



Stafford State School

Independent Public School

Responsible Behaviour Plan for Students

Based on The Code of School Behaviour



**Merged
with
High Expectations**

Contents

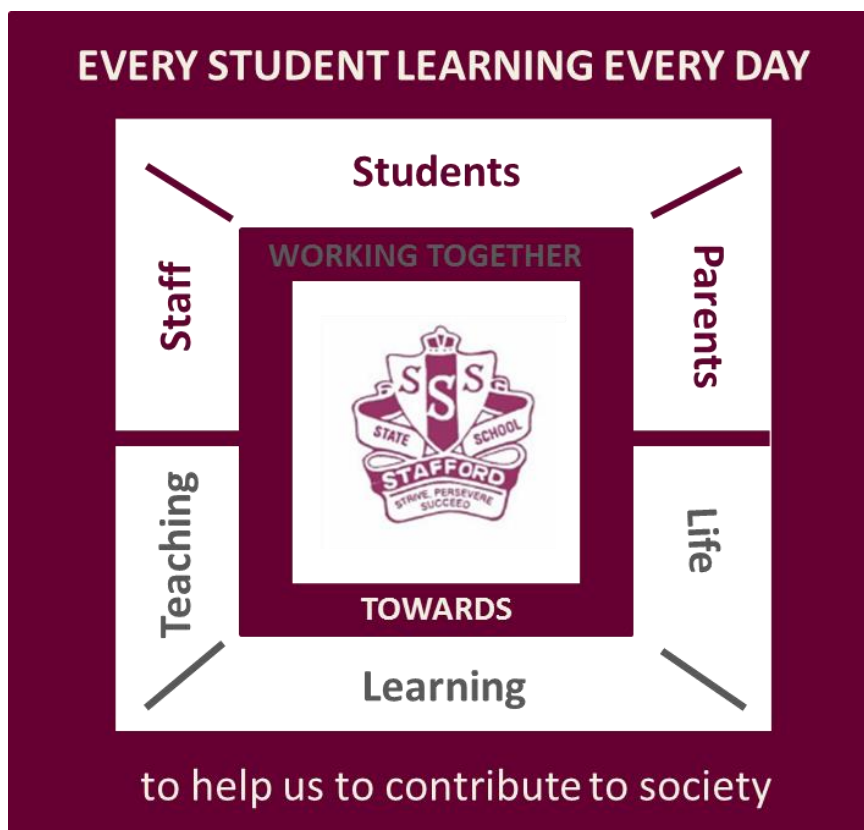
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Responsible Behaviour Plan for Students

Purpose

Stafford State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Stafford State School Learning Culture diagram has been developed with input from all staff through group discussion and professional dialogue. Stafford State School is in the centre of the Learning Culture with our motto Strive, Persevere and Succeed. Staff, students and parents partnering together teaching, learning and preparing for life.



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This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

EVERY STUDENT makes choices about their behaviour

EVERY STUDENT owns their behaviour

EVERY STUDENT will be supported to accept the consequences of their behaviour

EVERY STUDENT can choose to change their behaviour

Through our Responsible Behaviour Plan Policy, we aim to encourage students to take responsibility for their actions. This document sets out guidelines to help students, parents, the wider community and staff achieve this goal.

Stafford State School is committed to developing, within our students, a strong sense of human dignity and self-esteem.

The Learning Culture for Stafford State School is for all our students to become active participants in a meaningful learning environment. Our aim is to provide a stimulating, satisfying and supportive environment, which assists our students to achieve their full potential, and equips them with the personal qualities and skills to live in society as a co-operative, creative and happy citizen. With a further focus on high performance and effective leadership, it is the goal of the school to prepare all learners to be successful on their journey through life.

The school's motto, "Strive, Persevere, Succeed" reflects this charter. Our facilities have been redeveloped to provide an enhanced learning environment to meet the needs and challenges of the 21st century.

Stafford School Wide Learning Culture & Expectations

At Stafford State School we believe:

Students

Every staff member facilitates high student engagement by:

- Building effective relationships
- Providing explicit instruction and engaging students in purposeful teaching and learning experiences

Learning

Every Classroom has:

- High expectations and reflects the Stafford standards
- A positive learning culture

Staff

Every staff member works together to ensure:

- Collaboration through strong year level teams with meetings, moderations and shared practice
- Links are between classes and phases of the school as part of the curriculum plan and building continuity

Teaching

Every staff member will use:

- Explicit instruction
- Data to provide worthwhile curriculum
- Reflective practice

Parents

Parents work with the school to:

- Be involved in their child's learning

Parents will:

- Be accountable for your child's development, attendance and punctuality
- Work collaboratively – three way approach (teachers/parents/students)
- Uphold and support the values of Stafford State School

Life

Work with the community in:

- Making sure positive behaviour is to be explicitly taught, modelled, acknowledged and rewarded
- Informing students that behaviour is a 'choice'

Consultation and data review

The Stafford State School Community developed this plan collaboratively, using the feedback obtained from all stakeholders. Staff reviewed the existing Responsible Behaviour Plan and identified areas requiring clarification and improvement.

A draft copy was been perused by all Staff, the P&C and the School Council for their input and feedback. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents also informed the development process.

The Plan was reviewed, updated and endorsed by the Principal and the School Council Chair in 2018 and will be reviewed annually or as required by legislation.

Learning and behaviour statement

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

Our Responsible Behaviour Plan 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 Stafford State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process. Our Responsible Behaviour Plan guides and assists students to realise their full personal potential and to provide them with the values of Safety, Effort, Respect and Responsibility necessary to approach all of life's challenges with a positive and productive outlook. Our School Learning Culture promotes high expectations within the curriculum and these are explicitly taught, modelled and practised.

At Stafford State School in our classrooms, specialist lessons and in the playground, we promote a caring, supportive environment. We achieve this through positive interactions with peers, staff and parents.

It is based on respecting the RIGHTS and RESPONSIBILITIES:

- Students have the right to learn
- Teachers have the right to teach
- ALL members of the school community have the right to feel safe
- ALL members of the school community to be treated fairly
- ALL members of the school community to be treated with respect.

At Stafford we expect and promote the following behaviours and values in our community:

SAFETY	<ul style="list-style-type: none">▪ Acknowledge & respect the personal space of self & others▪ Follow school rules & routines▪ Resolve conflict without violence▪ Move safely through the school environment▪ Use equipment safely
EFFORT	<ul style="list-style-type: none">▪ Attempt work & activities to the best of your ability▪ Manage your time effectively▪ Contribute to activities & life of the school▪ Attend school everyday
RESPECT	<ul style="list-style-type: none">▪ Respect self, others and all belongings▪ Demonstrate an awareness of the rights & feelings of others▪ Use appropriate communication▪ Follow the Stafford State School & community High Expectations
RESPONSIBILITY	<ul style="list-style-type: none">▪ Follow all instructions▪ Make appropriate choices▪ Accept responsibility for your own behaviour & self management▪ Have correct equipment for class▪ Wear correct school uniform

Our school rules have been agreed upon and endorsed by all staff and our School Council. These are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Universal behaviour support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Stafford State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.

Programs

To promote our standards of positive behaviour we regularly and consistently communicate our expectations to all students, staff and parents. These expectations are communicated and explicitly taught through a number of strategies and programs including:

- Explicit and comprehensive emphasis of expectations during the enrolment process
- Essential Skills strategies embedded in weekly whole school program including the High 5 Strategies
- Reinforcement of High Expectation and Stafford Standards on parade, in classrooms and in the playground
- Goal Setting and reviewing in Literacy, Numeracy and Social Goals
- Engagement in Growth Mindset activities
- Rock and Water program by Chaplain and Guidance Officer
- Provision of Triple P – Positive Parenting Program by Chaplain

Stafford State School Policies and Procedure Documents

Stafford State School's proactive and preventative whole school processes and strategies are articulated in the following policies:

- Stafford State School The Use of Personal Technology Devices at School (**Appendix 1**)
- Stafford State School Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying) (**Appendix 2**)
- Stafford State School Working Together to Keep Stafford State School Safe (**Appendix 3**)
- Stafford State School Appropriate use of Social Media (**Appendix 4**)
- Stafford State School Classroom Behaviour Agreement (**Appendix 5**)
- Stafford State School Behaviour Referral Form – RED CARD (**Appendix 6**)
- Stafford State School Behaviour Reflection Form – RED CARD (**Appendix 7**)
- Incident Report (**Appendix 8**)
- Debriefing Report (**Appendix 9**)
- Stafford State School Student Dress Code (**Appendix 10**)
- Stafford State School Attendance Policy (**Appendix 11**)
- Stafford State School High Expectations (**Appendix 12**)
- Stafford State School Playground Expectations Students (**Appendix 13**)
- Stafford State School Playground Expectations Staff (**Appendix 14**)
- Stafford State School Consequences for Unacceptable Behaviour Chart (**Appendix 15**)
- Behaviour and Effort Comment Matrix (**Appendix 16**)
- Fire / Evacuation Procedures - Administration (**Appendix 17**)
- Fire Procedures - Pool (**Appendix 18**)
- Fire Procedures - Staff (**Appendix 19**)
- Lock Down Procedures Administration (**Appendix 20**)
- Lock Down Procedures Staff (**Appendix 21**)
- Student Services Committee Flowchart (**Appendix 22**)
- Stafford State School Enrolment Agreement (signed by Parent/Student/Principal) (**Appendix 23**)

Supporting Student Behaviour

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school and classroom behaviour expectations (Appendix 5)
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Comprehensive induction programs in the Stafford State School Responsible Behaviour Plan for Students delivered to new students and parents (Appendix 23), 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. (Appendix 3 and Appendix 15 and 22)

Celebrating Positive Behaviour



At Stafford State School communication of our key messages about behaviour is supported 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.

