



Thornlands State School

# Student Code of Conduct 2025-2028

***Equity and Excellence: realising the potential of every student***

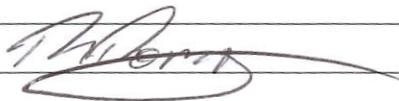
*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

Queensland Department of Education 2023

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## Endorsement

Principal Name:	Kristy Sullivan	
Principal Signature:		
Date:	October 2025	
P&C President Name:	Robert Roma	
Date:	October 2025	

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## Purpose

At Thornlands State School, programs focus upon ensuring that each student is a motivated, respectful, resilient, life-long learner who is able to be responsible for their own behaviour and achieve their potential. The school environment is structured to be supportive, tolerant and safe and to promote effective teaching and learning. Mutual respect is fostered among all members of the community with shared responsibilities and shared values being promoted. The encouragement of positive relationships between all stakeholders allows them to work together and build a strong, vibrant community. At Thornlands State School, there are consistent processes, focussed professional development and resourcing for behaviour management. These processes, expectations and programs are based on the Student Discipline Procedure. All members of the school community are to abide by *The Student Discipline Procedure*. This plan will be communicated to the community via meetings, the school website, upon request through the school administration and during the enrolment process.

# Whole School Approach to Discipline

At Thornlands, our focus is on development of the whole child. This is accomplished in a teaching – learning environment where positive behaviour is encouraged and facilitated and children **develop self-responsibility**. This is supported by the explicit teaching of the Thornlands State School Social and Emotional Skills Program (P-6).

## SCHOOL BELIEFS ABOUT BEHAVIOUR AND LEARNING

- All members of the school community feel supported, respected, valued and safe.
- The educational potential for students and teachers is developed and maximised in an environment where teaching and learning are valued.
- All areas of the school are teaching and learning environments.
- Students are encouraged to make positive choices about their behaviour and demonstrate self-responsibility by acknowledging the rights of others.
- School strategies for supporting behaviour and learning involve a planned continuum from Affirming to Preventative to Corrective to Crisis Plan.
- Developed expectations, routines and practices cater for the needs of the community and enhance school tone.
- Positive non-discriminatory and non-punitive evidence-based strategies are modelled and reinforced by all members of the community.
- Effective partnerships between home, school and community optimise learning opportunities for students.
- At Thornlands State School the three School Expectations promote and teach high expectations of behaviour. The rules are:  
**As Learners, we will:**
  - 1. Be Safe**
  - 2. Be Respectful**
  - 3. Be Responsible**

Our school expectations have been agreed upon and endorsed by all staff, students and our school P&C. They are aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline Procedure / Code of Conduct.

## RIGHTS AND RESPONSIBILITIES AT THORNLANDS STATE SCHOOL

### Teacher rights:

- Each teacher has the right to be treated with respect.
- Each teacher has the right to be able to teach without undue disruption.
- Each teacher has the right to expect that they are in charge in a class and that they will be respected.

### Student Rights:

- Each student has the right to be treated with respect.
- Each student has the right to learn without disruption.
- Each student has the right to learn in a safe and caring environment.

### Student Responsibilities:

All students have a responsibility to:

- Allow others to work without being disrupted.
- Follow school rules and guidelines.
- Treat others with courtesy and consideration.
- Co-operate with other students, teachers and student teachers and show common sense.
- Take care of property. This implies:
  - Leaving other people's property alone
  - Using school property with care and respect.
- Show pride in school grounds, buildings and uniform.
- Complete homework and projects by the due date.
- Complete all school work with committed effort
- Attend school every day being punctual and on time for all classes.
- Practise good personal habits in health and cleanliness.
- Enable good communication between school and home. This means that students will deliver home all messages, newsletters etc.
- Uphold the good name of the school. This means:
  - That students wear their uniform with pride.
  - That students will treat members of the public with courtesy and respect.
  - That students will represent their school to a high standard when in and out of school.

## Consideration of Individual Circumstances

To ensure alignment with the Department of Education Discipline Procedure when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

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

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

### **Network of support**

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

- Parents
- Teachers
- SNAC Team and Support Staff
- Head of Department - Curriculum
- Administration Staff
- Guidance Officer
- Advisory Visiting Teachers
- Senior Guidance Officer
- Regional Office Staff
- Thornlands State School Adopt-a-Cop
- School Based Police Officer at CDSHS
- School based Nurse at Redlands District Special School

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

- Disability Services Queensland
- Child and Youth Mental Health Services
- Queensland Health
- Department of Communities (Child Safety Services)
- Yulu Burri Ba
- Intensive Family Support (IFS – Benevolent Society)
- Bravehearts
- Police
- Local Council
- Autism QLD

## Differentiated and Explicit Teaching

At Thornlands State School behaviour support ranges from positive preventative action for all students, through to intensive intervention for specific individuals or groups, as required.

At Thornlands State School, positive behaviour is a primary focus in every classroom. The behavioural expectations are communicated at whole school assemblies and this is then followed up in classrooms. Parents are encouraged to attend all assemblies and special days.

Teachers (both new and existing) regularly engage in Professional Development in Behaviour Management Strategies which are employed in classrooms to maintain positive, on-task behaviour. They are also inducted in the Preventing and Responding to Bullying Policy (Page 33).

A Whole School Positive Behaviour Reinforcement System is utilised with a reward system. (See Appendix 1)

Strategies have been selected to encourage self-discipline in the child and effective behaviour management for the teacher.

<b>PROACTIVE AND PREVENTATIVE PROCESSES</b>		<b>STRATEGIES</b> (to encourage self- responsibility)
Recognising and Affirming Positive Behaviour	<ul style="list-style-type: none"> <li>• Student of the Week certificates</li> <li>• Rewarding with letters or phone calls to parents and visits to another teacher or administration for commendation</li> <li>• Classroom rewards for positive behaviour</li> <li>• Values and Social Skills Training</li> <li>• Leadership Opportunities</li> <li>• Self Esteem Activities</li> <li>• Assemblies</li> <li>• Student Council</li> <li>• Reaffirming with body language and verbal encouragement</li> <li>• Safe, supportive classrooms</li> <li>• Report Card Comments</li> <li>• Ensuring new students have a class buddy and are aware of school</li> </ul>	<p>Explicit teaching of rules and expectations</p> <p>Classroom reward systems</p> <p>Gotchas</p> <p>Gold and Silver Behaviour Level certificates</p>

	rules.	
Preventative	<ul style="list-style-type: none"> <li>• Establish Class and School Rules</li> <li>• Whole School Values and Social Skills Program</li> <li>• Clear, fair, positive rules that are explicitly taught (see Behaviour Matrix)</li> <li>• Well defined and practised routines and procedures</li> <li>• Interesting and Challenging Classrooms</li> <li>• Positive Relationship Established with Class</li> <li>• Efficient Management Techniques</li> <li>• Verbal Encouragement</li> <li>• Well planned and motivating Curriculum Programs which are differentiated to cater for needs</li> <li>• PLPs</li> <li>• Professional Development</li> <li>• Induction Program for new staff</li> <li>• Non-verbal Visual Reminders</li> </ul>	
Corrective  (least intrusive to most intrusive – Bill Rogers)	<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Rule Reminders</li> <li>• Choices</li> <li>• Clear Consequences</li> <li>• Cool-off time (COT Corner)</li> <li>• Buddy class</li> <li>• Support Personnel, AVTs</li> <li>• Administration Involvement</li> <li>• Time Out (maximum 20 min)</li> <li>• Alternative Programs</li> <li>• Problem Solving</li> <li>• Contracts</li> </ul>	<p><b>Directional Language</b> – keep directions and reminders brief and positive</p> <p><b>Rule Reminders</b> – simple, firm eye contact, use humour</p> <p><b>Choice</b> – can defuse a situation</p> <p><b>Use of christian name</b>, pause and direction</p> <p><b>Use of ‘please and thanks’</b> with direction and take up time, communicating an expectation of compliance</p> <p><b>Tactical Ignoring</b> - Ignore (15 secs) - Prompt - Redirect</p> <p><b>Parallel praise</b> - Ask questions</p> <p>Soft reprimand</p> <p>Terminating Instructions</p> <p>Non-verbal signals</p> <p>Re-stating Instructions</p> <p><b>Take Up Time (TUT)</b> - give child time to carry out request</p> <p><b>Tone</b> - Effectiveness and positiveness of voice</p> <p><b>Assertion</b> - communicate in a clear, non-aggressive manner.</p> <p><b>Broken Record</b> - a verbal strategy that uses same or similar words repeatedly.</p> <p><b>Distraction and Diversion</b> - refocus child's attention.</p>

