Rangeville State School

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

At Rangeville State School we are determined as a community to create a tradition of excellence in every aspect of school life.

We seek to prepare students for a future characterised by complexity and change. The aim for our students is to be **'Learning, Achieving and Growing every day'.**

We believe strong, positive relationships between all members of our school and community are the foundation to supporting the success of all students at our wonderful school.

At Rangeville State School, learners have three core student expectations:
- **Be Safe;**
- **Be Respectful and**
- **Be a Learner**

These student expectations have been used in the development of the Rangeville State School Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be a well-balanced citizen with an inquiring mind and a healthy body.

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

We welcome and encourage a positive home school partnership and look forward to working together to enable all students to Learn, Achieve and Grow every day.

Yours in Education

Ben Kidd
Principal – Rangeville State School

Contact Information

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School website address:	www.rangevilless.eq.edu.au
Contact Person:	Ben Kidd (Principal)

Endorsement

Principal Name:	Ben Kidd
Principal Signature:	
Date:	30 November 2020

P/C President and-or School Council Chair Name:	Steve Jones
P/C President and-or School Council Chair Signature:	
Date:	30 November 2020

P&C Statement of Support

Achieving Rangeville State School's expectations of Being Safe, Being Respectful and Being a Learner takes a deliberate and focused approach.

This Student Code of Conduct is an important document to assist in the School's commitment to promote a safe, respectful and disciplined learning environment for all who enter the School's gates.

As President of the Rangeville State School P&C Association, I support this Code of Conduct."

2020 P&C President: Steve Jones

Date: 30 November 2020

School Captains' Statement

On behalf of the student body at Rangeville State School, we endorse the Student Code of Conduct for 2020. We have represented students as part of the consultation process and have put forward the views of our friends and fellow students on a range of issues affecting our lives at school.

We are confident that Student Leaders in the coming years will continue to work with the school Leadership Team and the Rangeville State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

We encourage any student who has questions or issues they would like raised to approach us so we can represent you and your ideas at meetings with the Leadership team.

2020 School Captains: Luke Johnston and Rylee Franke

Date: 30 November 2020

R.O.H.S.C. Statement

As the Coordinator of Rangeville State School P&C Outside School Hours Care, I am proud to support the new Student Code of Conduct to be enacted in 2021. ROSHC would like to thank the school for sharing this positive experience by allowing ROSHC to be involved in the process.

ROSHC values Rangeville State School's expectations and core values. During 2021 ROSHC looks forward to collaborating with the school to adapt our expectations and values, grounded in a social setting, to those taught and acknowledged at the school.

ROHSC Co-Ordinator: Anne Kemp

Date: 30 November 2020

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Contents

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Purpose

Rangeville State School has as its vision students who are confident, connected, and actively involved, and who will go on to be lifelong learners.
Positive Behaviour for Learning supports our school community – leaders, teachers, students, and families – as we work towards this vision.

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

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

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

Learning, Achieving and Growing every day

Rangeville State School - PBL Panther

Learning and Behaviour Statement

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour, and responding to unacceptable behaviours; Positive Behaviour for Learning (PBL).

As a PBL school, we consider everyone everywhere has a right to live and work together in a safe and supportive environment. Staff and the community of Rangeville State School have set as a priority, the development and implementation of a consistent process for the management of student behaviour. We believe that:
• Behaviour is purposeful
• We can change our own behaviour
• Rules and high expectations are important to protect the rights of the individual
• Each individual must accept responsibility and be accountable for their own behaviour
• Learning is our core business and is best achieved in a safe and supportive environment

Our shared expectations for student behaviour are plain to everyone, assisting Rangeville 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.

At all times, Rangeville State School seeks to reflect the values and behaviour that are acceptable in our society. It has a clear expectation that, as far as possible, it remains connected to the community that exists outside the school fence and that our students will embrace the appropriate values as their preferred way of behaving.

These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

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Student Wellbeing and Support Network

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

Rangeville State School is proud to have a comprehensive Student Services Support Team in place to support the social, emotional and physical wellbeing of all students. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure an inclusive, nurturing environment. To ensure families are connected to the appropriate representative of the Student Services Support Team, please refer to the table below:

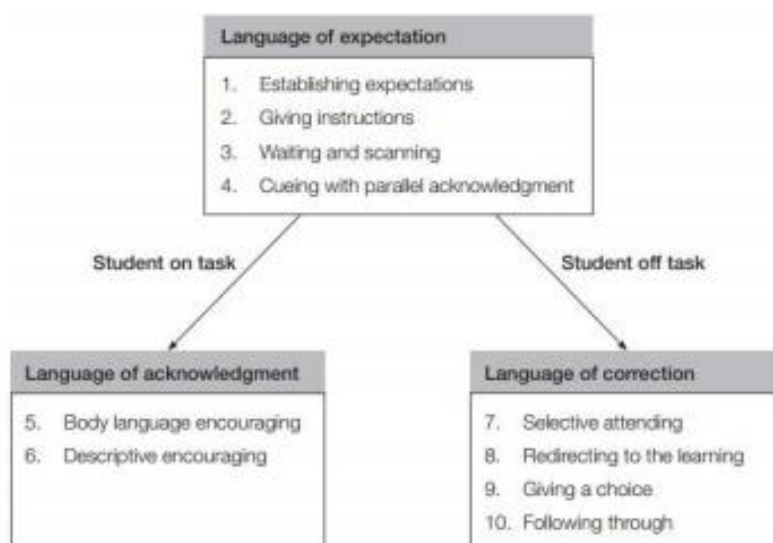| Role	What they do…
Principal	• Provide overall school leadership to promote an inclusive, positive school culture
Deputy Principals	• Provide leadership to promote a culture of learning, inclusion, positive behaviour, regular attendance and a sense of belonging • Responsible for student welfare aligned to school sectors • Provide point of contact for families • Facilitate referral to external support agencies (in consultation with families) • Case manage students aligned to school sectors, especially in terms of Mental Health, Self Harm, Family Violence, Student Protection and learning aligned to the ACARA Personal and Social Capabilities (self-awareness, self-management, social awareness and social management).
HOSES Head of Special Education Services	• Provide leadership to promote an inclusive school culture • Identify and support areas of additional need • Case management of students • Co-ordinate transition processes • Provides point of contact for families • Liaison with external Allied Health Professionals
Guidance Officer	• Provide a student support program within the school, offering counselling with students in one-on-one or small group settings • Liaise with parents, teachers, or other health providers as required as part of the counselling process • Provide Mental Health Support and Suicide Prevention information • Completes assessments and referrals
Chaplain	• Provide wellbeing and welfare support to students and families • Provide access to wellbeing programs and support agencies
School Health Nurse	• Provide individual health consultations with assessment, support, health information and referral options.