To celebrate positive behaviour expectations at Stafford State School we:

- Continually provide verbal recognition
- Encourage staff to send students to Principal / HOC / HOSES
- Present Stafford Star Awards on Parade with a focus on Safety, Effort, Respect and Responsibility
- Present Stafford Star Armbands (for completion of all High Expectations)
- Present Awards for Active School Travel
- Present Active School Travel Trophy
- Present Award for class "Wearing the School Uniform with Pride"
- Present Award for Class "Attendance"
- Principal "Star" Award / Principal's Award Stickers on Report Cards
- Principal's Morning Tea. A 'Stafford State School Postcard' is sent home to share success
- Mail home 'Stafford State School Bookmarks' to Students from Staff and Principal for Reading
- Conduct an End of Year School Awards Ceremony (Academic / Citizenship / Sports / Music / LOTE Awards)
- Distribute 'Stafford Stars' in recognition of students who are caught behaving to our Stafford Standards. These are placed by the student into the 'Stafford Star Box' near the office. The students' House is also written on the Stafford Star for House Points. A lucky draw is held every Wednesday on Parade and selected students receive a Tuckshop Voucher
- End of Year School Awards Ceremony – Stafford Star House Trophy
- School Captains / School Leaders and House Captains invited to lunch with Principal at the end of the Year.



Responding to unacceptable behaviour

Stafford State School's Consequences for Unacceptable Behaviour Chart (Appendix 15) provides a framework for managing unacceptable student behaviour. This chart addresses behaviours in the classroom and in the playground. It is designed to redirect all students to manage their own behaviour. This redirection is always with support and students are encouraged through reflection, to take responsibility for their actions and behaviours.

Parents are kept informed at Medium/Minor and High/Major stages of the chart to ensure a consistent approach and collaborative support. The chart identifies three levels of behaviours and guides action.

When a student exhibits low level behaviours in the classroom and playground, staff utilise Essential Skill Strategies to redirect the student to manage their own behaviour. Teachers are encouraged to acknowledge the successful redirection.

If the redirection is unsuccessful then the frequency of the behaviour is taken into account and the student progresses to medium/minor level. At medium/minor level, students are given a 'Red Card' and required to attend the Behaviour Reflection Room. Students' behaviour may also start at a Medium/Minor behaviour level. Students are required to complete a Behaviour Reflection Form that allows them to reflect on their behaviour/actions, evaluate it against the school's expectations and rules then plan how they can modify it to manage their behaviour in the future. Conversations between the teacher and student will also be conducted to reflect Stafford State School's rules and expectations and strategies that can assist in the future.

This Behaviour Reflection Form (Appendix 7) is then communicated with parents and sent home via post.

Stafford State School address Medium/Minor and High/Major incidences through Oneschool. This will enable regular analysis and identification of individuals, cohorts, classes or groups of students in need of targeted support. This data will also inform proactive programs and initiatives.

Report Cards are sent home to parents / carers in June and December. Included in the Report Card is a written behaviour and effort comment. A Behaviour and Effort Matrix (Appendix 16) is used by all teachers at Stafford State School.

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 redirecting low level problem behaviour is to ask them 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.

Every classroom has a Classroom Behaviour Plan which is teacher directed (Appendix 5).

Targeted behaviour support

Targeted behaviour support is available to any student whose behaviour is frequently at the medium level. It is the frequency rather than the severity of behaviour that results in the provision of targeted behaviour support at Stafford State School. The frequency indicates that student learning could be compromised and that the support, reflection, conversation and opportunity to be redirected to self-management has had limited effect.

Targeted behaviour support is initiated by the classroom teacher through the Principal, Student Services Committee and the student's parents. Students requiring targeted behaviour support will be guided by an individual behaviour plan. This plan will be collaboratively developed and incorporates achievable goals developed by the student, daily monitoring, reflection and feedback.

Targeted behaviour support is coordinated by the 'Student Services Committee' 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 is not redirected after receiving targeted behaviour support will be referred for intensive behaviour support.

Intensive behaviour support

Behaviour Support Team

Students who are identified as requiring intensive support through data collection and monitoring of our self-management flowchart (Appendix 22) will be referred to our "Student Services Committee". This committee consists of school based administrative staff, year level cohort representatives and specialist support staff. Students referred to the Student Services Committee will be supported on a case by case basis in response to the individual student's needs. The reporting and communication processes within Stafford's managing behaviour chart ensures that parents of these students will have a comprehensive picture of the behaviour history of their child and will have had direct conversations with administration. The referral to the Student Services Committee also requires parent input, conference and signature.

At Stafford State School, intensive behaviour support is provided through a collaborative approach. Parents/carers are an imperative part of this collaboration. Stafford State School will initiate for students requiring intensive behaviour support a case conference and identify a case manager. An individual behaviour plan will be jointly developed and signed off by all parties. Daily monitoring and communication between home and school will be a condition. To support this process the school may also initiate

- Modifications to task requirements
- Development of individualised management strategies
- Modified timetable or attendance
- Counselling with the school Guidance Officer
- Teacher Aide support through school or regional behaviour funds
- Invitation to parents / caregivers to attend Triple P program
- Referral to other specialist behaviour support
- Referral to outside agencies (CHYMS, Youth Family Services, Child safety, Police, Paediatrician, etc.)
- Access to alternative programs
- Rocket Program (Behaviour Services)
- PLC (Positive Learning Centre)

The aim of intervention and support at this level is to effect behavioural change towards self-management and re-engage the individual student at risk.

Stafford 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 *Intensive Behaviour Support Team*:

- works with other 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 *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begins 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.

Emergency responses or critical incidents

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

Avoid escalating the problem behaviour

- Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

Maintain calmness, respect and detachment

- Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

Approach the student in a non threatening manner

- Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

Follow through

- If the student starts displaying the appropriate behaviour briefly acknowledge their choice and redirect other students' attention towards their usual work/activity. If the student continues with the problem behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

Debrief

- Help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Physical Intervention

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

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

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

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

It is important that all staff understand:

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

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

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

Any physical intervention made must:

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

Lock Down Procedure

Stafford State School's lockdown procedure can be activated during a critical behaviour incident (Appendix 20 and Appendix 21).

Fire Procedure

Stafford State School's fire procedure can be activated during an emergency response situation (Appendix 17, Appendix 18 and Appendix 19).

Record Keeping

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

- Incident Report (Appendix 8)
- [Health and Safety incident record](#) (link)
- Debriefing Report (for student and staff) (Appendix 9).

Consequences for unacceptable behaviour

Stafford State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. A Behaviour Referral Form – 'Red Card' (Appendix 6) and a Behaviour Reflection Form (Appendix 7) are used to record all medium/minor and high/major problem behaviour. The recording of three medium/minor behaviours constitutes a high/major behaviour.

Low level behaviours will be dealt generally within the normal classroom management strategies or through use of the 'Red Seat' for playground indiscretions. Medium/Minor to High/Major levels of behavioural indiscretions will be dealt with through the use of the Behaviour Reflection Room (Detention).

Students are referred to the Behaviour Reflection Room (Detention) from the classroom and / or the playground for unsafe or persistent and consistent disruption to the 'good order and management' of the school. This time is supervised by a class teacher. Students complete a Behaviour Reflection Form. These are filed and teachers and parents notified. Information is recorded in the OneSchool.

Low, Medium/Minor and High/Major Behaviours

When responding to problem behaviour the staff member first determines if the problem behaviour is **Low, Medium/Minor or High/Major**, with the following agreed understanding:

- **Low** problem behaviour is handled by staff members at the time it happens – Redirection / 'Time Out Chair'
- **Medium/Minor** problem behaviour is handled by staff member issuing a 'Red Card'
- **High/Major** problem behaviour is a 'Red Card' behaviour and / or referred directly to the school Admin Team.

Low behaviours are those that:

- are low level breaches of the school rules
- 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
- can be self managed by the student with redirection.

Low problem behaviours may result in the following consequences:

- complete removal from an activity or event for a specified period of time, partial removal (Time Out Chair), individual meeting with the student, apology, restitution or redirection

A redirection procedure. 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.

Medium / Minor behaviours are those that:

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

Medium / Minor problem behaviours may result in the following consequences:

- a medium/minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, individual meeting with the student, apology, restitution or Red Card / Detention for completion of Behaviour Reflection Form

A redirection procedure could be given from a staff member who 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
- student sent to another teacher or removed from playground

Behaviours managed by Staff:

- inappropriate learning behaviour
- inappropriate behaviour in and out of the playground

Step 1: Initial strategies—waiting, reinforcing good behaviour, rule reminder, give choice.

Step 2: “Time Out” area in own classroom or playground – Time Out Chair

Step 3: Student sent to another teacher / Buddy Teacher or removed from playground

High / Major behaviours are those that:

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

High / 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 escorts the student to Administration and fills out the office referral form.