	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Classroom re-entry procedure</li> <li>• Individual Behaviour Plans</li> <li>• Suspension -with re-entry meeting involving student, parent, classroom teacher and Administration.</li> <li>• Exclusion</li> <li>• Parent Involvement</li> <li>• Thornlands Behaviour Levels</li> </ul>	<p><b>Partial Agreement</b> - acknowledges what child is saying but the emphasis is on what the child should be doing</p> <p><b>Look at the big picture</b> - as appropriately as possible using “I” statements</p> <p><b>When .....Then .....Direction</b></p> <p><b>Questions and Feedback</b> (not ‘Why are you doing that?’ but ‘What are you doing?’)</p> <p><b>Privately Understood Signals (PUS)</b> wink, nod, frown, stare, four fingers in hand (four chair legs on the floor) and non verbal behaviour – reminders and reinforcers.</p> <p><b>Positional Stance</b> (front/centre of classroom – maybe writing on board)</p> <p><b>Body Posture</b> (use an open hand not pointing finger, relaxed allow space)</p> <p><b>Eye contact</b> – engages attention (too much may precipitate hostility)</p> <p><b>Directional Touch</b> – brief and combined with reminder or praise</p> <p><b>Cool Off Time</b> – may diffuse situation, calm self before dealing with the situation</p> <p><b>Conscious eye scanning</b> (effective when tactically ignoring), ‘On Task’ praise</p> <p><b>Movement/ Proximity Awareness</b> respect for a student’s spatial area</p> <p><b>Make consequences clear</b> – linked to rules where possible – firmly, fairly and calmly implemented</p> <p><b>Time Away Area</b> – designated area</p>
Crisis Plan	<ul style="list-style-type: none"> <li>• Awareness of background factors</li> <li>• Data Collection</li> <li>• Crisis communication Techniques</li> <li>• Praise for good choice</li> <li>• Harm Reduction Strategies</li> <li>• Evasion Strategies</li> <li>• Seek Assistance</li> <li>• Restitution</li> <li>• Problem Solving</li> <li>• Defusing Techniques for class</li> <li>• Reviewing Plan</li> <li>• Monitoring</li> <li>• Staff Training</li> <li>• Debriefing</li> <li>• Parent contact</li> <li>• Guidance Officer</li> </ul>	

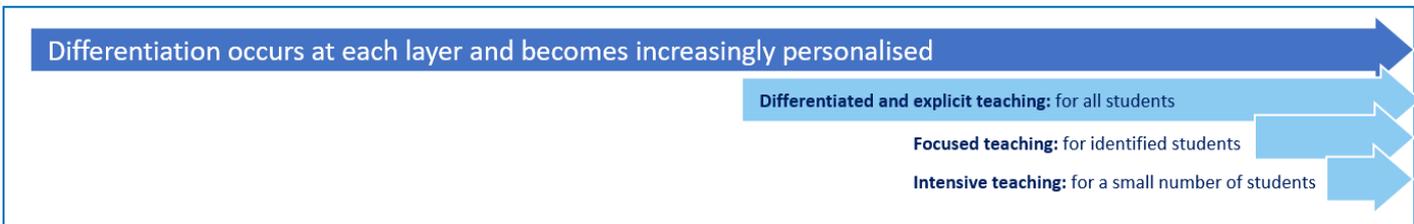


	<ul style="list-style-type: none"> <li>• Special Needs Action Committee</li> <li>• Suspension / Exclusion</li> </ul>	
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Our expectations for behaviour in all school settings are outlined in the following 'Matrix of Behaviour Expectations'. The School Rules and the Matrix of Behaviour Expectations is displayed in every classroom.

The rules in various contexts are explicitly taught according to the whole school 'Order of Lessons' resulting in a 'focus of the week' (see Appendix 2). This order is flexible and may be adjusted by Administration or the Supportive School Environment Team in response to data indicating a need for a specific focus at any given time. The weekly focus is reinforced each week during the whole school assembly. This enables teachers to purposefully plan relevant and targeted lessons that are adjusted for the learning needs of the students.

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 our Supportive School Environment (SSE) 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 **Supportive School Environment (SSE)** Expectations Matrix, illustrated below, as a basis for developing lessons. 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 matrix is on display in every classroom and used as the basis of teaching expectations throughout the year and revisited and reinforced regularly to address any new or emerging issues.



# THORNLANDS STATE SCHOOL

*Growing The Whole Child*



**BE SAFE  
BE RESPONSIBLE  
BE RESPECTFUL**

## All Settings

- Follow adult directions immediately
- Keep hands, feet and objects to yourself
- Always show respect and use appropriate, positive language
- Good hygiene practices
- Put rubbish in the bin

## Excursions / Out of School

- Wear full school uniform
- Be organised with your belongings
- Follow all adult instructions
- Listen carefully at all times
- Respect the property of others
- Cooperate and be considerate of others

## Computer Labs / Cyber Safety

- Look after equipment
- Use appropriate websites only
- Keep personal details to yourself
- Communicate only with people you know, positively
- Only copy information with permission

## Eating Time

- Put rubbish in the bin
- Sit down while you eat
- Eat only your own food
- Use good manners
- Talk quietly
- Look after your belongings
- Ask permission to leave the area
- Respect differences and diversity
- Place belongings in tub or up on the seats

## Sunsmart / Uniform

- Wear full school uniform
- Take pride in your appearance
- Stay undercover if you don't have a hat
- Look after your property
- Wear sensible school shoes
- Wear appropriate, sun safe clothes on free dress days

## Before School / After School

- Sit quietly under A Block in the morning
- Walk on hard surfaces
- Use good manners
- Listen carefully to messages
- Cross the road at the crossing
- Stay off the playgrounds
- Wait in the right place
- Go to the office if your parents are late to pick you up
- Wear a helmet if you ride to school

## Inside Classrooms

- Put your hand up to speak
- Be a good listener
- Be organised with your belongings
- Sit correctly at your desk
- Keep the room tidy
- Put in your best effort
- Use equipment safely
- Cooperate in groups
- Respect the property of others
- Ask permission to leave the room
- Follow lockdown and fire procedures

## Tuckshop

- Use good manners – please and thank you
- Stand quietly and patiently in line
- Stay off the railings
- Walk carefully with food and drinks
- Return to your eating area before eating
- Return tuckshop baskets to the right area

## Transitions (Moving Around) Walkways

- Use a quiet voice
- Be organised in two straight lines
- Follow the leaders sensibly
- Walk at all times
- Stay on the paths and walkways
- Keep to the left
- Go directly to the destination
- Walk on the stairs, taking one step at a time
- Enter and exit rooms quietly

## On the Oval

- Wear a hat
- Show courtesy and consideration
- Play sensibly and fairly
- Ask permission to leave the grounds
- Leave sticks and stones on the ground
- Take turns and share
- Walk away from minor issues
- Stop play as soon as the bell goes

## Crossing the Road

- Walking and keeping hands and feet to self
- Staying on the footpath in two lines
- Waiting for the teacher's direction to cross the road
- Crossing purposefully and in a timely manner

## Playground and Undercover areas

- Use equipment appropriately
- Take turns and share equipment
- Play safely with balls
- Keep the area tidy
- Respect the property of others
- Wear a hat
- Stay in your area
- Cooperate and be considerate
- Care for gardens
- Walk away from minor issues
- Stop play as soon as the bell goes

## 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 and teacher aides with specialist expertise in learning and working with students with additional needs, work collaboratively with class teachers at Thornlands State School to provide focused teaching. Focused teaching is aligned to the SSE Expectations Matrix and Social Skills Programs, 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.

