



Agnes Water State School

When we are Safe, Responsible and Respectful, we are truly able
to 'Learn and Grow'

Student Code of Conduct 2024-2027

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

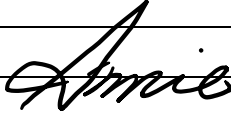
Purpose

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Agnes Water State School is committed to ensuring students have the best possible opportunities to engage in quality learning experiences to improve student outcomes. We see the management of this environment as the responsibility of the school staff, parent community and the student body. Essential to effective learning is a safe, supportive and disciplined environment.

Contact Information

Postal address:	1 Donohue Drive, Agnes Water
Phone:	07 4902 1333
Email:	admin@agneswaterss.eq.edu.au
School website address:	https://agneswaterss.eq.edu.au/
Contact Person:	Andrew Collis

Endorsement

Principal Name:	Andrew Collis
Principal Signature:	
Date:	15/10/2024
P/C President and-or School Council Chair Name:	
P/C President and-or School Council Chair Signature:	
Date:	15/10/2024

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Principal's Foreword

Introduction

At Agnes Water State School, our motto is 'Learn and Grow'. For students to be able to do this, we must have key foundations within an evidence and researched based framework that enables them to feel safe, valued and respected as individuals. Our school provides this important framework through the Positive Behaviour for Learning (PBL) framework. We provide students with a culture and environment that is conducive to learning and developing adequately at their own rate. Staff meet regularly to discuss data and practices so that they are aligned to the needs of current students across the school. From this data, we develop focus areas for improvement each week and constantly reward students for reaching set goals/targets. Our curriculum and ways of teaching are based on the needs of students, guided by the Australian Curriculum (core and cross-curricular priorities). Our staff members are constantly reflecting on their practices via numerous sources of feedback and reflection from within the school team and external regional support.

We recognise each student cohort, group and individuals as requiring adjusted support to suit their current social, emotional, academic and/or physical needs. Our community partnerships support every student to learn and grow knowledge of their own or other's cultures as well as extra-curricular skills that promote life-long engagement in higher order thinking and problem solving skills.

At Agnes Water State School, when we are Safe, Responsible and Respectful, we are truly able to 'Learn and Grow'. We thank all key stakeholders for their support towards our school to ensure every student succeeds.

Whole School Approach to Discipline

Setting high standards and expectations for students allows teachers to enhance learning. Agnes Water State School's expectations have been developed in line with the Positive Behaviour for Learning framework. These initiatives reinforce the expectations, principles and standards in the Code of School Behaviour, which emphasises the close relationship between learning, achievement and behaviour. Positive Behaviour for Learning is a framework that ensures the systems that govern the behaviour plan are in place, monitored and action plans developed to encourage all students meet these expectations. The expectations are embedded in classroom practices and ensure enhanced learning environments. These expectations are the responsibility of the staff, students and parents/carers.

These expectations are:

- Student outcomes will improve
- Students will be explicitly taught the rules and expectations
- All students will do their best
- All issues will to be discussed with the classroom teacher
- All students, staff and parents will act and treat others with respect
- Teachers will prepare classroom environments conducive to learning and plan programs that are responsive to individual needs, aligned to the curriculum, connected to learners and contextually relevant
- Care for the school environment
- Classroom rules will displayed in all classrooms
- School Rules will be visible throughout the school
- All Student behaviours will be recorded by the class teacher and communicated to relevant stakeholders
- Minor behaviours will be recorded on one school
- All Major behaviours will be referred to the Principal
- All minor and major behaviours will be dealt with in a consistent and fair manner by all staff.