High / Major problem behaviours may result in the following consequences:

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

Those usually managed by the Principal:

High/Major – Loss of privileges or Suspension - Progressively 1-10 days then 11-20 days / Exclusion

Variations to level progression:

- The consequences for similar unacceptable behaviour by individual students on varying behaviour levels may be different.
- The Bullying Policy may apply at any step.
- In some circumstances, such as physical violence with intent / refusal to obey staff direction, an immediate suspension may be imposed by the principal.
- Medium/Minor or High/Major may restrict student attendance on events varied from the normal classroom routine. (Appendix 15)

Definition of Consequences*

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, student is to be supervised and given an opportunity to rejoin class in intervals of no more than 10 minutes.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before an after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Stafford State School has the power to temporarily remove property from a student, as per the procedure <i>Temporary Removal of Student Property by School Staff</i> .
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: <ul style="list-style-type: none"> ▪ disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school.
Discipline improvement plan	A <i>discipline improvement plan</i> is a written agreement that sets out strategies and steps to improve a student's behaviour. It outlines the expectations for behaviour, the consequences for inappropriate behaviour and the support that will be provided by the school.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: <ul style="list-style-type: none"> ▪ persistent disobedience ▪ misbehaviour ▪ conduct that adversely affects, or is likely to adversely affect, others students ▪ conduct that adversely affects, or is likely to adversely affect, the good order and management of the school ▪ the student's attendance at the school poses an unacceptable risk to the safety and wellbeing of other students or staff of the school ▪ the student has been convicted of an offence and the Director-General is reasonably satisfied it would not be in the best interests of other students or staff for the student to be enrolled at the school.

*Refer to departmental procedure Safe, Supportive and Disciplined School Environment for further details.

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 Stafford 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 redirects their behaviour or consequences are applied for problem behaviour.

Network of student support

Students at Stafford State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers / Teacher Aides
- STLaN
- HOC
- Administration Staff / Principal
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- School Police Liaison Officer
- School Based Youth Health Nurse
- HOSES
- Youth Support Coordinator.

Student Services Committee (Appendix 22) is a group which targets those students identified as presenting with academic, learning, behavioural or well being needs to create and implement action plans and to monitor and review their progress.

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police / Local Council / Neighbourhood Centre.

Consideration of individual circumstances

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

Stafford State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, stature, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation
 - receive adjustments appropriate to their learning and/or impairment needs.

Related legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related policies and procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff

Some related resources

- National Safe Schools Framework
- Working Together resources for schools
- Cybersafety and schools resources
- Bullying. No way!
- Take a Stand Together
- Safe Schools Hub

Endorsement



Mrs Lee Martin
Principal



Mrs Karen Pearce
Chair, School Council

Reviewed & Updated 2018
Date

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if parents require students to have access to mobile phones before and after school, then phones must be turned off and handed in to the school office before school and collected again after school.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Stafford State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹ or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

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

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

Special Circumstances Arrangement

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

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

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

Purpose

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

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

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

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

Bullying may be related to:

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

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

Rationale

Many bullying behaviours are peer-maintained through the action of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

Students also engage in targeted and age appropriate Cybersafety lessons with our Adopt a Cop, Constable Diana.

Prevention

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

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the nonclassroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the nonclassroom areas of the school
- Each week a school rules is highlighted on Assembly
- A high level of quality active supervision is a permanent staff routine in the nonclassroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the nonclassroom areas.

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately.
- Report any instances they see as a bystander of cyberbullying to parents and /or teachers immediately.

Stafford State School will then investigate and respond to any incident of cyberbullying.

An initial introductory lesson is delivered, which teaches the High 5 Strategy to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

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

Stafford State School will take part in actively supporting anti-bullying programs and events such as the National Day of Action Against Bullying and Violence on the third Friday of the March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this. Day for Daniel, Harmony Day are other awareness raising days that the school supports.

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

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

High 5 Strategy

Talk Friendly

- Speak clearly and calmly
- Use eye contact
- Say “Stop it, please.”

Talk Firmly

- Speak clearly
- Say “STOP! I don’t like it.”
- Use confident body language and an assertive voice
- Restate, “I said.....”
- Say, “If you don’t stop, I am reporting it to the teacher.”

Ignore

- Pretend the person is not there
- Be calm and confident
- Take deep breaths

Walk Away

- Walk away confidently
- Stand tall, head high
- Walk towards an adult that is on duty

Report

- Speak to the teacher on duty
- Look Confident
- Bystanders should support and report



Stafford State School

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- Bystanders should support and report

Working Together to Keep Stafford State School Safe

We can work together to keep knives out of school. At Stafford State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

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

What kinds of knives are banned?

- No knives of any type should be brought by students to 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 other item that can be used as weapons, 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 procedures for carrying and storing items at school.

The principal can take action against a student who brings a knife to school.

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

How can parents help to keep Stafford State School safe?

- Make sure your child knows what the laws and rules are about knives
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact the principal.

Appropriate use of Social Media

Stafford State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Stafford State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Stafford State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found in Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Stafford State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Stafford State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Stafford State School engaging in appropriate online behaviour.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Stafford State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.

- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Stafford State School the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Stafford State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (CWealth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Stafford State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Stafford State School expects its students to engage in positive online behaviours.



Stafford State School

Independent Public School

Classroom Behaviour Agreement

At Stafford State School, we believe that everyone has the right to work and play in an environment that is Safe, Respectful, Caring and Supportive.

Based on the above values, to maintain a happy and productive classroom environment, the children of this class and their teacher/s have devised a behaviour plan.

The behaviour plan is as follows:-

SAFETY:

1. Move sensibly around the classroom.
2. Keep hands and feet to yourself.
3. Take care when using classroom resources.
4. No rocking on your chair.

EFFORT:

1. ALWAYS do your very best work.
2. Attempt new work with confidence.
3. Be prepared for every learning task.
4. Organise your time so time is productive.

RESPECT:

1. Respect yourself, others and their belongings.
2. Consider others when making decisions.
3. Speak to others as you wish to be spoken to.
4. Follow the school rules in and out of the classroom.

RESPONSIBILITY:

1. Follow instructions and directions.
2. Own your actions and the consequences.
3. Organise your resources and mind for each task.
4. Think first, act second.



Stafford State School

Independent Public School

Consequences for not abiding by the classroom rules.

1. Verbal warning and reminder of expectations.
2. Name on the board.
3. Tick against name on the board.
4. Time spent with classroom teacher at lunch break to discuss expectations.
5. Written apology and reflection letter.
6. Sent to buddy teacher and incident report filled out on One School.
7. Sent to Principal.

Rewards for abiding by classroom rules.

1. Positive affirmation from teachers and peers.
2. Stickers, prizes and homework/tuckshop passes.
3. Free time once work is completed.
4. Sent to Principal for commendation.
5. Class celebration at end of term.

Together we can learn in an environment where rules are remembered, respected and adhered to for the rights of all who are part of the class.

As a valued student, I will follow the above rules to the best of my ability. In doing so, I acknowledge that it is my responsibility to contribute to the harmonious, safe and productive expectations required from me. If these expectations are not met, then I accept the consequences.

Student Name

Parent Name

Teacher Name

Principal Name



Behaviour Referral Form – RED CARD

Student Name: _____			Location (please tick)	
			Classroom	
Date:	Time:	Class:	Playground	
Referring staff member :			Specialist Lesson	
			Which Session?	

Problem Behaviour				
Minor / Medium			Major / High (report incident to Principal)	
Defiance/Disrespect/Non Compliance Low intensity brief failure to follow directions.		Effort Responsibility	Defiance/Disrespect/Non Compliance Continued refusal to follow directions, talking back and / or socially rude interactions.	
Physical Contact Student engages in non-serious but inappropriate physical contact.		Safety	Physical Aggression Actions involving serious physical contact where injury may occur (eg hitting, punching, hitting with an object, kicking, scratching etc)	
Inappropriate language Repeated low intensity language (eg shut up, idiot etc)		Respect	Inappropriate / Abusive language Repeated verbal messages that involve swearing or use of words in an inappropriate way directed at other individual or group.	
Disruption Repeated low intensity but inappropriate disruption.		Respect	Disruption Repeated behaviour causing an interruption in a class or playground. (eg. Yelling or screaming, noise with material, disrupting games, sustained out of seat behaviour etc)	
Property Misuse Repeated low intensity misuse of property.		Safety	Vandalism Student engages in an activity that results in substantial destruction or disfigurement of property.	
Safety Student engages in brief or low-level safety violation not involving hurting any other individuals or groups.		Safety	Safety Student engages in frequent unsafe activities where injury may occur.	
Dishonesty Student engages in minor lying/cheating not involving any other person.		Respect	Major Dishonesty Student delivers message that is untrue and / or deliberately violates rules and/or harms others.	
Harassment / Bullying Repeated teasing, cyber bullying, physical or verbal intimidation of a student.		Respect	Harassment / Bullying Continued after first Red Card - repeated teasing, cyber bullying, physical or verbal intimidation of a student.	
Bringing / using personal property at school Access social media website such as Facebook during school hours.		Responsibility	Bringing / using personal property at school Possess items (eg. weapons including knives) that could potentially affect the safety and wellbeing of students and staff.	
Non-compliance Student is non-compliant with class activities.		Effort Responsibility	Cyber Bullying Repeated teasing, physical and verbal intimidation of a student. Directed or Undirected cyber bullying.	

Others Involved	Witness/es	Staff	Others

General Comment :
--



Stafford State School

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Behaviour Reflection Form (as a consequence of inappropriate conduct)

Name: _____ Class: _____
 Referring Staff Member: _____ Date: _____
 Behaviour Management Teacher: _____ Date: _____

What were you doing which was not correct?

Safety	Effort	Respect	Responsibility
<ul style="list-style-type: none"> ▪ Physical ▪ Property 	<ul style="list-style-type: none"> ▪ Non-compliance (Classroom) 	<ul style="list-style-type: none"> ▪ Physical ▪ Defiance ▪ Language ▪ Bullying 	<ul style="list-style-type: none"> ▪ Disruption ▪ Non-compliance

Which school rule was broken?

