com/watch?v=6hbwDQmvj8A>

What is Cyberbullying? <http://www.youtube.com/watch?v=rcYK7A2JS1s>

Parents can access further information about bullying and how to support their child at the following websites:

Bullying. No Way!- <http://www.bullyingnoway.com.au/>

National Centre Against Bullying- <http://www.ncab.org.au/>

Kids Helpline- <http://www.kidshelp.com.au/>

Ormiston State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

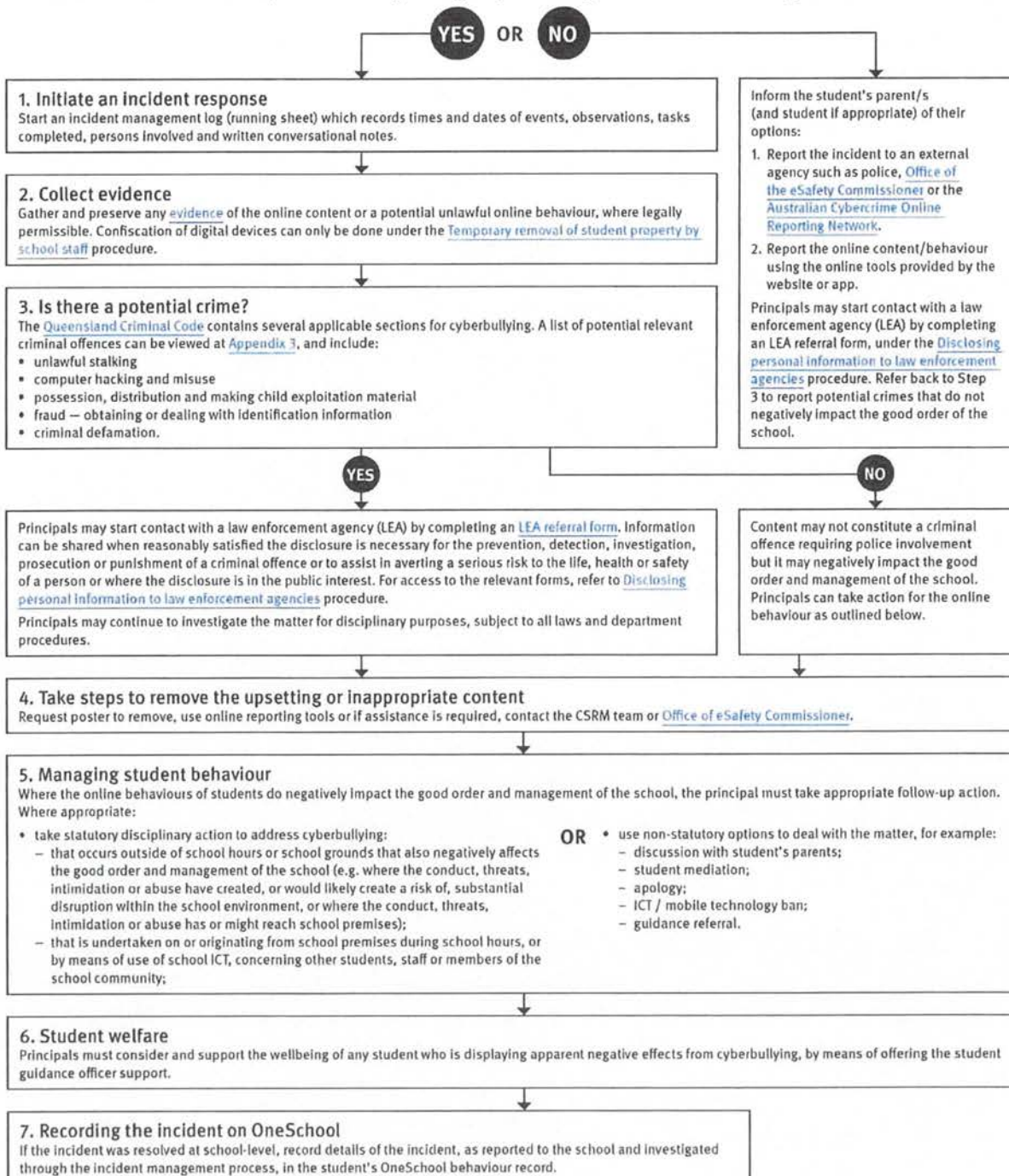
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSR) 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?



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.

Restrictive Practices

School staff at Ormiston 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