Thornlands State School has a range of staff in place to help arrange and deliver focused 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
- Growth Mindset and Mindfulness

## 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/ case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## Student Wellbeing

Growing the Whole Child is the focus at Thornlands State School and our Student Learning and Wellbeing Framework outlines the way student wellbeing is enhanced through a variety of programs and initiatives. All staff at Thornlands State School understand that learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The Department of Education student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### **Curriculum and Pedagogy**

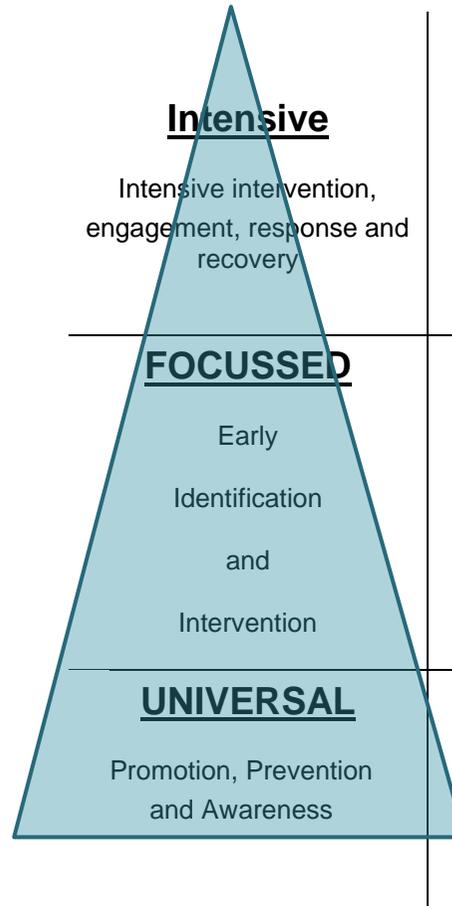
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self awareness, self management, social awareness and social management) in the implementation of the P-12 Curriculum, Assessment and Reporting Framework

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Thornlands State School, all student participate in Social and Emotional Skills (SSE) lessons.

# Thornlands State School Student Learning and Wellbeing Framework

“ Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community. ”

– World Health Organisation, 2014



- Whole school approach to Student Wellbeing
- Make explicit links between learning and wellbeing
- Explicit teaching of School Rules and Social and Emotional Skills
  - Zones of Regulation
  - Bucket Filling and Ant-- bullying lessons
  - Adopt a Cop safety lessons and messages
  - Daniel Morcombe Lessons
  - Growth Mindset Year 3 – Year 6

- Social Skills Groups (small group)
- Behaviour Monitoring and support (Check in Check Out process)

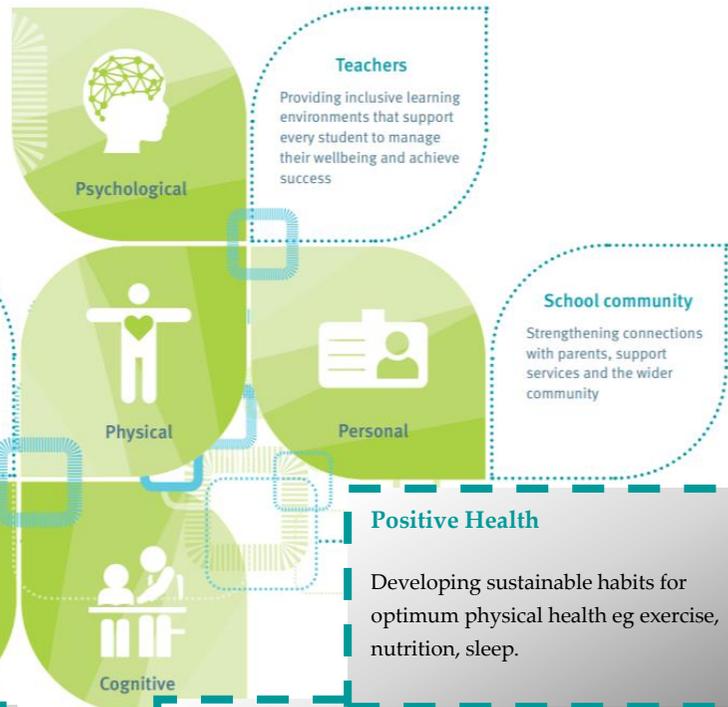
- Supported play
- Movie and Computer Club
- IBMP and Safety Plan
- Suicide Prevention and Responding to Critical Incidents (NIPR – Notice, Inquire, Plan and Respond)

## Wellbeing – measuring success

Thornlands State School monitors school culture and student wellbeing and engagement through:

- Attendance rates
- Student retention data
- Learning days lost due to student disciplinary absences
- School Opinion Survey responses
- Level of Achievement data
- Behaviour data
- Diagnostic Assessment data

# Wellbeing – our approach



**Social and Emotional Learning**

**Positive Engagement**  
Growth Mindset Theory, Character Strengths  
... flow, good conversation, music, writing clubs, gardening, sports & training, the arts

**Positive Emotions**  
Mindfulness – embedded in curriculum  
WWW – What went well?

**Positive Relationships**  
Purpose and meaning/laughter, joy, teamwork, high quality connections, cooperation, compassion and kindness

**Positive Health**  
Developing sustainable habits for optimum physical health eg exercise, nutrition, sleep.

**Positive Meaning**  
Belonging to and serving something bigger than the self. Volunteering, social causes, community engagement.

**Positive Accomplishments**  
Achieve meaningful outcomes . . .  
Sport, hobbies, school, work

SOCIAL / COGNITIVE	COGNITIVE	PERSONAL	PSYCHOLOGICAL	PHYSICAL
<ul style="list-style-type: none"> <li>Supportive School Environment (SSE) lessons</li> <li>Social Emotional Skills (SES) lessons</li> <li>Zones of Regulation</li> <li>Bucket Filling</li> <li>Anti-Bullying Lessons</li> <li>Adopt a Cop</li> <li>NAIDOC</li> <li>Lunchtime Clubs</li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Zones of Regulation</li> </ul>	<ul style="list-style-type: none"> <li>Zones of Regulation</li> <li>Growth Mindset</li> <li>Daniel Morcombe lessons</li> <li>Cybersafety lessons</li> <li>Adopt a Cop</li> <li>Bravehearts program</li> </ul>	<ul style="list-style-type: none"> <li>Growth Mindset</li> <li>Mindfulness</li> <li>Brain Breaks</li> </ul>	<ul style="list-style-type: none"> <li>HPE Curriculum</li> <li>Sports Days</li> <li>NAIDOC Activities</li> <li>Cluster Sports</li> <li>Mindfulness Activities</li> <li>Brain Break</li> </ul>



## Disciplinary Consequences

Thornlands State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences.

Positive behaviours gain positive consequences while inappropriate behaviours result in negative consequences. Consequences are developed with the children to promote ownership and awareness of responsibility. All inappropriate behaviours have natural or logical consequences.