SAFETY **EFFORT** **RESPECT** **RESPONSIBILITY**

What should you have done?

Signed: _____



PLEASE SIGN AND RETURN TO ADMINISTRATION TOMORROW

Child's Name: _____ Class: _____
 Comments: _____

Signed: _____ Date: _____
 Parent / Guardian / Carer

Incident Report

Name: _____ Date: _____

Person Completing Form: _____

Name PROBLEM BEHAVIOUR		
Date of incident	Time incident started	Time incident ended
Where was the student when the incident occurred?		
Who was working with the student when the incident occurred?		
Where was staff when the incident occurred?		
Who was next to the student when the incident occurred?		
Who else was in the immediate area when the incident occurred?		
What was the general atmosphere like at the time of the incident?		
What was the student doing at the time of the incident?		
What occurred immediately before the incident? Describe the activity, task, event.		
Describe what the student did during the incident.		
Describe the level of severity of the incident. (e.g. damage, injury to self/others)		
Describe who or what the incident was directed at.		
What action was taken to de-escalate or re-direct the problem?		
Briefly give your impression of why the student engaged in the above-described incident. (e.g. was angry because I asked him/her to stop teasing).		

Debriefing Report

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event.

The goals of debriefing are to:

- Reverse or minimise the negative effects of physical intervention
- Prevent the future use of physical intervention
- Address organisational problems and make appropriate changes

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).

Debriefing should provide information on:

- Who was involved
- What happened
- Where it happened
- Why it happened
- What we learned

The specific questions we want to answer through the debriefing process are:

- **FACTS:** what do we know happened?
- **FEELINGS:** how do you feel about the event that happened?
- **PLANNING:** what can/should we do next?

Questions for staff

- What were the first signs?
- What de-escalation techniques were used?
- What worked and what did not?
- What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?
- What emotional impact does using physical intervention have on you?
- What was your emotional state at the time of the escalation?

Questions for student

- What was it that you needed?
- What upset you most?
- What did we do that was helpful?
- What did we do that got it that way?
- What can we do better next time?
- Is there anything that you would do differently?
- Would you do something differently next time?
- What could we have done to make the physical intervention less invasive?

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive need.



Stafford State School

Independent Public School

Student Dress Code

Rationale

The uniform exemplifies students' pride in being part of the Stafford State School Community. There is a belief that having all students wear a school uniform helps create a sense of belonging and a good school ethos (culture or spirit). By showing that we expect high standards with our uniform, expectations are raised and students respond with better behaviour, self esteem work ethic and student learning. The students, parents and staff of this school believe that the Dress Code requirement is important in developing a sense of identity and pride for our students.

Purpose

We believe that the wearing of correct school uniform allows each student to identify with the school, builds group spirit and prevents discrimination, unhealthy competition and arguments at home.

With Pride

The uniform must be worn in a responsible and respectful manner and must be maintained in good order i.e. clean and in good repair.

Representing the School Offsite

It is imperative that all students adhere to the '*Student Dress Code Policy*', including correct hat at all excursions, sporting and cultural events. N.B School Uniforms are only to be worn at school, at school events or after school accompanied by a parent.

Responsibilities

Principal

- Ensure that the Stafford State School's Dress Code is consistent with relevant legislation, both State and Commonwealth
- Ensure that processes and sanctions are clearly articulated and are inclusive of special circumstances and particular students
- Liaise with the Parents and Citizens' Association (P&C) to ensure the Stafford State School *Student Dress Code Policy* is supported and endorsed by the parent body and the School Council
- Liaise with the P&C Uniform Shop committee to ensure that sufficient and appropriate uniform stock is available to support Stafford State School *Student Dress Code Policy*
- Consult with parents or carers of children enrolled at their school, school staff and students to develop the Stafford State School *Student Dress Code Policy*
- Provide communication to parents regarding serious concerns about a student who does not comply with full school uniform

Parent / Carer

We recognise and thank the community and parents for their support of the Stafford State School *Student Dress Code Policy*.

- Compliance with the school policy is an expectation of enrolment at this school
- Support students to comply with all aspects of the Stafford State School *Student Dress Code Policy*
- Support the school in their endeavours to promote a *Student Dress Code Policy*

Student

- Wear the full school uniform correctly to, from and during school each day
- Assist parents / caregivers to ensure you meet with all aspects of the Stafford State School *Student Dress Code Policy*
- Comply with staff directions at all times in regards to the Stafford State School Policy



Stafford State School

Independent Public School

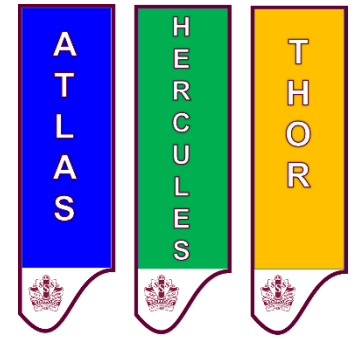
Uniform

<p>Girls Uniform</p> <ul style="list-style-type: none"> ▪ Maroon short / skorts ▪ Maroon and grey polo shirt with Stafford Logo (available from Uniform Shop) ▪ Short sleeve check shirt ▪ Dress (must be a respectable length) 	<p>Boys Uniform</p> <ul style="list-style-type: none"> ▪ Maroon school shorts ▪ Maroon and grey polo shirt with Stafford Logo (available from Uniform Shop) ▪ Short sleeve check shirt
<p>Boys and Girls Winter Uniform</p> <ul style="list-style-type: none"> ▪ Micro-fibre zip jacket with Logo ▪ Maroon sloppy joe only ▪ Maroon micro-fibre boot leg pant ▪ Maroon or grey tights for winter 	<p>Hats</p> <ul style="list-style-type: none"> ▪ Maroon Bucket Hat with toggle and Logo. (available from Uniform Shop) ▪ No caps (Sun safety protection) Cultural headwear must be maroon in colour
<p>Swimming</p> <p>It is Education Queensland policy to wear a swim shirt for any pool activity:</p> <ul style="list-style-type: none"> ▪ Sun shirts and caps are compulsory and are available in House Colours from the School Uniform Shop 	<p>Footwear</p> <ul style="list-style-type: none"> ▪ Black joggers / sneakers with laces or Velcro - No bright laces or logos. ▪ Plain white socks are to be worn ▪ No thongs or sandals are to be worn
<p>Sports Uniform</p> <p>Each sports house has its own coloured polo shirt which is to be worn:</p> <ul style="list-style-type: none"> ▪ for any inter-house activity e.g. Athletics / Cross Country and Swim Carnivals ▪ ONLY on the students' PE day or as directed by school <p>The House Colours are:</p> <ul style="list-style-type: none"> ▪ Atlas - BLUE ▪ Hercules - GREEN ▪ Thor - YELLOW <p>It must not be worn when leaving the school on an excursion or special occasion. A regular school shirt must be worn for these occasions.</p>	
<p>Jewellery</p> <p>Certain jewellery will not be allowed for the following reasons:</p> <ul style="list-style-type: none"> ▪ For safety reasons ▪ Students become very distressed when they lose or break jewellery ▪ Jewellery can also be an item that is a fashion statement or can cause inequity amongst the students <p>If jewellery is worn to school the following dress codes should be complied with:</p> <ul style="list-style-type: none"> ▪ In the interest of safety, earrings should be of the small sleeper or stud variety. They are to be minimal and inconspicuous. ▪ In the interest of safety, piercing to be in each ear only ▪ In the interest of safety, chains, rings, necklaces, bracelets, wrist bands, nose piercings, navel piercings or body piercings (this includes hairbands worn around the wrist) and anklets are not be worn as they can cause an injury. ▪ Medic-alert bracelet/necklace is of course acceptable ▪ Wrist watches can be worn 	<p>Helmets</p> <p>Students riding bikes are legally required to wear helmets:</p> <ul style="list-style-type: none"> ▪ Helmets must be securely fastened ▪ Non-wearing of helmets is against the law and could be 'unsafe for the student and others' <p>Hairstyles</p> <p>Our uniform is complimented by a tidy appearance:</p> <ul style="list-style-type: none"> ▪ Hair should be neatly groomed and kept out of the eyes ▪ Shoulder length or longer hair should be kept tied back from the face ▪ Extremes of hair styles e.g. mohawks, tracks/rats tails or extreme hair colours are not acceptable and could negatively influence normal school operations ▪ Hair clips and head bands should be in school colours, maroon or grey only <p>Make-up</p> <p>Make-up, unless for documented medical reasons, is not acceptable therefore no nail polish or makeup to be worn at school. No temporary or Henna tattoos to be worn at school.</p>



Stafford State School

Independent Public School



School Uniform Expectations

Girls



Boys



Winter Uniform



Sports Uniform



Hats / Shoes



Optional Accessories





Stafford State School

Independent Public School

Modification of the Dress Code

Parents of students who for religious, cultural or health reasons may need to modify the school dress code are required to make an appointment with the Principal. Staff members will be informed of any student granted a modification to the Dress Code.

For unforeseen problems that may arise of a morning could you write a note to the teacher explaining the temporary replacement of the lost or damaged uniform item.

Free Dress Policy

In the event of a 'Free Dress Day' appropriate clothing must be worn.