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Whole School Approach to Discipline

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

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

At Rangeville State School we believe discipline is about more than punishment and behavioural incidents are seen as opportunities to re-teach. Our belief is that student behaviour is a part of the overall teaching and learning approach in our school. Our teaching and support staff are given the opportunity each year to engage in Professional Learning around the 10 Essential Skills for Behaviour Management, a set of strategies that underpin this approach.

Language of expectation
1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment

Student on task

Student off task

Language of acknowledgment
5. Body language encouraging
6. Descriptive encouraging

Language of correction
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

The development of the Rangeville State School Student Code of Conduct is an opportunity to explore the PBL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students.

Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal or Deputy Principal.

Multi-Tiered System of Supports

There are three specific aspects to Rangeville State School's PBL Multi-Tiered Systems of Support:

Tier	Prevention/Intervention Strategies
Tier 1 Universal Prevention – to create a preventative, positive learning environment for all students	***All students*** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. ***This involves:*** ✓ teaching behaviours in the setting they will be used ✓ being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account ✓ providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them ✓ asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
Tier 2 Targeted Interventions – to improve social-emotional skills for students who need additional support	Targeted instruction and supports for ***some students (10-15%)*** are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common: ✓ there is a clear connection between the skills taught in the interventions and the school-wide expectations

	✓ interventions require little time of classroom teachers and are easy to sustain ✓ variations within each intervention are limited ✓ interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).
Tier 3 Individualised Intensive Supports - for students who have experienced academic and behavioural difficulties over an extended period of time.	Individualised services for _**few students (2-5%)**_ who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • **PREVENT** problem behaviour • **TEACH** the student an acceptable replacement behaviour • **REINFORCE** the student's use of the replacement behaviour • **MINIMISE** the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

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Clear and Consistent PBL Expectations

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

A set of behavioural expectations in specific settings are aligned with our three school expectations. The RSS Universal Behaviour Expectations Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

Rangeville State School Expectations Matrix

Learners are:		ALL AREAS	CLASSROOMS	AT PLAY	ROUTINES
	Be SAFE	Keep hands and feet and objects to yourself	Sit correctly	Hats on outside.	Follow the toilet routine.
		Use equipment and facilities as intended	Ask permission to leave and enter.	Leave sticks and stones on the ground.	Follow the eating area and tuckshop routine.
		Report any problems/concerns		Play the rules of school approved games.	Follow the moving around the school routine
		Right place right time			
		Walk on all hard surfaces			
	Be RESPECTFUL	Use polite language and tone.	Listen attentively		Follow the parade routine.
		Wear school uniform with pride	Allow others to learn		Follow the toilet routine
		Tell the whole truth and own your behaviour.			Follow the eating area and tuckshop routine.
		Use kind words and kind actions			Follow the moving around the school routine

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Government

Be a LEARNER	Be a problem solver and ask for help when needed	Be on task and do your best	Manage yourself, not others	Follow the transition routine.
	Follow adult instructions promptly	Actively participate in lessons	Use the Playground High 5	
	Be organised and look after your belongings.			

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

- Clear signage throughout the school;
- PBL Noticeboard reflecting the weekly expectation focus;
- Behaviour lessons conducted by Principal at assemblies;
- Classroom teachers revisit Assembly PBL focus in the classroom;
- Positive reinforcement of behaviour expectations during active supervision by staff during classroom and non-classroom activities;
- Newsletter and electronic messaging.

Rangeville State School implements the following proactive and preventative processes and strategies to support PBL:

- Consistent application of Essential Skills for Classroom Management (ESCM) across year levels.
- A dedicated section of the school newsletter, ensuring parents are informed of the school's behaviour expectations.
- Regular provision of information by the school Positive Behaviour for Learning (PBL) team members to staff and parents about sharing successful practices.
- Comprehensive induction programs in our Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

In Summary, the overarching goals of the consistent use of our PBL expectations as an integral part of our Student Code of Conduct include:
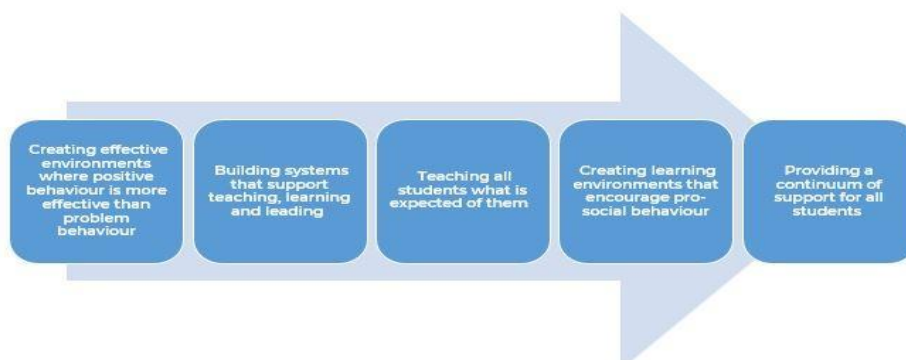
Consideration of Individual Circumstances

Through our curriculum, interpersonal relationships and organisational practices, Rangeville State School uses strategies that take into account the different abilities, skills and life experiences of students. A range of significant factors are considered when choosing responses to student behaviour, including context, emotional well-being, culture, gender, race, socioeconomic situation and impairment, all of which can influence the way in which students act and react to adult responses.