Consideration of Individual Circumstances

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

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

teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

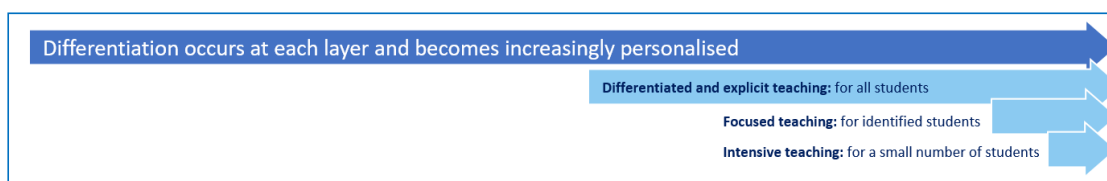
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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



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

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

Agnes Water State School PBL Matrix

To Learn and Grow at AWSS we are Respectful, Responsible and Safe.

(based on Respectful Relationships, Smiling Mind)

Expectations	All settings	Eating	Transitions -	Classroom	Playground	Toilet	In the community (including bus, riding and social media)
							
Respectful	I talk with kindness and consideration. I listen and value other opinions.	I use my manners when eating.	I am mindful of moving quietly through the school.	I stay focussed on my learning and allow others to do the same.	I use school appropriate language to express myself. I respect the environment.	I respect privacy and get ready for swimming respectfully.	I use kind language. I represent our school with pride.
Responsible	I am an upstander. I own my behaviour. I set a good example to others.	I put rubbish in the bin and my lunchbox in my bag.	I line up and wait for the teacher calmly. I am in the right place at the right time.	I keep learning spaces clean and tidy. I learn from my mistakes.	Take turns and follow the rules of the game. I use the High 5 strategy to solve challenges.	I keep the toilet area clean and tidy.	I follow the road rules and wear safety gear.
Safe	I am aware of what emotions look like in others, and can respond appropriately. I use my own belongings and ask permission before I use or touch someone else's. I use my words to solve problems. I use the High 5 strategy to solve problems.	I stay seated and eat my own lunch. I stay in my area.	I walk on the paths.	I use technology for curriculum purposes only. I allow personal space of others and am mindful of my own body language.	I am in the right place at the right time. I use the right equipment including wearing my hat and shoes.	I use good hygiene in the toilet.	I consider others when moving through spaces. On the bus I stay in my seat.

Agnes Water State School's Whole School Processes for Acceptable & Unacceptable Behaviours	
Acceptable Behaviour	Unacceptable
Free and Frequent > Every Day > Every Week > Every Month > Every Term > Yearly ↓ Verbal and Non-Verbal praise/recognition throughout the whole day – Verbal - eg. "Great job for..."; "I really like how you did..."; Non-Verbal – eg. Thumbs up and smile. ↓ Captain Starfish Tokens (Every Day) – given by staff members when students display behaviours associated with the week's focus rule in the classroom or playground settings. Captain Starfish tokens are handed out freely and frequently and contribute to classroom-based rewards. Captains Starfish tokens are also drawn at random to select the weekly 'Captain Starfish' awards. Recipients of this award can also select one prize from the 'Treasure Chests'. ↓ Student of the Day (Every Day) – given via a sticker, to a student at the beginning or end of the day, for displaying the focus behaviour consistently throughout the school day. ↓ Student of the Week (Weekly) – given via a certificate to a student, from each class by the classroom teacher, for displaying the week's focus behaviour consistently. Teachers utilise Captain Starfish, Student of the Day and observational data to assist in choosing a student. This award is presented on Parade each Friday.	Prevention – Explicit teaching of expected behaviours throughout the whole school – lessons delivered by the teacher using the Essential Skills for Classroom Management along with other resources (Morcombe Foundation; Bullying, No Way!; 5 Keys to Success, iMovies made by classes). Behaviour Sighted ↓ Verbal and Non-Verbal Warning – 1. Reward other students for doing expected behaviour including student doing unacceptable behaviour, if corrected; 2. "You need to be doing this..."; 3. Question – is that being respectful towards other learners? Non-verbal: 1. Move in to close proximity to the student 2. A gesture from the staff member to indicate behaviour is sighted. Behaviour Continues after above intervention ↓ Time Out/Buddy Class – 1. Move student to an agreed area where they can be seen and heard by staff to cool down/reflect. 2. Send student to agreed 'Buddy Class' with work to be completed. 'Buddy Class' teacher to send student back to class after a maximum of 30 minutes. Behaviour Continues after above intervention ↓ Reflection – Student is required to reflect on unacceptable behaviour, during play time, and speak with administration about how the behaviour will not be repeated. Parents/Carers are to be phoned and contact put on to OneSchool. Reflection – Teacher inputs on to OneSchool in behaviour. Behaviour Continues after above intervention ↓