- Clothing which exposes the midriff / cleavage / bare shoulders are not to be worn
- Shirts / dresses must have sleeves and cover shoulders
- Dresses / skirts / shorts must be a respectable length
- Bike shorts or leggings must not be worn with brief shirt
- No inappropriate words or pictures on any clothing
- Exposure of undergarments is not permitted
- Broad brimmed hat must be worn
- In the interest of safety closed in shoes must be worn

Consequences for not being in uniform

- Assistance/support will be given to obtain suitable clothing if necessary
- Students will be counselled by the Principal or Principal's nominee on the benefits of a Dress Code
- The Parents/Carer will be contacted by the Principal whereby parents will be asked to assist in following the Dress Code
- In the case of makeup and nail polish, the children will be asked to remove it where the office will have non allergenic remover for the student to use
- In the case of jewellery the student will be asked to remove it and place it in their bag. If it is a valuable piece it will be kept in the office to be collected by a parent.
- NO hat – NO play!
- Students who do not have a swim shirt and cap for swimming activities will be required to sit in a shaded area.

Persistent student non-compliance will result in

- Time out
- Prevention from attending or participating in any activity for which the student would have been representing the school. This includes interschool sport. All students representing the school at an interschool sporting game are expected to wear the complete school uniform, including the correct hat.
- Parents contacted by Admin to inform them of concerns.





Stafford State School

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Stafford State School is a uniform school. School uniforms are to be worn by all students. We have the support of the Parent and Citizens' Association and the School Council for 100% adherence to the uniform. Our student dress code consists of an agreed standard and items of clothing, which includes a school uniform that Stafford State School students wear when:

- attending or representing their school
- travelling to and from school and
- engaging in school activities out of school hours

The Stafford State School Parents and Citizens' Association adopted a *Student Dress Code Policy* because it believes that a student dress code provides clothing that aims to contribute to a safe and supportive teaching and learning environment through:

- ready identification of students and non-students at school
- fostering a sense of belonging; and school identity
- developing mutual respect among students by minimising visible evidence of economic or social differences
- promoting an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- provides sun protection
- community values and expectations
- the importance of dress in developing self-esteem the link between dress standards, school discipline and school spirit and a link between dress standards and perceptions of the school in general

The Stafford student dress code reflects school community standards and is consistent with occupational health and safety and anti-discrimination legislation. We will actively encourage our students to take pride in themselves and their school. One way in which this may be achieved is through adherence to the school's dress standards. As the parent/carer and provider of your child, we seek your support in this matter.

Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive
- Likely to disrupt, or negatively influence normal school operations
- Unsafe for student or others and
- Likely to result in a risk to health and safety of student or others

In circumstances where inappropriate or unreasonable dress is worn, appropriate action will be taken.

Certification

This dress code is strongly supported by the Parents and Citizens' Association and the School Council – Updated in 2018.

This Student Dress Code was developed in consultation with the school community. It includes School Standard, Advice to Parents and Consequences.

Mrs Lee Martin
Principal

Mrs Karen Pearce
School Council Chair

Updated in 2018
Date

Parents/Caregivers can be notified by letter that their child is not complying with the Student Dress Code.



Stafford State School

Independent Public School

Student Attendance Policy

Rationale

All schools in Queensland are committed to providing safe and supportive learning environments for all students which address their educational needs. Stafford State School expects students to attend everyday so that every child can help to contribute to society. Stafford State School attendance policy aims to improve attendance of our students.

School community beliefs about the importance of attending school

It is important that students, staff and parents/carers have a shared understanding of the importance of attending school.

Stafford State School:

- is committed to promoting the key messages of Every Day Counts
- believes all children should be enrolled at school and attend school all day, every school day
- monitors, communicates and implements strategies to improve regular school attendance
- believes truanting can place a student in unsafe situations and impact on their future employability and life choices
- believes attendance at school is the responsibility of everyone in the community.

Student Attendance

The Stafford State School approach to increasing student attendance is grounded in five core concepts:

- Developing a positive school culture
- Communicate high expectations of attendance
- Record and follow-up student absences
- Monitor student non-attendance
- Provide intervention and support



We will do this by:

- consistent messages to the whole school community at school assemblies, in school newsletters and at staff meetings
- setting a public attendance target of 95 per cent for all students
- taking a 'no-tolerance' approach to unexplained absence by setting a zero unexplained absence target for every student
- educating parents and carers to understand their legal obligation to ensure their child attends school
- encouraging parents not to condone absences for reasons such as shopping, birthdays or to look after siblings
- offering support to parents if their child refuses to attend school
- using rewards for students including excellent attendance certificates and letters to parents about student effort and achievement
- Stafford State School uses Explicit Instruction that focuses on high quality teaching and learning, reviewing performance targets and setting student goals



Every day counts



Stafford State School

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PLEASE NOTE: If notification is not provided, the absence will be recorded as unexplained and this will be recorded and displayed on the semester reports.

If the excuse for absence given is deemed unreasonable then the absence will be recorded as 'unreasonable'. When a student is absent without explanation for 3 days or the school identifies unexplained or unsatisfactory absences or patterns of absences without reasonable excuses or where a student's attendance is reasonably considered unsatisfactory by the Principal, Stafford State School will take the following actions:

- Authorised officer at the school confirms that child is obliged to attend and that no circumstances exist where the parent's obligation does not apply
- Authorised officer at the school contacts both parents and determines if there is a reasonable excuse for not ensuring their child is attending school
- School offers support to family to ensure child's attendance improves.
- Authorised officer at the school considers whether an exemption from schooling, flexible arrangement or alteration to a student's educational program is appropriate and required.
- If the child is still not attending regularly after three weeks (15 school days) of the first attempt to contact parents, an authorised officer at the school sends by registered post, a **Notice (Form 4 – Failure to attend (s.178(2))** to both parents outlining parents' legal obligation and inviting both parents to attend a meeting to discuss the situation.
- Authorised officer at the school keeps a copy of the Notice (Form 4) and records date, time and by whom letter was posted.
- If after sending the Notice (Form 4):
 - a meeting occurred with the parents, but there is no change in circumstances within one week (5 school days) of this meeting; or
 - a meeting did not occur with the parents, and there is no change in circumstances within one week (5 school days) of sending the Notice;
- an authorised officer at the school sends by registered post a **Warning Notice (Form 5 – Failure to attend (s178(4))** advising parents of their legal obligations and offering a meeting to discuss support available to address failure to attend.

Reporting Absences

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism. At Stafford State School we consistently record and follow up unexplained student absences on a regular basis. We:

- Mark electronic class rolls twice daily. The first marking is before 9:00am and the second marking at 1:45pm, following second break
- Monitor the school's attendance data to identify absenteeism trends and individual students with high levels of absenteeism
- Expect all parents to contact the school absentee line or call the school to record a student absence
- Monitor student absence without explanation or watch for a pattern of absences
- Ensure unexplained absences are followed up with a SMS from a member of the administration team to enquire on the welfare of the absent student.

All efforts are made by the school to build stronger partnerships with parents to support student attendance. Proactive strategies that are being used to increase attendance:

- Promoting High Expectations for School Attendance to the school community by communicating that higher school attendance is associated with higher student achievement (school newsletter, school website and assembly)
- Stafford State School Playgroup – Encouraging School Readiness and valuing school
- Stafford State School Attendance Policy / Signage up around the school promoting attendance – Every Day Counts
- Weekly Class Attendance Certificates.

School Absentee phone number: 3552 6370



Stafford State School

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Exemptions from Compulsory Schooling

Every parent of a child of compulsory school age or a young person in the compulsory participation phase has a legal obligation to ensure their child is enrolled and attending school or participating in an eligible option.

Parents can apply for an exemption from this obligation when their child cannot attend or it would be unreasonable in all the circumstances for their child to attend school or participate in an eligible option for **a period of more than 5 - 10 consecutive school days.**

Situations where an application for an exemption may be made include:

- Illness
- Family reasons
- Cultural or religious reasons

If your child is exempted from compulsory schooling, you are excused from your obligation in relation to compulsory schooling or compulsory participation.

The school principal is not responsible for providing an educational program to your child, however they may provide advice on other educational options available.

You are encouraged to discuss with the school whether an application for exemption is a suitable option. The school can provide you with an **application form for an exemption.** It is important that supporting documentation and evidence are attached to the application.

When a decision about the exemption has been made, you will be informed in writing whether or not the exemption has been granted and if any conditions have been imposed. If you are not satisfied with the decision made, you can make a submission for the decision to be reviewed.