Proactive Approach

Rangeville State School Leadership Team and Teachers are proactive in encouraging responsible behaviour by:

- providing effective, engaging, needs-based curricula;
- encouraging and supporting effective classroom and playground practices that satisfy the basic needs (fun, freedom, power, survival, love and belonging) of all stakeholders in a respectful manner;
- adopting a whole school approach to the teaching of appropriate behaviour and Social Skills that encourage happy individuals and groups through:
    - explicit teaching of Social Skills, and appropriate behaviour across all year levels;
    - parade presentations;
    - classroom lessons and meetings.
- choosing age appropriate consequences that emphasise responsibility and that will give opportunity to lead towards effective self-management and building positive relationships with others
- responding to bullying and harassment
- celebrating achievements including choices of appropriate behaviours through awards and acknowledgments;
- building positive relationships rather than perpetuating negativity.

Reactive

In the event that a child makes an inappropriate behavioural choice, it will be dealt with in the least to most intrusive manner. Teachers will encourage students to:

- self-evaluate and to take responsibility for their actions,
- gain an understanding about themselves and others,
- learn from their mistakes and to develop plans to work towards developing the habits that build relationships.

Often all that is needed is a simple, friendly re-direction for the child to choose acceptable behaviour, including a more harmonious relationship with others.

If a child is showing habits of inappropriate behaviour, time will be spent assisting that child to make more effective choices through counselling and consequences that are known by the child and relevant to the behaviour that needs to be evaluated and replaced.

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Consequences may include:

- 'time out' in its various degrees (eg. timeout in classroom, in another classroom, lunch time detention, suspension),
- counselling by the Guidance Officer,
- referral to the Tier Two team and the formulation of Individual Behaviour Management Plans.

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

Differentiated and Explicit Teaching

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

Teachers at Rangeville State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.
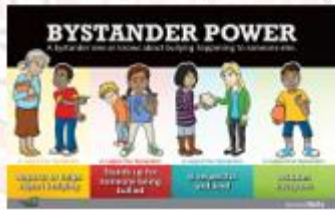
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. These three layers map directly to the tiered approach discussed earlier in the 'Multi-Tiered System of Supports' section.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
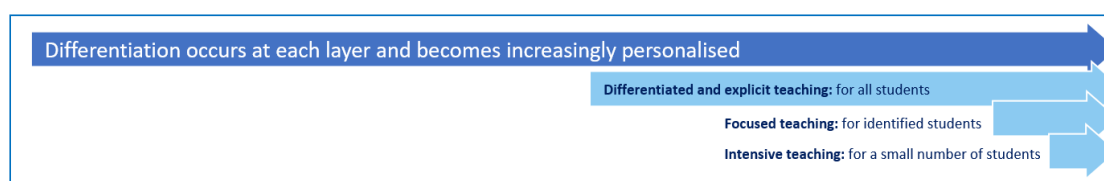
Our staff take responsibility for making their expectations clear and for providing supportive instruction about how to meet these expectations. The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Rangeville State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. These expectations are displayed in every learning space across the school on our 'Behaviour Walls'.
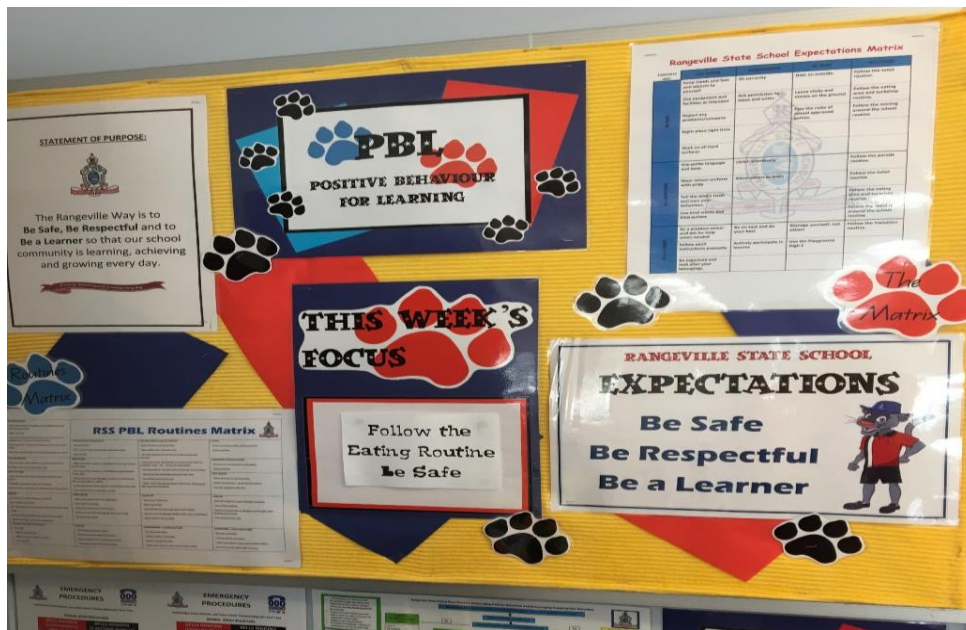
The expectations from our School wide Matrix on our Behaviour Walls are explicitly taught by the Principal each week on Assembly and then followed up by the classroom teacher in weekly behaviour lessons such as the one below.