To promote ownership and awareness of responsibility classroom consequences should be developed in the classroom with the students. Each teacher sends their Classroom Behaviour Management Plan (including positive and negative consequences) home to parents at the beginning of the year (see Appendix 3).

All students need guidance when discussing consequences to ensure they are logical and appropriate. To be effective, consequences need to be seen as fair and just. Most logical consequences are used to avoid unsafe natural consequences.

The circumstances surrounding a particular incident are always taken into consideration when recommending consequences that are delivered fairly and consistently using the **Responsible Thinking Process Questions** (see Appendix 4)

### **Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour requires escalation to the next step in the process.

**Minor** behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require escalation to the next step in the process.

### **Responsible Thinking questions (Ed Ford)**

When problem behaviours are identified the student will be asked the following questions:

- What are you doing?
- What are the rules?
- What happens when you break the rules?
- Is that what you want to happen?
- What are you going to do now?

The following consequences are recommended for non-productive behaviours demonstrated by students:

## Guidelines for Managing Breaches of Student Code of Conduct

Minor Inappropriate Behaviours	Possible Consequences
<p><b>Occasional Reminder or Support by Teacher</b></p>	<p><b>Responsible Thinking Questions</b></p> <p><i>What are you doing?</i></p> <p><i>What are the rules?</i></p> <p><i>What happens when you break the rules?</i></p> <p><i>Is that what you want to happen?</i></p> <p><i>What are you going to do now?</i></p>
<p><b><u>Prohibited items</u></b></p> <ul style="list-style-type: none"> <li>• Bringing inappropriate items to school e.g. toys e.g. cars, dolls, cards etc.</li> </ul> <p><b><u>Non-compliant with routine</u></b></p> <ul style="list-style-type: none"> <li>• Walking around while eating or drinking</li> <li>• No hat</li> <li>• Non-work related chat –occasionally</li> <li>• Arriving late for class (between sessions or after lunch breaks)</li> <li>• Low level off-task or disruptive behaviours</li> <li>• Not following instructions</li> <li>• Wandering around classroom</li> <li>• Out of bounds- in school</li> <li>• Littering</li> <li>• Copying others' work</li> <li>• Riding scooter, bike etc in school grounds</li> </ul> <p><b><u>Physical Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Not keeping hands and feet to self (rough play)</li> <li>• Interfering with other's games</li> </ul> <p><b><u>Verbal Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Non-threatening/non directed inappropriate verbal or gestural messages used within conversation unintentionally</li> </ul> <p><b><u>IT Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Off task behaviour – e.g. looking at child-friendly but incorrect web-sites/ playing games, emailing a friend, taking and/or sending photos, recordings</li> <li>• Low level misconduct e.g. too rough with keyboard, carrying lap-top with one hand or using someone else's, turning off monitor, changing language of keyboard</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Throwing an acceptable object without care</li> </ul> <p><b>Persistency (3 times) of any of the above behaviours would be classed as Major</b></p>	<p><b><u>Natural or logical consequences</u></b> (used in conjunction with Responsible Thinking Questions)</p> <ul style="list-style-type: none"> <li>• Reminder by teacher</li> <li>• Name recorded</li> <li>• X added or name moved along chart</li> <li>• TAA/ COT in class</li> <li>• TAA in the playground</li> <li>• Community service (eg picking up litter)</li> <li>• Make up time</li> <li>• Consider seating plan</li> <li>• Walk with teacher</li> <li>• Counselling by teacher</li> <li>• Parent contact informal or formal after 3<sup>rd</sup> breach</li> <li>• Teacher judgement required about other minor infringements that may occur</li> <li>• These minor behaviours if dealt with appropriately as above and no evident improvement becomes a Major Behaviour.</li> </ul> <p><b>N.B.</b></p> <ul style="list-style-type: none"> <li>• <b>Consequences should be developmentally appropriate and context specific</b></li> </ul>

**Major** behaviours are those that:

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

The focus at Thornlands State School is always on proactive, preventive whole school approaches to a safe and supportive learning environment however, certain types of behaviour are unacceptable and possible consequences may require the most stringent step of exclusion. This consequence would only be used after consideration has been given to all other responses and the unique circumstances of the situation have been considered. For example, students involved in selling or supplying drugs, violent assaults or use of weapons could expect a proposal for exclusion.

Suspension and exclusion are options for addressing serious behaviour difficulties. Students who are demonstrating persistent or dangerous inappropriate major behaviours may be suspended for up to 5 days. Students demonstrating persistent or extreme behaviours may be suspended for up to 20 days.

Not following the school uniform code may also result in missing playtime, removal from representative activities and excursions. Staff may choose to provide other options e.g. use of 2<sup>nd</sup> hand uniforms.

Modified programs may be considered only after consultation with family/carer. This would usually be of a short term duration to build success for the student and to provide opportunities to design specific interventions to support the student.

Major Behaviours	Possible Consequences
<p style="text-align: center;"><b>Managed by the Teacher with Possible Administration Support</b></p>	<p style="text-align: center;"><b>Responsible Thinking Questions</b></p> <p style="text-align: center;"><i>What are you doing?</i></p> <p style="text-align: center;"><i>What are the rules?</i></p> <p style="text-align: center;"><i>What happens when you break the rules?</i></p> <p style="text-align: center;"><i>Is that what you want to happen?</i></p> <p style="text-align: center;"><i>What are you going to do now?</i></p>
<p><b><u>Persistent and Repeated Minor Behaviours</u></b></p> <p><b><u>Verbal Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Verbal disrespect to staff and students, insolence, inappropriate language, defiance, argumentative</li> </ul> <p><b><u>Non-compliant with routine</u></b></p> <ul style="list-style-type: none"> <li>• Deliberate damage to classroom and student materials e.g. breaking pencils, ripping school work/ posters</li> <li>• Leaving or failing to return to class – hiding in toilets, gardens etc</li> </ul> <p><b><u>Physical Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Aggressive during play, fighting or encouraging others to fight</li> </ul> <p><b><u>Bullying/ harassment</u></b></p> <ul style="list-style-type: none"> <li>• Ongoing bullying (physical, verbal, persistent teasing, exclusion, visual, spreading rumours)</li> <li>• Delivering disrespectful messages (electronically, verbally or gestural) to another person that includes threats, intimidation, obscene language etc.</li> </ul> <p><b><u>IT Misconduct</u></b></p> <ul style="list-style-type: none"> <li>• Damage to and vandalism of equipment</li> <li>• Using mobile phone/ communication device during school time</li> </ul> <p>Misuse of Electronic Devices</p> <ul style="list-style-type: none"> <li>• Inappropriate use of equipment eg. (shining laser in another’s eyes)</li> <li>• Violation of ICT agreement</li> </ul> <p><b><u>Other</u></b></p> <ul style="list-style-type: none"> <li>• Refusal to follow goals and process as outlined in Communication Book</li> <li>• Unacceptable moral behaviour – stealing, eg urinating in public</li> <li>• Vandalism/ deliberate damage to school property</li> <li>• Wilful disobedience, repeated non-compliance with no desire to change despite supports and interventions</li> </ul>	<p><b><u>Natural or logical consequences</u></b> (used in conjunction with Responsible Thinking Questions)</p> <ul style="list-style-type: none"> <li>• Name moved along chart</li> <li>• Natural or logical consequences e.g. toys confiscated until the end of the day</li> <li>• TAA / COT (classroom)</li> <li>• Buddy Class</li> <li>• Make up time</li> <li>• Consider seating plan in classroom</li> <li>• Walk with teacher</li> <li>• Teacher counselling</li> <li>• Teacher completes One School referral</li> <li>• Student completes reflection sheet which is sent home</li> <li>• Parent contact informal or formal after 3<sup>rd</sup> breach</li> <li>• Time Out Room (playground)</li> <li>• Supervised Play</li> </ul> <p><b>N.B.</b></p> <ul style="list-style-type: none"> <li>• <b>Consequences should be developmentally appropriate and context specific</b></li> </ul>