<u>Golden Time (Weekly)</u> – Each classroom teacher has an opportunity to provide reward time of a Friday afternoon to celebrate students' achievements. Students must earn this time through an agreed amount of received Captain Starfish tokens. All activities are structured to suit ages and ability levels. ↓	<u>Referral to Principal</u> – Student is required to discuss behaviour with the Principal or member of administration along with parents/carers. Suitable strategies, intervention and consequences are discussed. Administration inputs communication with students and parents/carers on OneSchool.
<u>Student of the Month (Monthly)</u> – given via a certificate and a starfish trophy, to a student from each class for displaying the school rules consistently throughout a month. This award will usually be given on our Week 4 and Week 8 Parades (every 4 weeks within a term). ↓	<i>Behaviour Continues after above intervention</i> ↓
<u>Celebration Days (end of term)</u> – organised by teachers and administration at the end of each term for students who have consistently followed the school rules. Behaviour data and observations are utilised to determine students who are/aren't invited to participate. Students, who are not invited to participate continue involvement in the curriculum at school. ↓	<u>Further consequences</u> - considered with input from teacher, parents/carers and any other required stakeholders (eg. Guidance Officer) and are fairly given according to displayed behaviour.
<u>Whole School End of Year Awards</u> – A range of academic, extra-curricular and effort awards are given to students, during our Awards and Performance gatherings at the end of the year. Teachers determine the recipients of these awards from academic, behaviour and observational data. Students who have excelled at displaying the school's behaviour policies are also given an opportunity to apply for Student Leadership, Sport House Captains and School Captains/Vice Captains positions.	Consideration of Individual Circumstances Staff at Agnes Water State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.



MINOR BEHAVIOURS:

Behaviours which disrupt the learning or play of others, and can be easily redirected. These behaviours do not seriously endanger the health, safety and wellbeing of others, but can still impact the learning of the student and others.

Positive relationships are at the centre of a proactive approach to classroom management.

(P 5 Effective Classroom Management—A guide for teachers.)

GAIN ATTENTION

Use student name
Use visual cue/prompt
Proximity

REDIRECT

Corrective feedback.
Restate the Behaviour matrix.
Use calm, non-threatening body language and tone of voice, say 'Thanks' at the end to signal expected compliance.
Allow processing time.

RETEACH

Tell, show, practice and acknowledge the expectation from the matrix.
Provide student intervention on desired behaviour from the matrix. Logical Consequences.
(P 22 Effective Classroom Management—A guide for teachers.)

EVALUATE

Praise verbally and non verbally to reinforce taught behaviour.
Revisit teacher strategies.
Use 'Continuum of Responses' - (P 23 Effective Classroom Management—A guide for teachers.)
Reflect on practice.
PHONE CALL home for repeated (or out of character) behaviours. Record on ONESCHOOL.

MINOR BEHAVIOURS—Managed by teachers and aides

RESPECT:

Inappropriate language
Non compliant with routine
Low level disruption
Verbal misconduct (ie swearing, but not directed at anyone else)

SAFETY:

Equipment misuse
Physical misconduct (no injury)
Out of bounds

RESPONSIBILITY:

Refusal to participate in program of instruction
Refusal to take ownership of misbehaviour
Not telling the truth

Are you using these strategies?