Focussed Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Rangeville State School to provide focussed teaching. Focussed teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Rangeville State School has a range of Student Support Network staff in place to help arrange and deliver focussed teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Zones of Regulation
- Check and Connect
- Fun Friends Program
- Bullying No Way
- Functional Based Assessment.

For more information about these programs, please speak with our PBL Internal Coach, Mrs Sue Hagley.

Intensive Teaching

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

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

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

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

Case managers at Rangeville State School will adopt an **Interactional Approach** which considers the interaction of both internal functional factors and external environmental factors as being primary in understanding how students behave. In essence, they will adopt a pro-active "problem solving" approach.

While there are many reasons why a student may behave in a way that others will perceive as challenging, it is considered by many that at its essence all behaviour is a **form of communication** so the beginning of any behaviour support strategy should be the consideration of the **reasons for and purpose of** the student's "challenging" behaviour. In considering both internal and external factors, a number of questions should be asked:

- **What is the student trying to communicate through their behaviour?** When the first discrete opportunity presents itself, ask the student to explain "why" they acted in that way. Listen for clues in their response. Try to interpret the situation from their perspective.
- **What unmet functional needs of the student may be driving the behaviour?** Consider frustration in communicating, lack of security or anxiousness, insufficient control in decision-making, lack of engagement and stimulation, a need for a sensory break, etc.
- **What environmental triggers in the classroom and school context may be contributing to or increasing that unmet need?** For example, is the classroom environment further compromising the student's communication skills, is the curriculum or nature of instruction inaccessible, is there conflict within or exclusion from the social landscape of the classroom or playground.
- **Is there a pattern in the timing of the behaviour?** For example, does it seem connected to a particular seating arrangement, a particular lesson or transitioning back into the classroom after playtimes.

Case managers will also keep relevant neuroscience in mind – that, broadly speaking, behaviour for all children matures over time from automated behaviour (deriving from the autonomic parts of the brain) to more self-controlled or deliberate behaviour (deriving from conscious control areas of the brain). This developmental process of moving from minimal control of behaviour to comparatively full self-control typically takes around 25 years. Of course, as with all human development, this varies enormously between individuals, but in all cases, it involves a learning process.

Any strategy that is adopted should be clear on what we are aiming for in our teaching: supporting students to learn and develop the skill to self-control their own behaviour, rather than for others to 'manage' or 'control', recognising though that encouraging that learning may involve some initial graduated support.

Acknowledgement of Positive Behaviours

At Rangeville State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

A formal recognition and monitoring system; Rangeville 'Roar Stamps' is in place. 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.

Staff members enact the practice of 'positive noticing' to encourage expected behaviours. All staff award 'ROAR Stamps' as a part of a free and frequent process where stamps are put on to 'ROAR Cards' when staff observe students following school expectations in both classroom and non-classroom areas.

This short-term reward and reinforcement occur continually throughout the day. When staff 'catch' a student following the expectations they give them a 'ROAR Stamp'. When students are given a 'ROAR Stamp', the staff member identifies the school's expectations for which they are giving the stamp. Suggested language for acknowledging positive behaviour that reinforces specific behaviour expectations;

- o *"You were doing a great job picking up rubbish to help make our school a safe place for others to play."*
- o *"I really like how you are ready for the day with all of your equipment. You are showing great respect for your learning."*
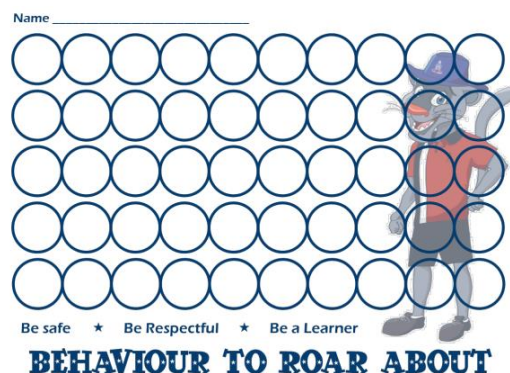
As part of the process for providing medium term rewards, a menu of reinforcers for the 'ROAR Shop' is in place. Completed 'ROAR Cards' are kept in the classroom to be used as 'currency' for the 'ROAR Shop'.

Long Term Rewards are achieved by students who meet the set criteria for behaviour throughout the term. This whole school or cohort wide reward acknowledges consistently positive behaviour choices. Students who do not meet criteria will work together with a member of the Leadership Team to review the school's expectations from the term while also engaging in a differentiated reward experience.

Disciplinary Consequences

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

The majority of students, 80 – 90%, will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Tier 3 – Intensive Interventions

1-5%
- Individual Students
- Assessment – based
- High Intensity

Tier 2 - Targeted Interventions

5-10%
- Some students (at risk)
- Supplemental
- Reduce Risk

Tier 1 – Universal Prevention

80-90%
- School-wide
- Core instruction for all students
- Preventative
- Proactive
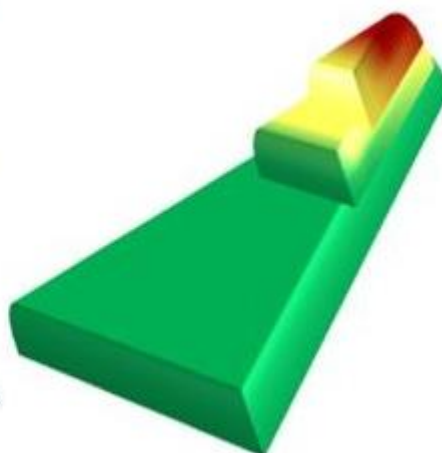
Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 5 - 10% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

For a small number of students, approximately 1-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations.

When responding to problem behaviour, a staff member first determines if the problem behaviour is **major or minor,** with the following agreed understanding:
• **Minor problem** behaviour is handled by staff members at the time it happens.
• **Major problem** behaviour is referred directly to the school Leadership Team.