Some Related Resources

Every Day Counts

<http://education.qld.gov.au/everydaycounts/index.html>

Departmental Policies and Procedures

[Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#)
[Roll Marking in State Schools](#)

SMS-PR-017: Enforcement of Compulsory Schooling and Compulsory Participation Phase

<http://education.qld.gov.au/strategic/eppr/students/smspr017/>

SMS-PR-029: Managing Student Absences

<http://education.qld.gov.au/strategic/eppr/students/smspr029/>

SMS-PR-036: Roll Marking in State Schools

<http://education.qld.gov.au/strategic/eppr/students/smspr036/>



Stafford State School

Independent Public School



School - High Expectations

Safety

Walking / Riding to school

- Walk/ride in a sensible/safe manner to school
- Secure bike or scooter in bike racks
- Walk bike or scooter in the school grounds
- Not to ride in the school grounds
- Sit in the undercover area until hand bell is rung at 8:30am
- No access - bikes / scooters during the day

Hats

- Wear sun safe hats at all times – before school, during play, PE, class games and after school
- Sit in undercover area or go to the Library if you have NO hat

Playtime

- See the teacher on duty if there is a problem
- Remember 4 school rules: safety, effort, respect & responsibility
- Play in correct areas

Bus Stop / Pick Up Zone

- Sit quietly in correct line in correct place
- Line up when your bus has arrived
- Walk to the bus
- Have money or go card ready
- Stand quietly in the designated area
- Walk to your car when instructed
- Walk sensibly to the car

Walking / Riding from school

- Leave the school grounds at 2:45pm
- Walk bike or scooter from the school grounds
- Not to ride in the school grounds
- Not play on any play equipment
- Walk or ride in a sensible and safe manner from school

Effort

Individual Work

- Not disturb others learning or teachers teaching
- Present work neatly
- Work considerably
- Remain on task
- Organise equipment
- Raise hand when requiring assistance
- Work to the best of their ability

Bookwork

- Rule margin and write date. Years 3 - 6
- Present bookwork neatly
- Use titles and headings where appropriate
- Rule line down centre of page in Maths book
- Use Queensland modern Cursive handwriting. Years 2 - 6
- Use an eraser to rub out answers completely
- Rule off, on the line
- Use all workbooks sequentially
- Glue in pages right way up and straight, glue around edges

Attendance

- Be at school everyday

Parade

- Line up at class designated area and sit still
- Walk in single file to and from parade
- Stand and sign/sing the anthem respectfully
- Be a polite audience
- Use Whole Body Listening
- Listen to speaker and follow all directions
- Formally accept awards
- Clap at the end of Awards

Respect

Manners

- Use manners at all times – please, thank you, excuse me, pardon
- Don't interrupt adults
- Knock and then enter classrooms
- Wait your turn
- Be positive and support classmates
- Greet people by name

Tuckshop

- Use Tuckshop monitors to collect – 5 mins before lunches, bring to teacher to distribute
- Purchase additional items only after bell, orderly lines
- Not buy from Tuckshop after 11:30am
- Use manners and patience at all times
- Use Tuckshop baskets

Media Room

- Leave area neat and tidy
- Push chairs in
- Clear desks, chairs in or up/stacked, floor clean
- Be mindful of others in the Library

Resource Centre (Library)

- Use quiet voices – on task
- Follow library expectations
- Demonstrate quiet and respectful behaviour when reading and selecting books
- Not play on furniture, use shelf markers, sit on mat, browse quietly, talking voices when sharing books
- Be considerate

Computer Lab

- Push chairs in
- Logon – back to home page when finished
- Straighten keyboards, mouse lined up, no rubbish left on benches or floors, lights off
- Shut down computers at end of session

Responsibility

Punctuality

- Arrive at school by 8:40am
- Be seated and ready to start work by 8:45am
- Line up promptly after all breaks in designated class area
- Be at school on time to start instruction
- Be at school every day to learn

Uniform

- Follow the Stafford State School Dress Code
- Wear Uniform with Pride

Classrooms

- Clear desks, chairs in or up, floor clean
- Books placed spines out and lined up, posters all straight and stuck up correctly
- Neat tidy classroom / regular tray cleaning
- Take all things with you when moving to another room
- Whole Body Listening
- Be organised
- Take hats off when in classrooms

Port Racks

- Put ports on racks, zipped up, nothing on floor
- Ensure nothing is left on port racks each day
- Put all rubbish in the bin
- Place instruments in the classroom not the port racks

Transitions

- Move quickly, quietly and orderly in line around the school
- Follow instructions/directions precisely without distraction/detours
- Keep shoes on at all times unless instructed otherwise
- Use appropriate routes and stairwells. Keep left!
- Be courteous to adults



Stafford State School

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Playground Expectations - Students

Students are expected to:

<p>Oval</p> <ul style="list-style-type: none"> No tackling No bulrush or red rover No dodge ball unless organised by a teacher Wait for duty teachers before going on oval No access behind School Hall Staff must retrieve balls if they go out of bounds Students must stay in bounds No access before or after school unless for sport training Always wear a hat - NO HAT NO PLAY Use equipment responsibly and return all equipment Stay on grassed area and away from wire fencing Care for our environment No food on the oval Acrobatics is not permitted See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas 	<p>Verandas / Upstairs</p> <ul style="list-style-type: none"> No running at any time Climbing or swinging on balustrades or steps is not permitted Nothing is to be thrown over verandas Bags to be placed on bag racks to ensure a clear path at all times No access during lunch breaks <p>Before / After School</p> <ul style="list-style-type: none"> All Playground and sports equipment out of bounds No access or departure via staff car park Feet on ground to walk scooters or bikes in school grounds No access to bikes / scooters during school day No loitering in drop off zone or in front of 'A Block' 8:00am is the earliest arrival time 	<p>Quadrangle</p> <p>Do not run through the gardens No big balls / footballs or kicking Handballs / tennis balls only If using a skipping rope - no helicopter Walking at all times on concrete See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas</p> <p>Half Court Basketball</p> <p>No Hat No Play No big balls or kicking games No footballs or soccer balls Basketballs only See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas</p>	<p>Red Card</p> <p>Please do not wear your hat in Red Card Room Be punctual or risk an additional Red Card Work and reflect silently Complete reflection letter to best of your ability and with detail Remain at your desk at all times, wait for permission to leave Respect the room and equipment</p> <p>Eating Times</p> <p>Sit quietly while eating in correct area. Sit until dismissed Eat own lunch while sitting in designated area All rubbish must be placed in bin before children released to play Take uneaten lunch home Stay in play areas Walk on concrete</p>
<p>Sand Pit</p> <ul style="list-style-type: none"> No food or drinks Use sand equipment safely Return all sand equipment See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas 	<p>Prep Playground</p> <ul style="list-style-type: none"> No Hat No Play Children not permitted on playground until teacher arrives Gardens, flowers, trees and sticks are out of bounds and to be left alone Eating in correct area NO access before and after school Soft fall is a walking zone Feet first down the slide See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas 	<p>Year 1/2/3 Playground</p> <ul style="list-style-type: none"> No Hat No Play Children not permitted on playground until teacher arrives Gardens, flowers, trees and sticks are out of bounds and to be left alone Eating in correct area NO access before and after school Soft fall is a walking zone Feet first down the slide See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas 	<p>Senior Playground</p> <ul style="list-style-type: none"> No Hat No Play No footballs or soccer balls If using a skipping rope - no helicopter Walking at all times on concrete No Access to port racks during play times See the teacher on duty if there is a problem – Report the problem Remember 4 School Rules: Safety, Effort, Respect & Responsibility Play in correct areas



Stafford State School

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Playground Expectations - Staff

Staff are expected to:

Oval

- **Actively** monitor the children whilst playing on the oval and Senior Fort
- Duty bag is in the office
- Remind children to uphold Stafford SS High Expectations for the playground
- Do not leave the area until replaced or last child leaves
- **Mobile phones to be used only to seek Admin assistance**

Verandas / Upstairs

- **Actively** monitor the children on verandah or upstairs
- Nothing is to be thrown over verandas
- Bags to be placed on bag racks to ensure a clear path at all times
- No access during lunch breaks

Before / After School

- **Actively** monitor the children in the area
- Encourage students to sit quietly until the bell rings
- Children should wear hats when playing in the sun
- Remind children all playground and sports equipment are out of bounds
- No access or departure via staff car park
- Ensure feet on ground to walk scooters or bikes in school grounds
- **Mobile phones to be used only to seek Admin assistance**

Quadrangle

- **Actively** monitor the children in the area
- Do not run through the gardens
- No big balls / footballs or kicking
- Handballs / tennis balls only
- If using a skipping rope - no helicopter
- Walking at all times on concrete

Half Court Basketball

- **Actively** monitor the children whilst playing basketball
- No Hat No Play
- Ensure only basketballs are used
- **Mobile phones to be used only to seek Admin assistance**

Red Card

- **Actively** monitor the children in the Red Card Room
- Remind children not to wear hat in Red Card Room
- Make sure students are punctual
- Ensure children remain at your desk at all times, wait for permission to leave
- Respect the room and equipment
- **Mobile phones to be used only to seek Admin assistance**

Eating Times

- **Actively** monitor the children eating
- Ensure children sit until dismissed
- Encourage children to pick up their rubbish when finished eating
- Stay in play areas
- Monitor that children walk on concrete

Sand Pit

- **Actively** monitor the children whilst playing in the sandpit
- Duty bag is in the office
- Remind children to uphold Stafford SS High Expectations for the playground
- Do not leave the area until replaced or last child leaves
- **Mobile phones to be used only to seek Admin assistance**

Prep Playground

- **Actively** monitor the children whilst eating and playing
- Duty bag is in the shed
- Keys to the shed are in the Prep kitchen
- Ensure gate to the car park is shut
- Children are not allowed to be in the shed
- Door on shed needs to be closed
- Pack toys away neatly on shelves in the shed
- Lock the shed at the end of 2nd break and return key to the Prep teachers
- Ask children to start putting on shoes before the bell
- Do not leave the area until replaced or last child leaves
- **Mobile phones to be used only to seek Admin assistance**

Year 1/2/3 Playground

- **Actively** monitor the children whilst eating and playing
- Duty bag is in the Special Education Unit
- Ensure gate to the car park is shut
- Children eating should be seated
- Encourage children to pick up their rubbish when finished eating
- Remind children to uphold Stafford SS High Expectations for the playground
- Do not leave the area until replaced or last child leaves
- **Mobile phones to be used only to seek Admin assistance**