Classrooms:	Playground:	Hints to remember:	Things to avoid:
Active Supervision = <u>'Teach from the feet, not from the seat'.</u> Cueing with Parallel Acknowledgment. Reward with Captain Starfish. Free and frequent. Establish expectations regularly. Give prompts and pre-corrections. Explicitly teaching the Behaviour rule of the week using the AWSIS Power Points and Class made movies. Waiting and scanning. Visual Schedule.	Active Supervision = <u>MOVE—SCAN—INTERACT</u> Descriptive encouraging Selective attending Redirecting Giving a choice—stated calmly and in a 'matter of fact' manner. Following through.	Stay calm, use a firm voice and maintain consistency. Use peripheral vision Selectively attend—and follow up with a post lesson discussion—privately Avoid being sucked into secondary behaviour Say 'thanks' after redirection and turn away.	Confrontation Sarcasm Putdowns Unfinished business (it's the certainty of the consequence being applied, not the severity). Invading personal space Getting into a power struggle Making choices sound like threats. (Flexible Learning Centre—Essential Skills for Classroom Management)

Strategies and Ideas from ESCM and Effective Classroom Management for PBL



MAJOR BEHAVIOURS:

Major acts of misconduct which have a direct negative impact to themselves or others (health, safety, property).

The purpose of a consequence is to **correct** and **TEACH**.

(P 22 Effective Classroom Management—A guide for teachers.)

ASSESS THE SITUATION

Is it Major or Minor?
Call admin if needed.
Report on OneSchool

MINIMISE RISK

Modify environment.
Remove trigger.
'Buddy' class.

NOTIFY OTHERS

Inform admin.
Inform parents—call or meet.

DEBRIEF

With staff and students where necessary.
Determine school response and consequences.
Record on OneSchool.

MAJOR BEHAVIOURS—Managed by teachers/admin

RESPECT:

Verbal abuse directly at another person
Physical misconduct
Stealing with intent

SAFETY:

Physical misconduct
Bringing or having prohibited items
Theft

RESPONSIBILITY:

Deliberately disrupting others.
Failure to attend class
Serious, inappropriate IT misuse.

Have you implemented these strategies?

Responding to ongoing problem behaviours:
Respond calmly and immediately.
Talk privately.
Use a calm, even tone.
Speak quietly, but firmly.
Keep interactions brief.
Allow processing time.
Move away and monitor.
Be prepared to follow up later.
(Page 27 Effective classroom management: A guide for teachers.)

Consequences:
Individual conference
Restorative chat
Restorative justice (apology cards)
Behaviour chart
ISSP
Revisit Trauma Informed Practice or Mandt Training for ideas.
See the suite of PBL lessons for opportunity to re-teach.

Unconditional Positive Regard: When we offer students unconditional positive regard, we create the enabling conditions for their success. Offering students unconditional positive regard looks like this in practice:
- **Greeting students** as they return from a break and welcoming them into class with a smile, irrespective of what happened in the previous lesson or day.
- Wiping the slate clean by offering students a **fresh start** (positive tone and body language).
- **Suspending judgement** about the student and the level of success they are capable of achieving.
- Continuing to have the **highest expectations** of students.

Things to avoid:
Confrontation
Sarcastic
Putdowns
Unfinished business (it's the certainty of the consequence being applied, not the severity).
Invading personal space
Getting into a power struggle
Making choices sound like threats.
(Flexible Learning Centre—Essential Skills for Classroom Management)

Strategies and Ideas from ESCM and Effective Classroom Management for PBL

Focused Teaching

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

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

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

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

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Agnes Water State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations (please see table on page 9 for processes dealing with acceptable and unacceptable behaviours).

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Differentiated

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

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Captain Starfish
- Reflection
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving

- Stakeholder meeting with parents and external agencies.

Intensive

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

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

School Disciplinary Absences

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

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

At Agnes Water 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 Agnes Water State School will 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 through Principals discretion 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-entry 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 with unconditional positive regard – a concept developed by psychologist Carl Rogers, which is the basic acceptance and support of a person regardless of what that person says or does.