<u>**Minor behaviours**</u> are those that are minor breeches of the school expectations. They:
- ✓ do not seriously harm others or cause you to suspect that the student may be harmed;
- ✓ do not violate the rights of others in any other serious way;
- ✓ are not part of a pattern of problem behaviours; and
- ✓ do not require involvement of specialist support staff or Leadership Team.

<u>**Major behaviours**</u> are those that:
- ✓ significantly violate the rights of others;
- ✓ put others / self at risk of harm; and
- ✓ require the involvement of the Leadership Team.

Major behaviours result in a timely referral to the Leadership Team because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member arranges transfer to the office.

When determining if the behaviour falls into the Minor or Major category, staff are to reference the Rangeville State School Sector Specific Majors and Minors document (see below) that provides explicit descriptions and examples of unacceptable behaviour in student friendly language.

	P-3 Area	Minor (3 minor = major)	Major
Be Safe	Bullying and Harassment		• I hurt someone with my hands, my feet or my words
	Mobile phones and devices	• I have a mobile phone/device with me	• I use a mobile phone/device without permission

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		• I don't use the computers/devices properly	• I am often unsafe when I use the computers/devices
	Being safe with objects	• I tap someone with a pencil to annoy them, I climb on fencing, I slide on railings.	• I hit someone with an object to try and hurt them
	Keeping hands and feet to ourselves	• I push or hit other people • I play rough games	• I fight with, punch, kick, scratch, or spit on other people • I repeatedly play rough games, and someone gets hurt
Be Respectful	Speaking rudely to adults	• I refuse to follow directions • I talk back • I am rude to an adult	• I repeatedly refuse to follow directions • I repeatedly talk back • I am repeatedly rude to an adult
	Wearing uniforms	• My school uniform is close to expectation • I have no hat outside • I don't wear shoes outside	• My school uniform is not correct • I never have my hat
	Lying / Cheating	• I don't tell the truth	• I repeatedly lie to the teacher • My lies hurt/harm other people • I copy other people's work
	Looking after the school	• I draw on my desk or other school equipment, it can be cleaned off • I drop rubbish on the ground • I take things from someone else	• I break school equipment • I damage or destroy the gardens and school environment on purpose • I steal lunches, money or equipment
	How we speak	• I say shut up • I call people names • I swear to myself	• I often use horrible words to hurt someone's feelings • I often swear at other people
Be a Learner	Disruptive	• I talk when the teacher is talking • I don't play games properly • I stop other people from learning	• I yell or scream in the classroom • I often don't play games properly • I stop other people from learning even after the teacher has reminded me of the expectation
	Following our school expectations	• I don't do my work • I am late to class • I don't share • I run on the cement • I play in the toilets	• I often don't do my work • I am repeatedly late to class • I often don't share • I repeatedly run on the cement • I repeatedly play in the toilets
	Doing my work	• I don't do my work, but I don't disrupt the class	• I don't do my work and I interrupt the rest of the class

	3-6 Area	Minor (3 minor = major)	Major
Be Safe	Bullying, Harassment and threats to others		• Continued intimidation – hurting a student physically or with words • Face to face • Cyberspace

	IT Misconduct / Mobile phone	• Mobile or electronic/digital device not handed in to office before going to class • Rough handling of computer/digital equipment / devices e.g. banging/dropping, unplugging cords, turning switches on and off • Showing other students inappropriate content on computer (while searching) • Taking photos on the camera or iPad without permission	• Using mobile phone or electronic/digital device without permission • Inappropriate use of personal technology devices or social networking sites • Refusal to hand phone in to the office when directed • Researching inappropriate content. • Taking inappropriate photos on the camera or iPad without permission • Using someone else's username and password to log onto a computer. • Sharing username with others
	Misconduct involving object	• Non serious contact using an object e.g., tapping someone with a pencil to annoy them, swinging on poles/rafters, climbing on fencing, sliding on railings • Incorrect use of equipment. • Playing non approved games involving object e.g. brandy	• Continued or deliberate serious physical contact &/or aggression using an object.e.g. hitting someone with an object to try and hurt them • Continued incorrect use of equipment
	Physical Misconduct	• Simple physical contact e.g. pushing, hitting • Playing physical games e.g. tackle football	• Continued or deliberate physical contact e.g. fist fighting, punching, kicking, scratching, pushing, tripping, biting, spitting • Continued unsafe activities where other students may be hurt
	Possess prohibited items		• Possession or selling of drugs • Possession of weapons including knives & any other items which could be considered a weapon being taken to school
	Substance misconduct		• Drinking alcohol and smoking at school
Be Respectful	Defiant / threat/s to adults	• Occasional refusal to follow directions	• Continued refusal to follow directions talking back, being rude
	Dress code	• School uniform is close to expectation • No hat in the playground • No shoes outside	• Continued refusal to wear correct uniform
	Lying / Cheating	• Occasional lying/cheating (not involving anyone else)	• Continued lying • Continued violation of expectations • Lies which can hurt/harm other