Major Behaviour - Immediate Referral to Administration	Possible Consequences
<p><b><u>Verbal Misconduct</u></b></p> <ul style="list-style-type: none"> <li>Threatening/aggressive verbal abuse or gestural interactions directed at staff or students e.g. abusive language and threats.</li> </ul> <p><b><u>Truancy/Skipping Class</u></b></p> <ul style="list-style-type: none"> <li>Leaving school grounds without permission</li> </ul> <p><b><u>Threat/s to other</u></b></p> <ul style="list-style-type: none"> <li>Sexual, emotional abuse (racial, religious or sexual vilification) directed at a staff member or student</li> </ul> <p><b><u>Bullying/ harassment</u></b></p> <ul style="list-style-type: none"> <li>Severe bullying (e.g. physical, verbal or online intimidation, abuse or threats)</li> </ul> <p><b><u>Prohibited Items/ Illicit and banned substances and items</u></b></p> <ul style="list-style-type: none"> <li>Association with, possession of, use on school premises <b>or</b> related school activity of banned or unlawful substances/ items (including medication without appropriate permissions/procedure)</li> <li><b>Smoking/ Vaping</b> (<i>possession of smoking materials, in company of smokers, caught in the act of smoking</i>)</li> <li>Possession and/or use of objects which could be considered or used as a weapon eg. knife (any type including pocket knife), lasers etc.</li> </ul> <p><b><u>Physical misconduct</u></b></p> <ul style="list-style-type: none"> <li>Intentional physical aggression/abuse towards staff and students (punching, hitting, kicking, biting, hair-pulling, scratching etc)</li> <li>Inappropriate sexual contact (consensual and non-consensual)</li> </ul> <p><b><u>Other conduct prejudicial to the good order and management of the school</u></b></p> <ul style="list-style-type: none"> <li>Dangerous behaviour – climbing on roof/ port racks, walkways, toilets</li> <li>Public conduct that causes disruption to school management and routines (e.g. Facebook bullying or inappropriate references, inappropriate use of email</li> <li>Bringing the school into disrepute on excursions and other 'out of school activities' (outside school fights, theft/ shoplifting etc)</li> </ul> <p><b><u>Misconduct involving and object</u></b></p> <ul style="list-style-type: none"> <li>Deliberate throwing objects at staff or students such as rocks, sticks, books etc with intent to threaten or harm.</li> </ul> <p><b><u>IT Misconduct</u></b> (either on school device or on personal device at school)</p> <ul style="list-style-type: none"> <li>Access to, bringing, taking, sharing inappropriate images/sites, recordings or similar</li> </ul>	<ul style="list-style-type: none"> <li>One School referral/Exit to Office</li> <li>Parent Contact</li> <li>AVT – Behaviour Referral</li> <li>RO Behaviour Support</li> <li>Individual Behaviour Management Plan</li> <li>Loss of privileges for future excursions/or parents attend future excursions</li> <li>Suspension (1-20 days)</li> <li>Exclusion</li> <li>Admin referral to outside agencies, police etc. if required or appropriate.</li> </ul> <p><b>N.B.</b></p> <p>Severity will determine level and consequence</p> <p><b>Consequences should be developmentally appropriate and context specific taking into consideration individual circumstances.</b></p> 

## Playground Management

- Playground duty is the teachers' and school's moral and legal responsibility in terms of duty of care. Supervision is provided on a rostered basis during morning and lunch breaks.
- It is our shared responsibility to ensure students are able to eat in a healthy environment and to play safely, free from harassment.
- At the beginning of each term, and regularly in class, teachers will discuss the rules and ensure each student fully understands the rules. (See *Appendix 2*)
- Teachers and playground supervisors will use the Responsible Thinking Process when discussing incidents in the playground. (See *Appendix 4*)

## Playground Rules

To ensure consistency the following will be observed as the school's playground rules.

As A Learner, I will:

- Be Safe
- Be Responsible
- Be Respectful

### Duty Teacher Responsibilities:

- Collect the Duty Folder from the office and return on the completion of the break.
- Be familiar with the duty timetable, areas, school rules, procedures and the contents of the duty folder.
- Be punctual.
- Be vigilant on duty by:
  - Continually walking around the entire duty area.
  - Seeking out all 'hidden places'
  - Talking with students to build friendly relationships
  - Giving praise/gotchas where appropriate
  - Investigate and identify problems/complaints using the 'Responsible thinking Process'
  - Wear a sun safe hat.
- Ensure that you follow the guidelines below to ensure consistency across the school.
- Be ON DUTY when on duty. Try to predict problems before they arise. PREDICT AND PREVENT.

## Interpreting and Implementing our Playground Rules

To assist staff in interpreting and implementing the playground rules, minor and major behaviours have been agreed upon and the 'Time Out Slip' (See *Appendix 5*), in each duty folder, lists a range of major behaviours. Appropriate consequences are suggested in the Levels of Behaviour document above. This is provided to ensure consistency and fairness and to encourage a school culture in which students are given the opportunity to learn more appropriate behaviours when they make mistakes.

- General guidelines when determining appropriate consequences are to consider...
  - Safety of children and adults
  - Rights of others and whether these have been abused
  - Context in which the behaviour occurs.
- Investigate. Use some form of problem solving (eg. Responsible Thinking Process-Appendix 4)
  - Listen to students equally and fairly
  - Determine the problem (check this with the children)
  - Identify the cause
  - Facilitate solutions and/or restitution
- Consider whether...
  - The resulting consequence is already sufficient.
  - The consequence is appropriate

- Any consequence is necessary at all
- Any consequence is needed. (In many cases, a reminder may be sufficient to solve a problem)
- Whether you need to refer the matter further or not.

### Important Things To Consider:

- It is essential all problems reported to supervisors are acted upon and where possible resolved. Dismissing students' reported problems without investigation may result in further problems later on for all those involved.
- Whatever behavioural standards are expected of students need to be modelled by supervisors on duty.
- All directions given to students by supervisors must be clear, simple and not open to misinterpretation.
- When situations arise, which are not covered by the rules, then....
  - Tell the student that the behaviour is unacceptable
  - Give a reason (eg safety, respect)
  - Give a direction to refrain from the behaviour
  - If the student engages in the same behaviour again, then the consequence is as for *not following directions*.
- Recognition of appropriate behaviours is of equal, if not greater importance than setting limits for inappropriate behaviour. This recognition should be reflected in how time is spent on behaviour management. If positive recognition does not occur then some students will continue to escalate inappropriate behaviours to gain negative attention.
- **Positive Consequences**

Teachers will look for opportunities to reward students for positive behaviours such as:

- Co-operating with others
- Respecting others
- Showing concern for others
- Cleaning up litter
- Gottchas (to be entered in a weekly prize draw on Parade) will be given to reinforce and acknowledge good behaviour (See Appendix 6). At each school parade, a Gottcha will be drawn out of the box. The winner receives a fruit ice treat from the tuckshop.
- Verbal praise
- Non-verbal reinforcement-a smile, a handshake, thumbs up
- Whole School Positive Behaviour Reward System (See Appendix 1)

### Disciplinary (Negative) Consequences

- Sitting children out in an area away from play for a period of time to be utilized by duty teachers, as a logical consequence when considered appropriate.
- For Minor Behaviours (as per 'Guidelines for Managing Behaviour') no recording is required. Warning/rule reminder. Imposition of logical consequences as deemed appropriate by duty teacher (e.g. walk with teacher, litter duty, sit out).
- For Major Behaviours (as per Guidelines for Managing Major Behaviours) the student may be withdrawn from play, issued with a Time Out Slip (See Appendix 5 ) and either accompany the duty teacher or be referred straight to the office if deemed necessary.
  - Time Out room
  - Immediate removal from playground if required
  - Complete pink Time Out slip

## **Crisis Management (Severe Incident) Plan**

- When an incident occurs which is severe and the safety of staff/students may be at risk the person in charge immediately send the card to the nearest staff member (or Administrator), or make a phone call to the office. The staff member will immediately inform the Office and then assistance will be provided.
- Administrators will respond immediately.
- Students should be removed if personal safety is at risk.