Reasonable adjustments

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

School Policies

Agnes Water 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 Agnes Water 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)
- vapes
- 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 Agnes Water 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 Agnes Water State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Agnes Water SS 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 Agnes Water State School

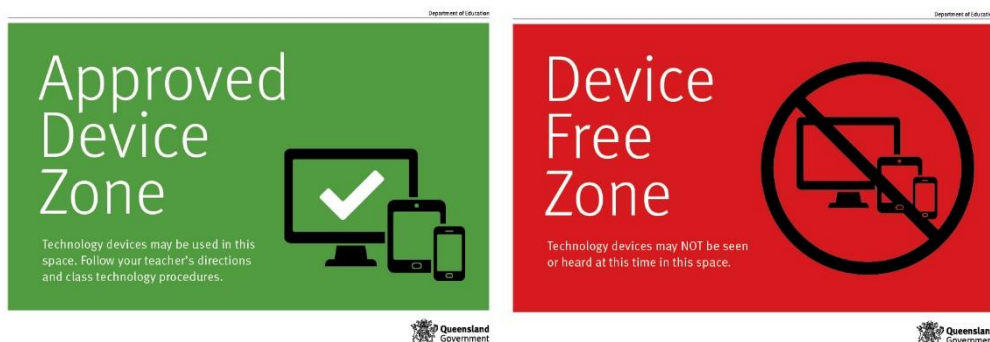
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Agnes Water SS Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive 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 smart 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, tablets and watches. 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, Agnes Water State School has determined that explicit teaching of responsible use of mobile phones and other smart 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

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 Agnes Water 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 out of sight during classes, before and after school, and during lunch breaks 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 Agnes Water 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 Agnes Water State School Student Code of Conduct. In addition, students and their parents should:

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

Preventing and responding to bullying

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

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Agnes Water State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership

team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing

Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

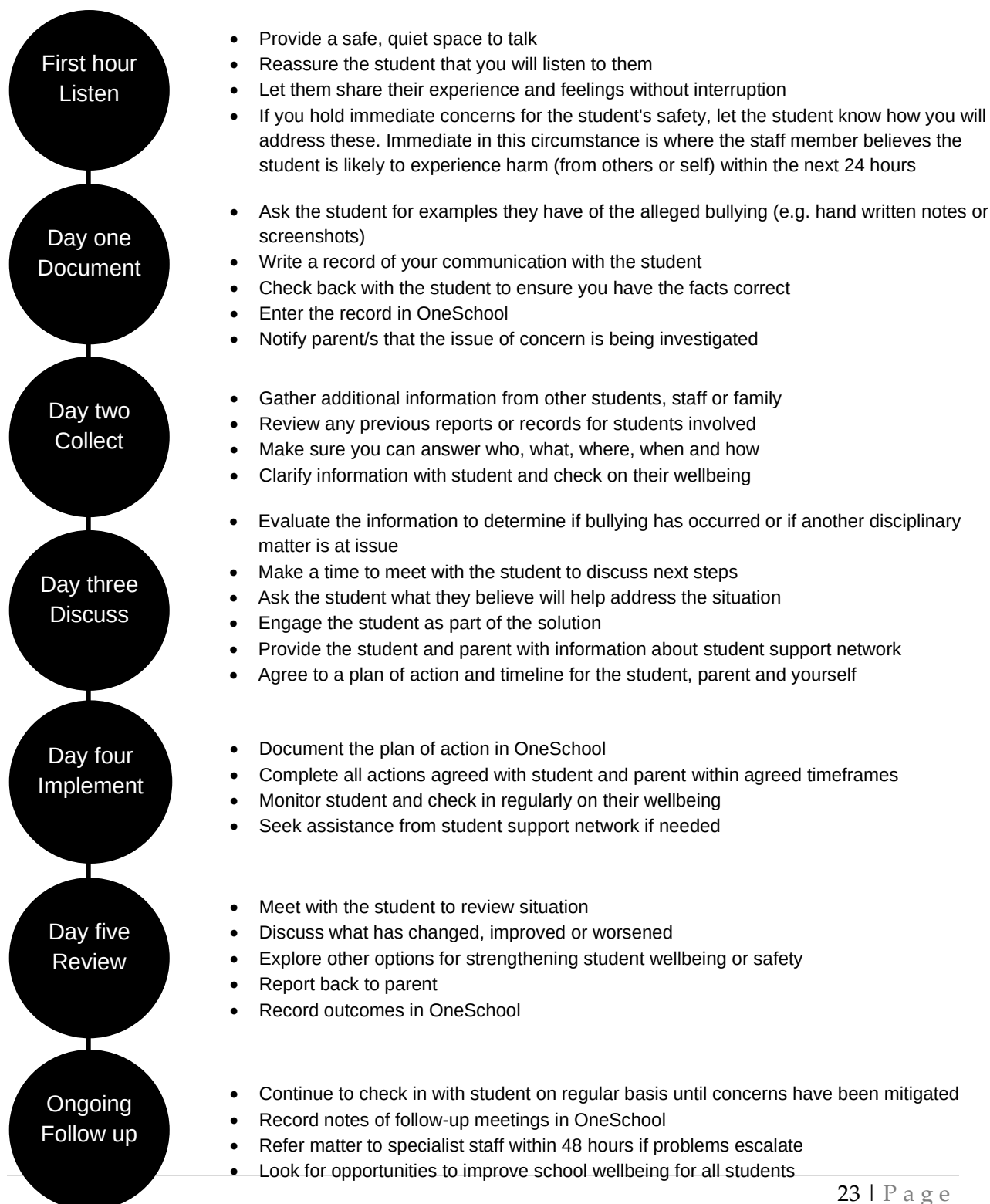
The following flowchart explains the actions Agnes Water State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Agnes Water State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teachers and Administration Staff