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		Minor	Major
	Property misconduct	• Not using property correctly e.g. writes in pencil on furniture (removable graffiti), littering • Not caring for the environment • Stealing belongings from other people	• Continued deliberate destruction of property • Continued damage to school the environment
	Verbal misconduct	• Low level language e.g. shut up, idiot, swearing to self. (Written words, spoken words, actions) • Using tone or raised voice	• Swearing directly at a person • Using horrible or obscene words to deliberately hurt a student or group's feelings
Be a Learner	Disruptive	• Occasional off-task behaviours such as talking while the teacher is talking, tapping pencil on the desk, stopping other students from learning	• Continued behaviour which interferes with other students' learning/working e.g. yelling or screaming, constant out of seat behaviour etc. • Continued behaviour which interrupts playground activities e.g. yelling or screaming, disrupting games
Be a Learner	Non-compliant with routine	• Occasionally refusal to follow routines e.g. not on time, not in the right place at the right time, not following teacher directions unco-operative behaviour • Behaviour that is unsafe-running on concrete, not using equipment properly playing in toilets	• Continued refusal to follow classroom and / or school routine e.g. student repeatedly refuses to follow the routine/expectations of the classroom and may verbalise non-compliance, e.g. *I'm not doing that*, and /or move themselves away from the rest of the class • Student shows no respect for routines e.g. Student may go straight out to play and refuse to sit down during eating time, Student may refuse to go to class when directed by a staff member • Leave class / school without permission (out of sight)
Be a Learner	Refusal to participate in program of instruction	• Student refuses to complete set tasks that are at an appropriate level, but does not disrupt others e.g. student refuses to do activity but sits quietly by themselves	• Continued refusal to complete in classroom/specialist activities **(which are at the appropriate level for the student)** and the student causes disruption for the teaching and learning of the class

Behaviours that require immediate intervention are considered to be **major behaviours.** All other behaviours, when not consistently recurring, are considered to be **minor behaviours.**

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The Rangeville State School Behaviour Support Flow Chart supports staff in responding consistently to behaviour incidents, both Minor and Major.

Rangeville State School Flow Chart for Encouraging Positive Behaviour and Discouraging Inappropriate Behaviour

Observe behaviour – Is it a 'Universal' (staff managed) behaviour? If not…*Is it respectful and/or safe?*

Problem solve with the students/s.

Does the behaviour require an instant office referral?

No → Staff follow PBL **Minor** behaviour response:

Yes → Follow PBL **Major** behaviour response

At Rangeville S.S. students will:
✓ Be explicitly taught the values and expectations that support positive behaviour; Be Safe, Be Respectful & Be a Learner
✓ Respect that all students have the right to learn in a safe, inclusive and supportive environment
✓ Engage in learning positively
✓ Be taught that bullying, violence or intimidation will not be tolerated.

Reinforcement and Acknowledgement:
✓ Praise - 4:1 ratio - Effective, specific positive feedback + adult attention
✓ Regular positive verbal/written contact with parents/families
✓ Use of a tangible reinforcement system for short, medium & long-term rewards
✓ Public Acknowledgement - Student of the Week & Academic awards
✓ Meritorious award for attendance above 93%
✓ Positive reports on One School

At Rangeville S.S. Universal Behaviours will be managed by teachers and teacher's aides & are not recorded on OneSchool (unless repeated continually). Examples may include:
✓ Calling out
✓ Late for class
✓ Homework incomplete
✓ Failure to bring equipment
✓ Inattention
✓ Rudeness to others
✓ Play fighting
✓ Minor yet inappropriate use of ICT, recording devices and phones
✓ Inappropriate displays of affection
✓ Teasing or perceived harassment of other students (different from ongoing bullying)
✓ Minor health and safety issues e.g. swinging on chairs, playing with sticks
✓ Eating and drinking in the classroom (water OK)
✓ Not following adult instructions
✓ Undue noise (tapping pencils, talking)
✓ Inappropriate language (not including swearing)
✓ Non - completion of class work
✓ Refusal to complete assessment
✓ Running in classroom/pathways/toilets

Minor: Teacher Managed

Step 1:
☐ Prompt
☐ Redirect
☐ Model & Reteach
☐ Choice
☐ Outcome/Resolution

Behaviour stops… / Behaviour continues…

Give positive verbal/social acknowledgement

Step 2:
Apply Behaviour Consequence (logical, individualised)
Classroom
☐ ESCM – Least to most intrusive
☐ Alteration of activity
☐ Temporary removal from activity
☐ Student conference
☐ Restorative Conversation
☐ Chill Out space (in view of staff)
Playground
☐ Miss out on play
☐ Walk with teacher
☐ Loss of privilege
☐ Conversation around personal goal
☐ Sit Out/Time Out

OneSchool
Staff member completes minor OneSchool incident.
It is not necessary to refer to Admin.
No office action required.

Level 1 Behaviours: MINOR LEVEL:
- Repeated failure to follow adult directions/instructions
- Ongoing work avoidance – (repeated instances of not remaining in place/on task)
- Non-completion of 'at level' work due to off task behaviour/deliberate avoidance
- Behaviour that is intended to disrupt the learning of others
- Leaving the classroom without permission
- Minor insolence / defiance / language (swearing)
- Intentionally taking another students' equipment
- Rough play (causing unintentional injury)
- Teasing/minor name calling/unacceptable language (not directed at a person)

Consequence - 'Change/Correctional' Strategies:
- Rule reminder/Task adjustment
- **Prompt** – Low key responses (proximity, signal, non-verbal cue, ignore, attend, praise)
- **Redirect** – restate the matrix behaviour
- **Reteach** – tell, show, practice, acknowledge
- **Provide choice** e.g. Alteration of activity – adjustments to work expectations, participation requirements, equipment to be used, etc.
- Acknowledge – 'Immediate, Fast & Frequent'
- Time out of play/walk with teacher
- Repositioning in class/playground
- Make up time- restorative practice

Restorative Conversations:
Private, calm, positive
- Why are we having this conversation?
- Are you;
  - Being safe?
  - Being respectful?
  - Being a learner?
- What should you be doing?
- How will you do this?
- Can I help you to do this?