Senior Playground

- **Actively** monitor the children whilst playing on the oval and Senior Fort
- Duty bag is in the office
- Encourage children to pick up their rubbish when finished eating
- Check areas including bike racks, tuckshop, art room
- Monitor the basketball courts
- Remind children to uphold Stafford SS High Expectations for the playground
- Do not leave the area until replaced or last child leaves
- **Mobile phones to be used only to seek Admin assistance**

Stafford State School Consequences for Unacceptable Behaviour

CLASSROOM		PLAYGROUND		
Possible Consequences	Examples	LEVEL	Possible Consequences	Examples
<ul style="list-style-type: none"> ▪ Essential Skills Strategies ▪ RULE REMINDER ▪ Redirected with acknowledgement or cycle to medium level ▪ Buddy Teacher 	<ul style="list-style-type: none"> ▪ Calling out ▪ Disrupting neighbour ▪ Leaving seat without permission ▪ Not paying attention ▪ Wearing hat inside ▪ Swinging on chair 	<p>LOW LEVEL</p>	<ul style="list-style-type: none"> ▪ RULE REMINDER ▪ Staff member deals with it immediately ▪ Time Out Chair – 5 mins 	<ul style="list-style-type: none"> ▪ Running on concrete ▪ No hat ▪ Eating in a non eating area ▪ Playing after the bell ▪ Littering ▪ Out of bounds
<ul style="list-style-type: none"> ▪ RED CARD 	<ul style="list-style-type: none"> ▪ Answering back ▪ Wandering with intent to disrupt ▪ Refusal to work ▪ Disobedience ▪ Disrupting others from learning ▪ Undirected cyber bullying ▪ Undirected swearing ▪ Having / using a mobile phone / iPod ▪ Repeated low level behaviour 	<p>MEDIUM LEVEL (Minor)</p>	<ul style="list-style-type: none"> ▪ RED CARD 	<ul style="list-style-type: none"> ▪ Low level fighting ▪ Stealing ▪ Leaving grounds without permission ▪ Vandalism ▪ Bullying ▪ Undirected swearing ▪ Having / using a mobile phone / iPod ▪ Disrupting others from playing ▪ Repeated low level behaviour
<p>Stafford State School considers camps, sport and excursions a privilege. Guidelines for attendance at all such will be clearly communicated to students. Students who frequently cycle through medium/minor level behaviours will lose the privilege.</p>				
<ul style="list-style-type: none"> ▪ Red Card and / or ▪ SENT TO PRINCIPAL ▪ Loss of privileges ▪ Parent Contacted ▪ Referral to GO / Behaviour Services ▪ Suspension (1-10 days) ▪ Suspension (11-20 days) 	<ul style="list-style-type: none"> ▪ Directed swearing ▪ Repeated defiant behaviour ▪ Physical behaviour causing harm ▪ Stealing / theft ▪ Wilful destruction ▪ Possession of dangerous or illegal item ▪ Directed bullying or cyber bullying ▪ Use of weapons 	<p>HIGH LEVEL (Major)</p>	<ul style="list-style-type: none"> ▪ Red Card and / or ▪ SENT TO PRINCIPAL ▪ Loss of privileges ▪ Parent Contacted ▪ Referral to GO / Behaviour Services ▪ Suspension (1-10 days) ▪ Suspension (11-20 days) 	<ul style="list-style-type: none"> ▪ Directed swearing ▪ Repeated defiant behaviour ▪ Physical behaviour causing harm ▪ Questionable play / inappropriate play ▪ Stealing / theft ▪ Leaving the school grounds ▪ Wilful destruction - vandalism ▪ Possession of dangerous / illegal item ▪ Directed bullying or cyber bullying ▪ Use of weapons

Students who engage in very serious behaviours can expect to be recommended for exclusion from school following an immediate period of suspension. Student Disciplinary Actions will be used after the consideration of all other responses.

▪ **Safety**

▪ **Effort**

▪ **Respect**

▪ **Responsibility**

Behaviour and Effort Comment Matrix

	Excellent or Very High	Very Good or High	Satisfactory or Sound	Needs Attention or Developing	Unacceptable or Support Required
Effort in Learning Areas	<p>The student is:</p> <ul style="list-style-type: none"> ▪ focusing on all tasks and aims for excellence ▪ using feedback to improve work ▪ leading discussions and insightfully contributing ▪ managing independent tasks effectively ▪ adapting to any task or situation ▪ having equipment prepared & organised for use ▪ presenting neat and well organised bookwork ▪ setting challenging learning goals and independently reflecting on progress ▪ using time effectively ▪ starting work promptly and completing on time 	<p>The student is:</p> <ul style="list-style-type: none"> ▪ focusing on completing all work ▪ seeking teacher assistance/ feedback to improve work ▪ contributing actively to discussions ▪ working independently ▪ attempting new & difficult tasks ▪ having equipment ready to use ▪ presenting neat bookwork ▪ setting meaningful learning goals ▪ managing time appropriately ▪ presenting all work on time 	<p>The student is:</p> <ul style="list-style-type: none"> ▪ focusing on completing most work ▪ using feedback to improve work ▪ making relevant contributions to discussions ▪ working independently ▪ attempting new & difficult tasks ▪ having equipment ready when directed ▪ presenting neat bookwork ▪ setting relevant learning goals ▪ managing time appropriately ▪ presenting completed work on time 	<p>The student is:</p> <ul style="list-style-type: none"> ▪ completing work without redirection ▪ using feedback ▪ making contributions to discussions ▪ having difficulty working independently ▪ attempting new & difficult task ▪ locating equipment for readiness to work ▪ presenting work neatly ▪ setting achievable learning goals ▪ using time appropriately ▪ presenting completed work on time 	<p>The student is:</p> <ul style="list-style-type: none"> ▪ completing work with redirection ▪ ignoring feedback ▪ attempting to contribute to discussions ▪ needing significant support; distracting to others ▪ sometimes attempting work that is perceived as difficult ▪ rarely having equipment ready for use ▪ rarely presenting work neatly ▪ working toward achieving learning goals ▪ using time appropriately with support ▪ sometimes presenting work on time
	Student independently is:	Student (+ minimal Teacher Intervention) is:	Student (+ Teacher Intervention) is:	Student (+ Teacher + Parent Intervention) is:	Student (+ Teacher + Parent + Admin) is:
Behaviour	<ul style="list-style-type: none"> ▪ appropriate when interacting in the playground and classroom ▪ respectful and considerate to others constantly ▪ making right choices and resolving conflict appropriately ▪ modelling behaviour to keep themselves and others safe ▪ coping and reacting to situations reasonably ▪ adhering to the four school rules - safety, effort, respect, responsibility ▪ is meeting Stafford SS high expectations ▪ having positive behaviour recorded and positive rewards achieved (e.g. principal morning tea, wrist ban) ▪ always punctual returning to class 	<ul style="list-style-type: none"> ▪ positive when interacting in the playground and classroom ▪ respectful to others at all times ▪ resolving conflict appropriately ▪ demonstrating safety for self and others ▪ responding reasonably to situations ▪ following the four school rules - safety, effort, respect, responsibility ▪ demonstrating Stafford SS high expectations ▪ having positive behaviour recorded ▪ usually punctual returning to class 	<ul style="list-style-type: none"> ▪ appropriate when interacting in the playground and classroom ▪ respectful to others in most situations ▪ using conflict resolution skills ▪ showing safe behaviours at school ▪ responding reasonably to situations ▪ is following the four school rules – safety, effort, respect, responsibility ▪ maintaining Stafford SS high expectations ▪ having positive behaviour recorded with some minor incidents ▪ generally punctual returning to class 	<ul style="list-style-type: none"> ▪ sometimes interacting appropriately in the playground and classroom ▪ sometimes respectful to others ▪ sometimes resolving conflict appropriately ▪ sometimes acting safely ▪ sometimes responding to situations reasonably ▪ sometimes following the four school rules – safety, effort, respect, responsibility ▪ sometimes maintaining Stafford SS high expectations ▪ sometimes being given red cards ▪ sometimes punctual returning to class 	<ul style="list-style-type: none"> ▪ guided in appropriate interactions in school life ▪ supported in appropriate communicate and showing respect to others ▪ developing conflict resolution strategies ▪ developing safe behaviours ▪ assisted in coping with and reacting to situations reasonably ▪ having behaviour plan in place ▪ rarely demonstrating Stafford SS high expectations ▪ receiving multiple incidents recorded in Oneschool ▪ needing assistance in returning to class



Stafford State School

Independent Public School

FIRE / EVACUATION PROCEDURES - Administration

Contact Administration Office immediately if you suspect the need for Evacuation

When to use the procedure

- This procedure is to be used in the event of:
 - A fire in any area of the Stafford State School site
 - A Gas leak in any area of the Stafford State School site.

Signal

- The Fire Alarm signal (a continuous siren sound) will be used to signal the alarm. Advice may also be given over the PA system and intercom for the procedure to begin in certain cases.
- Office personnel will ring Met North Sport (Mark Tibbles – 3552 1161. Mark will contact DSAQ, QLD Sport, Behaviour & Dental Clinic) & Emily Foord (3857 5508) stating that 'fire procedure is to be used'.
- Office personnel will ring the appropriate emergency service.

Procedure

- Teachers are to take Class Roll with them.
- Teachers and students are to move out quickly and calmly to the Assembly point on the oval.
- Outside doors including wet areas and gate doors are to be left as they are.
- Students are to assemble with their teacher at the Assembly point.
- **The teacher should remain with their class at all times.**
- Teachers will check the roll.
- The Chief Fire Warden (Mr Kevin Bracker) will ask you if all of your class are accounted for:

Are all students / adults in Year _____ accounted for?