## **Time Out Room**

A Time Out Room will operate during first break four days in the week, (eg: Tuesday – Friday) as a consequence for inappropriate behaviour. It aims to:

- Operate as a positive reactive strategy for students requiring removal from the playground.
- Where appropriate, assist student in developing a personal plan to manage or modify their behaviour in the playground.
- The Time Out room must not be used for the completion of homework or as an in class detention.

## **Time Out Room Procedure**

### **1. The Playground Duty Teacher**

When issuing a Time Out Slip (pink slip) in the playground, it is the teacher's responsibility to:

- Investigate and identify the real problem fully using the Responsible Thinking Process.
- Record the behaviour on a Time Out Slip. This should be read back to the child, asking if it is true or if anything needs to be added/omitted.
- Direct the child to accompany them for the remainder of the break and send the Time Out Slip to the office.

### **2. The Student**

If a student receives a Time Out Slip in the playground, it is their responsibility to:

- Go to the Time Out Room in the next break.
- Fill out a Reflection sheet which promotes the Responsible thinking Process.
- Take home a letter informing parents (See Appendix 7)
- An email is also automatically sent home to inform the parents and the incident recorded on OneSchool as part of the Time Out process.

If a student chooses not to complete the Time Out, they will attend two sessions. If they continually choose not to complete the Time Out at the designated time they will be referred to Admin, parents will be contacted and additional time out will be imposed.

### **3. The Time Out Teacher**

The Time Out Teacher will:

- Supervise students in completion of a reflection sheet and plan for behaviour change.
- Follow-up with DP, classroom or duty teachers as necessary re student completion of time outs
- Monitor repeat offenders and report concerns to Admin
- Students who repeatedly incur will be placed on an Individual Playground plan. Admin and duty teachers will be advised of the particular plan.
- Time Out incidents are to be recorded on Oneschool and an email sent home to parent by a teacher-aide.

## Classroom Management

Within the first week of the school year each teacher will prepare a class management plan in consultation with students. The plan will consist of rules, positive reinforcements and disciplinary consequences. After being approved by the Administration, the plan will be sent home to parents. (See Appendix 3)

Each class plan is based on the premise that teachers have the right to teach and students have the right to learn in a safe and supportive environment.

The classroom management plan should meet the following criteria.

- Involve students in negotiating behavioural expectations and consequences
- State the three school rules
- Provide a systematic approach to the positive reinforcement of appropriate behaviour
- Include stepped consequences from least intrusive to most intrusive
- The plan is to be submitted to administration for approval prior to be sent home to parents.
- A copy of the plan is sent to every parent to discuss with their children and seek agreement
- Ensure that rules, consequences and rewards are clearly visible, understood by the students and revised frequently.
- Encourage every child every day and send positive notes home frequently
- Record positive and negative behaviour incidents on Oneschool

Students may only bring special items to school if it is part of the classroom program. If a special item, such as a toy or an electronic device is brought to by a student at any other time, staff may temporarily remove the item until the end of the school day. The item can then be collected by the student. Mobile phones and electronic devices are to be handed to the class teacher or the office at the beginning of the day and collected at the end of the day. (See 'Use of Mobile Phone and other devices by students' Policy)

### \* Temporary Removal of Student Property Policy \*

Staff may remove objects being deemed inappropriate for school and parents will be contacted.

Please note: the school will not be held responsible for any inappropriate or special object if it is to go missing or is damaged. (see 'Temporary Removal of Student Property' Policy)

## Recognition of Appropriate Behaviours

- In managing student's behaviour, it is essential that a balanced approach be followed.
- An over-reliance on limit setting/undesirable consequences is adopting a hostile approach to students, is in no-one's best interest and is likely to result in ineffective management.
- The crucial factor in managing behaviour is what we do, when students exhibit appropriate behaviour
- We believe that acknowledging appropriate behaviour is not only a proactive strategy to prevent inappropriate behaviour, but also a tool that encourages and builds a student's self-worth and self-esteem.
- Rewards should be age-appropriate and valued by the students
- Positives earned in class should never be taken away for misbehaviour
- A combination of individual, group/whole class recognition should be implemented
- Students should earn rewards within a realistic time-frame.

EXAMPLES: (Note that this list is not exhaustive and is only limited by your imagination)

- Certificates
- Pencils
- Free time
- Letters Home
- Stamps
- Phone call home
- Raffle Tickets
- Bucket Fillers
- Spend time with a favourite teacher
- Send to other classes to show work
- Special duty/responsibility
- Use of special equipment
- Chart for progress
- Sport

## Responding to Inappropriate Behaviour

- Consequences for negative behaviour will be stepped in severity from least intrusive to most intrusive. The first will always be a warning and at some point consequences will involve time out in class. Other suggestions include written apologies, loss of play time and time out in a buddy class (See Appendix 1 'Classroom Behaviour Management Plan')
- All staff should understand that consequences are meant to correct and teach, and that consequences must be flexible to take into account both the situation and individual circumstances.
- A planned area - Time Away Area (TAA) or Cool Off Table (COT) is to be set aside in each classroom as a time out location for children who display inappropriate behaviours. . Time out/Reflection area. The main purpose of this area is to give the students opportunity to reconsider their unacceptable behaviour and plan acceptable choices. (see Appendix 8)
- It is strongly suggested that each class should have a buddy class. This should be in a different year level so students are unknown to their buddy class, therefore less likely to disrupt and more likely to find it a negative.
- Exiting a Student to the Office or Buddy Class - A phone call to the buddy class teacher or office is necessary to alert them to the fact and make sure they are available. The teacher will record the incident on OneSchool. If the student chooses not to go to the office a member of Administration will collect the student.
- If a student is exited from the class-either to TAA/ COT, Buddy class or Office, it is important for all members of the class including the teacher, to support the student's decision to return to work. A re-entry process may occur involving the student, teacher and Administration. Encouragement, positive feedback and praise from the teacher shows the student and their peers, that you are supportive of the individual's efforts to think and behave responsibly. In modelling this support the teacher rebuilds the relationship with the student.
- Note: Any exiting to Buddy Class or Administration or similar level (e.g staying in at lunch with class teacher, or accompanying class teacher during the break) of consequence is a major incident and must be recorded on Oneschool as a 'Major' by the classroom teacher.

### Consequences for unacceptable behaviour

#### ADMINISTRATORS MANAGEMENT PLAN

Students identified as having serious behavioural difficulties will be put on an Individual Behaviour Management Plan which will be determined collaboratively by the class teacher, administrators and parents.

The planning process may include:

- Identification of student's primary behavioural need
- Recorded observations to establish a behaviour profile
- Functional Behaviour Assessment
- Establishment of behavioural goals and strategies to meet student needs based on data gathered
- Planning of lessons to teach appropriate behaviour
- Development of positive reinforcement schedules matched to student needs
- Individual training of teachers in implementation of Individual Behaviour Management Plan and Safety Plan
- Referral of student to school nurse, guidance officer to facilitate possible medical interventions if required

## 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 Thornlands 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 Thornlands 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 the Principal or their delegate attending with the student and their parent/s. Where possible the class teacher may also attend.