Major: Office Managed
(OneSchool Report Essential)

Level 2 Behaviours: MAJOR LEVEL:
- Persistence of Level 1 Behaviours
- Continual & repeated failure to follow a direction/instruction/request
- Persistent and deliberate non-participation in a class activity
- Major disruption
- Leaving school grounds
- Aggressive language & threatening peers
- Swearing at staff and/or students
- Misuse of computers/Cyberbullying
- School property misuse
- Truancy
- Minor vandalism
- Harassment or bullying
- Consistently & intentionally late to class
- Physical misconduct causing harm (fighting)
- Repeated sexualised behaviours

Consequence - 'Cool Down' Strategies:
- Restorative Conversation Questions
- Cool down time – removal from classroom /playground for set period
- Work completed in supervised area
- Playground 'Red Card' - Sit Out
- Detention
- Restitution eg. clean-up mess
- Parental contact
- Behaviour Intervention Team (BIT) referral and response with goals & monitoring
- Referral: GO (Anger Management/ Counselling) or Behaviour Support Teacher

Level 3 Behaviours: INTENSIVE LEVEL:
- Failure to correct Level 2 Action
- Threatened classroom behaviour/violence
- Elevated verbal abuse of staff/students
- Dangerous unsafe behaviour
- Deliberate and persistent refusal to follow directions/expectations
- Persistent refusal to participate in school program
- Major harassment/bullying
- Major vandalism
- Cyberbullying
- Bringing weapons to school
- Deliberate use of an object to cause harm to self/others

Consequence - 'Time Out':
- Restorative Conversation Questions
- Classroom or internal suspension
- Referrals – BST or GO behaviour plan
- Parent contact to remove student & conference
- School community service
- Managed attendance/Flexible Arrangement/classroom participation
- Restitution – repair/replace
- PCYC Restart Program
- Behaviour plan with goals & monitoring
- Suspension / Exclusion
- Police

3 x Minors of same behaviour (after re-teaching) = 1 x Major
2 x Majors and/or suspension = loss of long term reward

Follow PBL Major behaviour response

Step 1:
☐ Inform student of behaviour violation
☐ State expected behaviour
☐ Contact Office (phone /playground 'Red Card')

Step 2: Office Actions
☐ Review incident
☐ Investigate further (if necessary)
☐ Determine consequences
☐ Enter data/complete record keeping

Office follows through on consequence.

Office informs parents/carers

Office provides teacher feedback

If behaviour continues:
☐ Parent/carer interview
☐ Suspension
☐ Behaviour Intervention Program
☐ Individual behaviour support plan
☐ Playground monitoring plan
☐ Crisis Prevention Plan
☐ Managed attendance/ flexible arrangement

Response to ALL student problem behaviour is:
Calm, consistent, brief, immediate, respectful, and private!
"What is seen as misbehaving may be the only way that a student can communicate his or her needs at a particular time." (Kohn, 1996)

Universal Differentiated Consequences – Green Zone

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection

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- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed Consequences – Yellow Zone

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive Consequences – Red Zone

School leadership team work in consultation with stakeholders to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.
-

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension
Students who are suspended from Rangeville State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

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

Reasonable adjustments

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

RANGEVILLE STATE SCHOOL

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RANGEVILLE STATE SCHOOL

Instrument of Authorisation

Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the Education (General Provisions) Act 2006 (EGPA)

I, Benjamin Kidd, Principal of Rangeville State School, authorise the persons who are from time to time the holders of the position of Deputy Principal at this school, to tell a student on my behalf of my decision to suspend the student under Section 281 of the EGPA.

I further authorise the persons who are the holder of the positions of Deputy Principal, to tell a student on my behalf of my decision not to exclude that student under Section 295(2(a) of the EGPA. This authorisation includes telling the student that their suspension under Section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- A suspension of a student under Section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per Section 293(3) of the EGPA;
- When a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of Section 295(2)(a) of the EGPA.

Benjamin Kidd
Principal
Rangeville State School

School Policies

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)

- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

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

Parents of students at Rangeville State School:

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

Students of Rangeville State School:

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

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Rangeville State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.
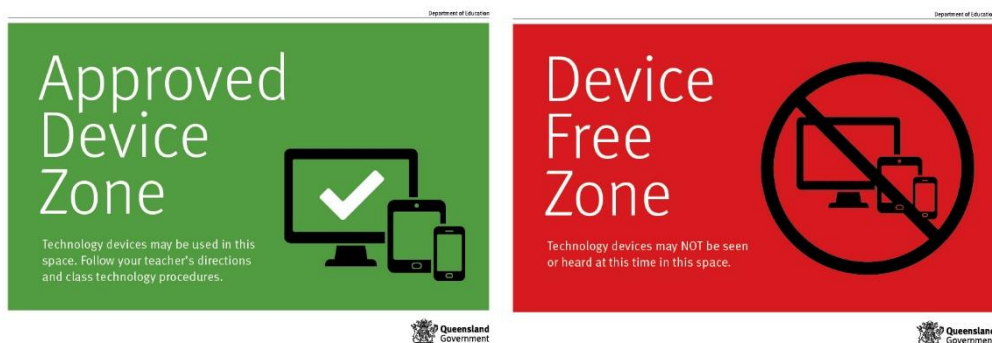
Responsibilities

All mobile phones are to be clearly labelled and given to front office staff at the beginning of the day and collected at 3:00. All care but no responsibility will be taken for equipment.

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Rangeville State School to:
- use mobile phones or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device in the Office, before school, unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Rangeville State School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

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

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

Preventing and responding to bullying

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

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

  Behaviours that do not constitute bullying include:
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Rangeville State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

REPORTING BULLYING

Ideally victims should report bullying to the class teacher, Deputy Principal or Principal. However, parents often receive information first and are asked to include the following in a report to the school:

1. What happened?
2. Where and when did it happen?
3. Who was involved and who were witnesses?
4. What you suggest should be done by whom?