AND

Do you have any other students / adults in your class?

- Teachers will give clear and accurate answers and relay any other appropriate messages.
- If any children are unaccounted for, the **PRINCIPAL** will initiate appropriate procedures.
- **ONLY** when the **PRINCIPAL** announces that the danger is over is it safe to move from Assembly point.
- In the case of an extended procedure, the **PRINCIPAL** will communicate appropriate action.

Notes

- The office staff will check toilets, staff room, Get Well Room. Library staff will check the Library.
- Talk with students at the beginning and middle of each term regarding this procedure.
- Practise the procedures to ensure all students know how to move to the Assembly point.
- Be calm and firm.



Stafford State School

Independent Public School

FIRE / EVACUATION PROCEDURES - Pool

Contact 000 immediately if you suspect the need for Evacuation

Signal

- The Fire Alarm signal (a continuous siren sound) will be used to signal the alarm. Advice may also be given over the PA system and intercom for the procedure to begin in certain cases.
- Office personnel will ring Met North Sport (Mark Tibbles – 3552 1161. Mark will contact DSAQ, QLD Sport, Behaviour & Dental Clinic) & Emily Foord (3857 5508) stating that 'fire procedure is to be used'.
- Office personnel will ring the appropriate emergency service.

Procedure

- Teachers are to take Class Roll / List with them.
- Teachers and students are to move out quickly and calmly to the Assembly point on the oval.
- Outside doors including wet areas and gate doors are to be left as they are.
- Students are to assemble with their teacher at the Assembly point.
- **The teacher should remain with their class at all times.**
- Teachers will check the roll/class list.
- The Chief Fire Warden (Mr Kevin Bracker) will ask you if all of your class are accounted for:

Are all students / adults in Year _____ accounted for?

AND

Do you have any other students / adults in your class?

- Teachers will give clear and accurate answers and relay any other appropriate messages.
- If any children are unaccounted for, the **PRINCIPAL** will initiate appropriate procedures.
- **ONLY** when the **PRINCIPAL** announces that the danger is over is it safe to move from Assembly point.
- In the case of an extended procedure, the **PRINCIPAL** will communicate appropriate action.

Notes

- The office staff will check toilets, staff room, Get Well Room. Library staff will check the Library.
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- Practise the procedures to ensure all students know how to move to the Assembly point.
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Stafford State School

Independent Public School

FIRE / EVACUATION PROCEDURES - Staff

Contact Administration Office immediately if you suspect the need for Evacuation

Signal

- The Fire Alarm signal (a continuous siren sound) will be used to signal the alarm. Advice may also be given over the PA system and intercom for the procedure to begin in certain cases.
- Office personnel will ring Met North Sport (Mark Tibbles – 3552 1161. Mark will contact DSAQ, QLD Sport, Behaviour & Dental Clinic) & Emily Foord (3857 5508) stating that 'fire procedure is to be used'.
- Office personnel will ring the appropriate emergency service.

Procedure

- Teachers are to take Class Roll / List with them.
- Teachers and students are to move out quickly and calmly to the Assembly point on the oval.
- Outside doors including wet areas and gate doors are to be left as they are.
- Students are to assemble with their teacher at the Assembly point.
- **The teacher should remain with their class at all times.**
- Teachers will check the roll/class list.
- The Chief Fire Warden (Mr Kevin Bracker) will ask you if all of your class are accounted for:

Are all students / adults in Year _____ accounted for?

AND

Do you have any other students / adults in your class?

- Teachers will give clear and accurate answers and relay any other appropriate messages.
- If any children are unaccounted for, the **PRINCIPAL** will initiate appropriate procedures.
- **ONLY** when the **PRINCIPAL** announces that the danger is over is it safe to move from Assembly point.
- In the case of an extended procedure, the **PRINCIPAL** will communicate appropriate action.

Notes

- The office staff will check toilets, staff room, Get Well Room. Library staff will check the Library.
- Talk with students at the beginning and middle of each term regarding this procedure.
- Practise the procedures to ensure all students know how to move to the Assembly point.
- Be calm and firm.



Stafford State School

Independent Public School

LOCK DOWN PROCEDURES – Administration

Contact Administration Office immediately if you suspect the need for Lock Down

When to use the procedure

- This procedure is to be used in the event of:
 1. A fire located in the surrounding area
 2. A chemical or gas leak
 3. Undesirable person/s being in or around the school grounds
 4. Threatening animal/s in or around the school grounds.
- The **PRINCIPAL** makes the decision to use the lock down procedure

Signal

- The Lockdown signal (a continuous series of short 'beeps') will be used to signal the alarm.
- Office personnel will ring Met North Sport (Mark Tibbles – 36341301. Mark will contact DSAQ, QLD Sport, Behaviour & Dental Clinic) & Emily Foord (3857 5508) stating that 'the lock down procedure is to be used'.
- Office personnel will ring the appropriate emergency service.

Procedure

- Teachers and students are to move in quickly and calmly into their classrooms or closest securable building at break times or PE.
- Outside doors including wet areas and gate doors in Year 3 & Year 1 are to be locked and all windows closed.
- Students are to sit out of sight if possible
- **Keep all phone lines free.**
- The teacher should be placed so that she/he is out of sight of windows yet can supervise the class.
- Teachers will check the roll/class list.
- A member of administration will contact your class by phone (teachers to answer the phone) and ask you:

Are all students / adults in Year _____ accounted for?

AND

Do you have any other students / adults in your class?

- Teachers will give clear and accurate answers and relay any other appropriate messages.
- If any children are unaccounted for, the **PRINCIPAL** will initiate search procedures.
- **Teachers are to remain with their classes at all times.**
- **ONLY** when Administration staff knocks on and unlocks the classroom door and gives the all clear will the lockdown be over.
- In the case of an extended procedure, the **PRINCIPAL** will communicate appropriate action.

Notes

- The office staff will check toilets, staff room, Get Well Room. Library staff will check the Library.
- Talk with students at the beginning and middle of each term regarding this procedure. Practise the procedures to ensure all students know how to move into the room and sit under their desks.
- Be calm and firm.

Administration

- Phone each class on list. Record any differences. Tell teacher to wait until the door is opened before they let the children out.
- When completed, phone office 360 and report outcome of phone calls.
- Admin will phone back when all clear.
- Unlock classrooms/rooms and advise that the 'Lockdown' is over.



Stafford State School

Independent Public School

LOCK DOWN PROCEDURES - Staff

Contact Administration Office immediately if you suspect the need for Lock Down

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- Be calm and firm.



Stafford State School

Independent Public School

Student Services Committee

Teacher in consultation with Parent / Carer to identify individual Learner's need/s



Written Referral to ...

Student Services Committee

STLaN

SEP / HOSES

GO / SLP

Principal

Teacher



Meeting of all Stakeholders to discuss individual Learner's need/s



Actions

Referral to External Agencies / Stafford State School response



Parent / Carer Contact, Intervention Program, Specialist Referral, Adjustments, EAP / ICP / ILP, G.O. Referral to Agencies
Speech Therapist, Occupational Therapist, Chaplain, HOC, GEM, Autism Queensland, Child Mental Health, Behaviour Team, FaCC, General Practitioner/Specialist, Advisory Visiting Teachers



Monitor



Review



Stafford State School

Independent Public School

Enrolment Agreement

This enrolment agreement sets out the responsibilities of the student, parents or carers and the school staff about the education of students enrolled at Stafford State School.

Responsibility of student to:

- attend school regularly, on time, ready to learn and take part in school activities
- act at all times with respect and show tolerance towards other students and staff
- work hard and comply with requests or directions from the teacher and principal
- abide by school rules, meet homework requirements and wear school's uniform
- respect the school environment.

Responsibility of parents to:

- attend open evenings for parents
- let the school know if there are any problems that may affect my child's ability to learn
- inform school of reason for any absence
- treat school staff with respect and tolerance
- support the authority & discipline of the school enabling my child to achieve maturity, self discipline & self control
- abide by school's policy regarding access to school grounds before, during and after school hours.

Responsibility of school to:

- develop each individual student's talent as fully as possible
- inform parents and carers regularly about how their children are progressing
- inform students, parents and carers about what the teachers aim to teach the students each term
- teach effectively and to set the highest standards in work and behaviour
- take reasonable steps to ensure the safety, happiness and self confidence of all students
- be open and welcoming at all reasonable times and offer opportunities for parents and carers to become involved in the school community
- clearly articulate the school's expectations regarding the responsible behaviour plan for students and the school's student dress code policy
- ensure that the parent is aware of the school's record-keeping policy including the creation of a transfer note should the student enrol at another school
- set, mark and monitor homework regularly in keeping with the school's homework policy
- contact parents and carers as soon as is possible if the school is concerned about the child's school work, behaviour, attendance or punctuality
- deal with complaints in an open, fair and transparent manner
- consult parents on any major issues affecting students
- treat students and parents with respect and tolerance.

I accept the rules and regulations of the **Stafford State School** as stated in the school policies that have been provided to me as follows:

- Responsible Behaviour Plan for Students
- Student Dress Code
- Homework Policy
- School Charges and voluntary contributions
- Student usage of internet, intranet and extranet
- Student Attendance Policy and Absences
- School Excursions
- Complaints management
- Parent Notice for Religious Instruction in School Hours
- Consent to use Copyright Material, Image, Recording or Name
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students

I acknowledge that information about the school's current programs and services has been explained to me.

Student Signature

Parent / Carer Signature

Principal