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

### Structure

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

Possible agenda:

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

**Reasonable adjustments**

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

# School Policies

The following policies have been designed to assist staff to work consistently to create and maintain a supportive and safe learning environment.

- 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 Thornlands 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.

\* As per Thornlands State School Use of Mobile Phones and Other Devices By Students Policy, mobile phones and other devices must not be used throughout the school day, for calls or messaging, unless the consent of the child's teacher is forthcoming. Failure to abide by these provisions will result in the temporary removal of the mobile phone or other device.

\*\* 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 Thornlands State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;



- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (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 Thornlands 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 Thornlands 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 Thornlands 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 Thornlands 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 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

The incidents of mobile phones and other devices being brought to school is increasing. The security of these devices and their use has significant potential to cause disruption within the order of the school. This policy is a proactive endeavour to meet the needs within the school context and of families where there is genuine need for students to have a mobile phone or other device in their possession.

It is recognised that there are incidents where parents have provided a personal communication device to students for safety on the way home from school.

**Mobile phones and other devices** may be brought to school by students when the following requirements are adhered to:-

- Written consent of the student's parent must be received by the school administration if a student is to be in possession of a mobile phoner or other device while at school. Parents may write a letter to the relevant Deputy Principal, but will then be provided with the relevant permission form, which must be completed and submitted to the office. (see Appendix 9)
- The student will hire a mobile phone locker for the year and this fee is to be paid to the office at the commencement of the school year.
- The mobile phone or other device is to be locked away in a designated mobile phone locker as soon as the student arrives at school.
- The mobile phone or other device must not be used throughout the school day, for calls or messaging, unless the consent of the Principal or Deputy Principal. Communication between home and school during the period when students are at school, must be done through the school office.

### Consequences

Failure to abide by these provisions will result in confiscation of the mobile phone or other device. It will be held at the school office for collection by student's parents/caregiver. Only one warning for non-compliance with the policy will be given. A second offence will result in consent for a personal communication device / mobile phone to be on school premises, being withdrawn.

Inappropriate use by students, of any mobile phone or other device, will be dealt with in a manner consistent with the school's **Student Code of Conduct**.

*\* Mobile phones and other devices includes, but is not limited to, tablets, games devices (such as Portable gaming devices, mobile telephones, IPods®, iPads, smart watches, digital cameras and devices of a similar nature.*

*\* The school does not take any responsibility for damage or loss to mobile phones or other devices brought to school.*

## Preventing and responding to bullying

At Thornlands State School we aim to build a safe, respectful and responsible learning community which actively encourages positive behaviours and attitudes and promotes wellbeing for all staff and students. We do not tolerate bullying in any form. All members of the Thornlands Community are committed to ensuring a safe and supportive environment for everyone.

### WHAT IS BULLYING?

Bullying is an **ongoing** misuse of power in relationships through **intentional** and **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve individuals or groups. *Isolated incidents, exclusions and mutual disagreements are not defined as bullying.*

### SOME EXAMPLES OF BULLYING INCLUDE:

- Physical Bullying e.g. hitting, poking, kicking, tripping, spitting or pushing
- Verbal Bullying e.g. repeated name calling, insults, homophobic/racist remarks, verbal abuse
- Covert Bullying e.g. lying, spreading rumours, playing nasty jokes that cause humiliation
- Psychological Bullying e.g. threatening, manipulating or stalking someone
- Cyber Bullying e.g. using technology and social networking sites to bully (At its most serious, cyber bullying is illegal and can be investigated by the police).

### WHAT DO WE DO TO PREVENT BULLYING AT THORNLANDS?

As a School Community we will not allow cases of bullying to go unreported.

#### This requires **All Staff** to:

- Be role models in word and action at all times
- Be observant of signs of distress or suspected incidents of bullying
- Make efforts to remove occasions for bullying by actively supervising students
- Arrive at class on time and move promptly between lessons
- Take steps to help victims and remove sources of distress without placing the victim at further risk
- Report suspected incidents to the appropriate staff member such as Principal, Deputy Principal or Guidance Officer

#### This requires **Teachers in classrooms** to:

- Establish rules and a positive environment
- Implement SSE and social skills lessons to explicitly teach expectations and behaviours
- Encourage empathy
- Teach non-violent conflict resolution skills
- Use the *Responsible Thinking Process* when investigating incidents
- Encourage children to use assertive body and verbal language
- Encourage children to report bullying and not to be bystanders
- Encourage children to form friendships with isolated children
- Reward children who are able to change behaviour (being more assertive or not being physically and verbally aggressive)

#### This requires **All Students** to:

- Refuse to be involved in any bullying situation. If they are present when bullying occurs:
  - Take some form of preventative action if appropriate (e.g blocking)
  - Report the incident or suspected incident to an adult

#### This requires **Administration** to:

- Investigate and record details of any bullying incident
- Conduct *No-blame Interviews*
- Follow through with students
- Notify parents
- Seek professional help if necessary
- Follow up on assemblies and in newsletters

### The school recommends that *Parents*:

- Remain calm and listen carefully, encouraging your child to discuss the situation
- Keep an open mind and remember that there may be two different accounts of an event
- Treat the incident seriously but don't respond in an overly protective manner
- Reassure your child there is nothing wrong with him/her
- Remind the child of the strategies being taught at school
- Help your child to speak up and to practise the skills of assertiveness: THINK STRONG, SPEAK STRONG, ACT STRONG AND BELIEVE STRONG
- Discuss the situation with a teacher or administrator ( ***please do not approach other students, leave this to the school***)
- [Guide for parents](#)

The Department of Education employs a dedicated team of experts who have created 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.

### Framework for action

- The school will implement an anti-bullying program across all year levels (eg. Bucket Filling, Bullying No Way, Respectful Relationships Education programme - Australian Curriculum Health)
- The school will support victims of bullying and assist them with strategies to avoid bullying in the future
- The school will use positive strategies to assist children displaying bullying behaviour to modify their behaviour
- The school will collect regular data related to track bullying and the effectiveness of this bullying policy
- Periodic parent workshops (Think U Know – Cyberbullying, Triple P Parenting Workshops)

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 skilling programs, referral to mental health services or involvement in restorative justice process. 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 loss of privileges and withdrawal from rewards days and celebrations or more severe punishments such as suspension or exclusion from school.

### Resources

- Friendly Schools Resources and website ([www.friendlyschools.com.au](http://www.friendlyschools.com.au))
- National Safe Schools Framework ([www.safeschoolshub.edu.au](http://www.safeschoolshub.edu.au))
- Queensland Schools Alliance Against Violence (QSAAV) resources
- The Alannah and Madeline Foundation ([amf.org.au](http://amf.org.au))
- Kids Helpline
- ReachOut.com
- Bullying. No way! ([www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au))
- See the Teacher Librarian for books and other resources related to bullying

The following flowchart explains the actions Thornlands 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.

## 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 contact for students and parents to report bullying:

Prep to Year 6 – Class teacher and/ or School Administrator



## Cyberbullying

Cyberbullying is treated at Thornlands 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 Thornlands State School may face in-school disciplinary action, such as Time Out 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 class teacher or administration.

Bullying, Cyber-bullying, fighting, the deliberate use of abusive language to supervisors or an on-going pattern of disruptive, non-compliant behaviour are serious as they infringe on the rights of others to learn, work or play in a safe, supportive environment. Offending students should be referred to the Office as outlined in the playground and classroom management procedures to be dealt with by an Administrator. Parents will be contacted usually by phone and/or letter informing them of the issues of concern. The incident is to be recorded on Oneschool by the class teacher and Admin.