PREVENTION

Rangeville State School's school-wide 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 three school expectations and have been taught the expected behaviours attached to each rule in all areas of the school (*behaviour matrix identified in the RBP document)*
- All students have been or are being taught the specific routines in the non-classroom 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 non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom 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 non-classroom areas.
- The lessons addressing the anti-bullying process will be taught by the Leadership Team and teachers in classrooms. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.
- An initial introductory lesson is delivered, which teaches the Hi-5 process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. PBL lessons will also address aspects of strategies to manage bullying.
- 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.
- Rangeville State School uses behavioural data for decision-making. This data is entered into our OneSchool database on a daily 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.

RESPONDING TO INCIDENTS

There are varying degrees of incidents that may constitute bullying and the school response will be appropriate to cater for this range.   Responses seek to restore positive relationships and enable students to learn appropriate social behaviours. Responses will be age appropriate, consider the individual circumstances of the students and involve communication with parents of both parties.   The Flowchart below is designed to support Rangeville State School Staff in responding to bullying incidents.

Bullying Response Flowchart for Teachers

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

> **Key contacts for students and parents to report bullying:**
> **Prep to Year 6** – Class teacher
> **Deputy Principals** – Kerri Hodgson or Sue Hagley

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

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

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

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

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

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

The poster below anchors the school's approach to reinforcing positive Digital Behaviours and forms the basis of an explicit PBL Lesson.

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I am a
Digital Citizen

When I'm learning at home, I will use my device for educational purposes.

I will keep my device safe and secure at all times.

Be Respectful

I listen to my gut! I make sure that I am safe and appropriate when I am online.

I will visit appropriate websites that promote learning and are for educational purposes.

I will follow Copyright Laws, and will remember to cite the sources I use for all my projects.

I listen to my head! I will protect my private info and the information of others.

I will log out, and not share my login or password with others.

I listen to my heart! I respect myself and others when I am online.

I use kind words, and remember that my 'digital footprint' should not harm others.

I stand up and say "No!" to cyberbullying.

I will tell an adult if someone is being unkind or harmful.

Rangeville State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
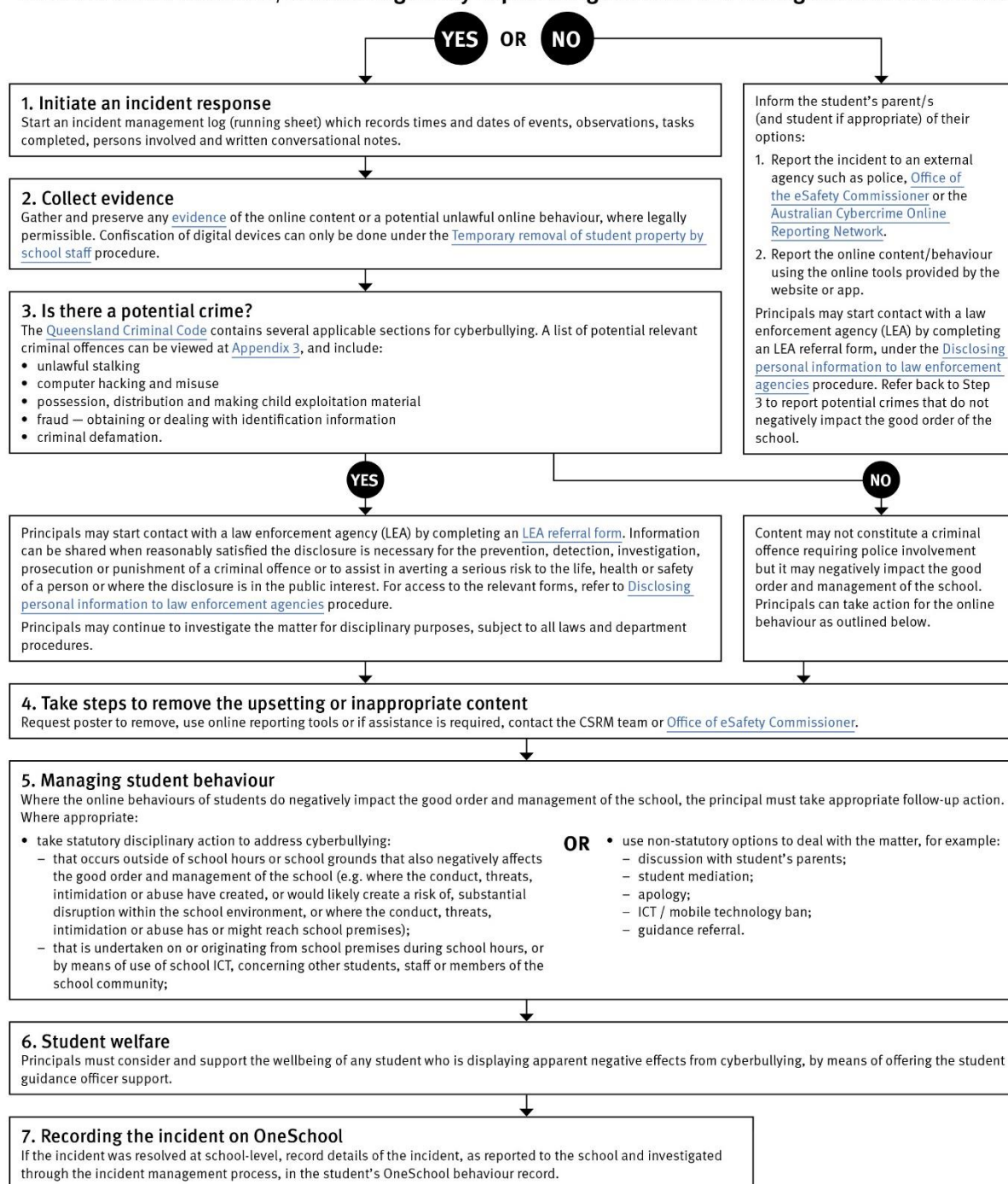
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document (p. 8). Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Rangeville State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor,

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accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

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

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for

managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.   All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

Critical Incidents

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