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. 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 Agnes Water State School may face in-school disciplinary action, such as reflection 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. Agnes Water State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Agnes Water State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

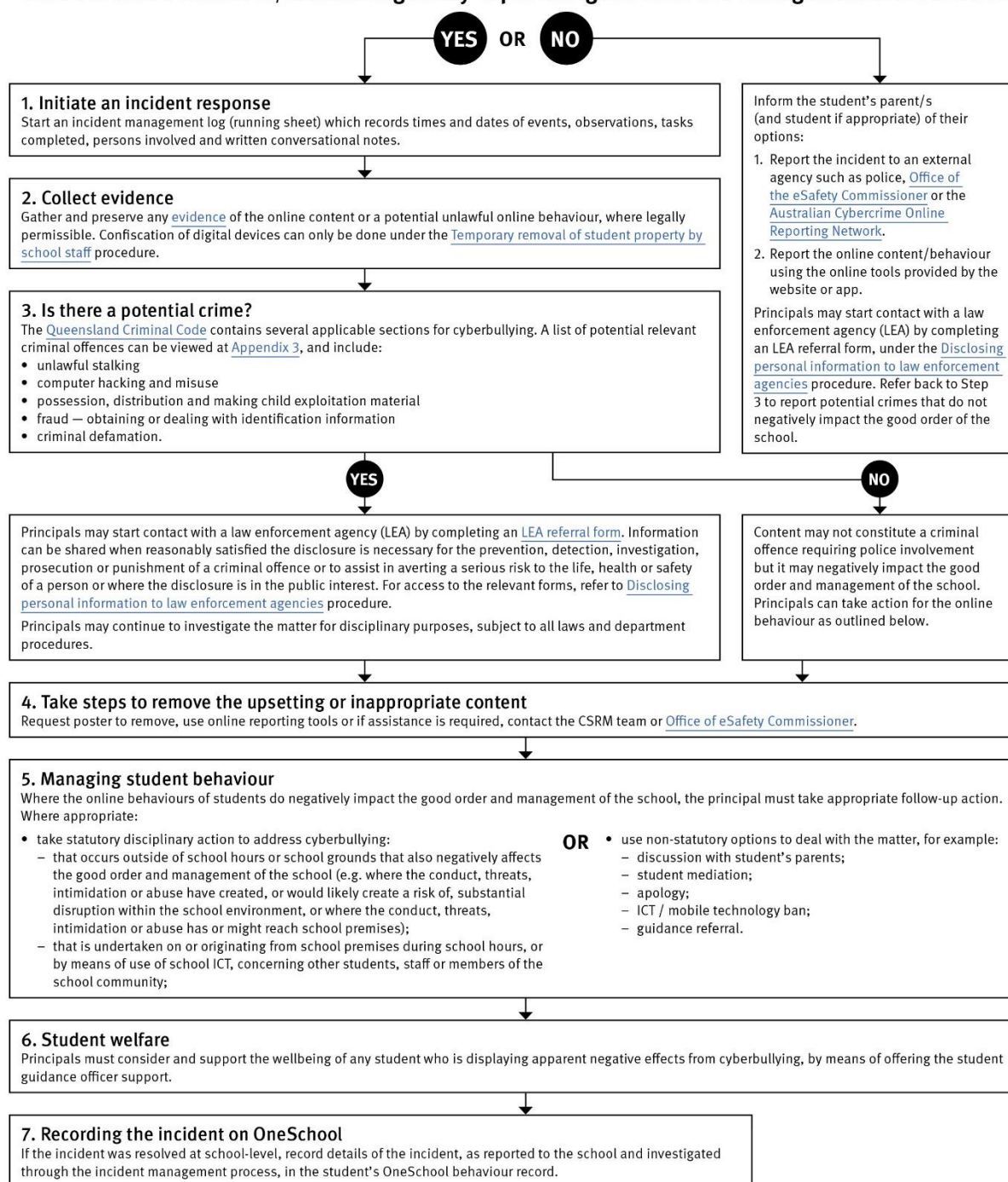
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Agnes Water 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 consequences such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Consultation Process

The consultation process for our Student Code of Conduct was rigorous and inclusive of the Agnes Water State School community. Please see below the process utilised to devise what is now our *'Student Code of Conduct 2024-2027'*.

Staff

During a Positive Behaviour for Learning (PBL) meeting, teachers reviewed the *'Agnes Water State School's Behaviour Expectation Matrix'* to ensure that the areas and the listed expected behaviours, for them, reflected our current climate and needs of the students. Following the meeting, the matrix was re-done with all of the teachers' recommendations considered. The Behaviour Expectation Matrix (pages 7-8) will now be utilised as a support resource in explicitly teaching the expected behaviours across the school. Teacher Aides were also a part of this process and had the opportunity to have input in to this new document.

Parents/Carers

An email was sent out to all parents/carers of the school to capture how our current behaviour procedures are working and how they could be improved. Parents/Carers were honest and professional in their responses. These responses contributed to the revision of our *'Agnes Water State School's Whole School Processes for Acceptable & Unacceptable Behaviours'* (page 9).

Questions on the survey included:

- How effective do you believe our award systems (Captain Starfish tokens, Student of the day/week/month awards) are for your child's learning? Give reasons for your choice.
- How effective do you think our consequences for unacceptable behaviour are? This includes warnings, playtime reflections, and referral to administration. Give reasons for your choice.
- Please comment on our Celebration Days at the end of each term. Why are they beneficial or why do they need improving?
- What do you know, from you child/ren and school communication, about our Positive Behaviour for Learning (PBL) program?

Over 50% of parents/carers gave our awards system the highest score for effectiveness. We also received some wonderful feedback about the effectiveness of our procedures on their child/ren's learning.

P&C Committee

A draft copy of our *'Student Code of Conduct 2024-2027'* was presented to the school's Parents & Citizen's Association for consultation.

We thank the staff, parents/carers and community members for their input to our new *Student Code of Conduct 2024-2027*.