Students may:

- Be severely reprimanded and counselled
- Complete unfinished work in play time
- Receive a number of days out of play
- Plan for behaviour change
- Be given an Individual Behaviour Plan
- Have a period of community service imposed upon them
- Be removed from class for a period of in-school detention time
- Have access to school computer system removed for a period of time.
- Be warned of the possibility of suspension if the behaviour continues
- Suspension and/or exclusion.

Appropriate on line behaviour is encouraged by pro-active strategies such as cyber safety lessons for students and workshops for parents. Inappropriate on line behaviour which affect's the school's good order and management will be referred to Administration. Parents will be contacted and the matter will be referred to the Guidance Officer if deemed necessary.

- The Principal has the discretion to implement suspension/exclusion procedures as she/he deems necessary and appropriate, following a full investigation of the issue/event. This measure will only be used after consideration has been given to all other responses.
- Any bullying incident will be dealt with as soon as it becomes known to the school. All teachers will be inducted in the Thornlands Preventing and Responding to Bullying Policy. Referral to Administration may be necessary. In these cases, the Administrator's Management Plan will be followed.
- Appropriate on line behaviour is encouraged by pro-active strategies such as cyber safety lessons for students and workshops for parents. Inappropriate on line behaviour which affects the school's good order and management will be referred to Administration. Parents will be contacted and the matter will be referred to the Guidance Officer if deemed necessary. The student may have their access to the school computer system taken away for a period of time.
- Extensive feedback from parents and staff has informed the following list of types of behaviours which may result in the consideration of a suspension
  - Wilfully engaging in a pattern of unprovoked physical and/or verbally aggressive behaviour (eg abusive swearing) against others
  - Deliberate actions endangering themselves and/or others
  - Wilfully damaging or destroying, or conspiring to damage or destroy another's property or the property of the school.
  - Immoral behaviour
  - Illegal behaviour eg. Smoking. Substance abuse, weapons etc
  - A pattern of behaviour which is purposely and intentionally attempting to disturb the smooth operations of the school (ie, ongoing, repeated and deliberate breaking of the classroom or playground rules.)

The duration of the suspension will be determined by:

- The severity of the incident/s
- The degree of the conscious intent
- The student's previous history

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 class teacher or relevant Deputy Principal.

# 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](#).

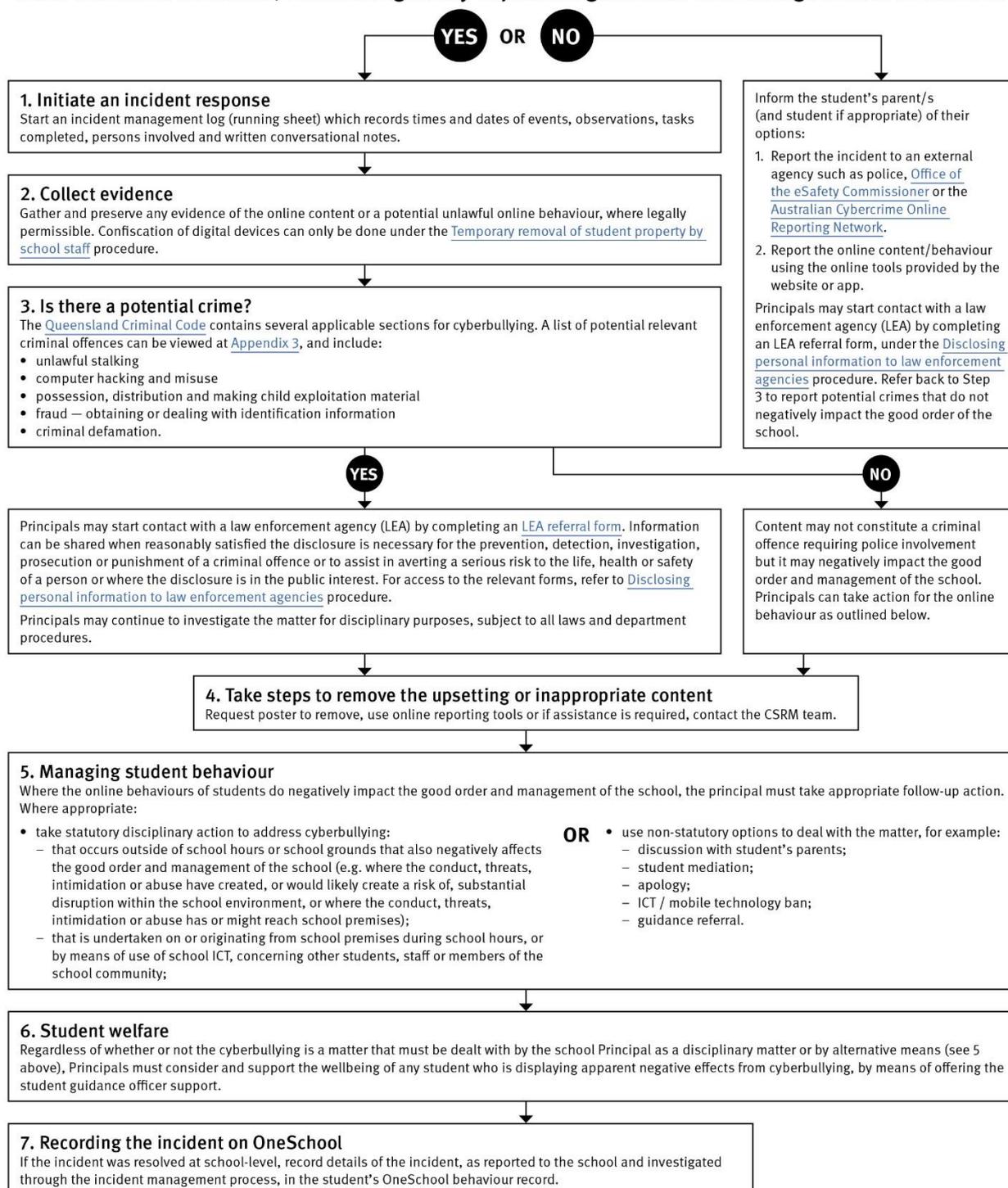
### Explicit images

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](#).

### Help

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Appropriate use of social media

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

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

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 Thornlands State School need to respond to student behaviour that presents a risk of physical harm to the students themselves or others.

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 students 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 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.

**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.

For unexpected critical incidents, staff should use 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. Remove any other students in the vicinity.

4. 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.

5. 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.

6. 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.

Help staff to recover from what may have been a traumatic incident and provide ongoing support if needed. (Lifeworks)

## 7. Physical Intervention

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

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

Appropriate restrictive practices may be used to ensure that Thornlands's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury. (see Restrictive Practices Policy)

# Appendices

**Supportive School Environment – Thornlands State School**  
**Points Rewards Menu System**

## INSTRUCTIONS

- All students begin the term on 0
- Each Friday give each student points for their behaviour 0-4 based on your answers to following questions:
  1. Has the student been safe?
  2. Has the student been responsible?
  3. Has the student respectful?
  4. Has the student **independently** met the Expectation of the Week?
- **Students who have met all expectations independently will receive 4 points**
- Students who have met expectations, with some reminders, will receive 3 points (may have received a minor consequence)
- Students who receive a Time Out or a consequence from a major behaviour from any staff member cannot receive more than 2 points that week.
- Students who have a major behaviour and other incidents of not meeting expectations would receive 1 point.
- Students who have been suspends receive 0 points for the week they have been suspended.
- Students who have been absent due to illness or holidays for the entire week receive 2 points for the weeks they are absent.
- **New students must be added to the Term 1 page and start on the current terms expected level.**
- During the term (minimum of 2 times) update the students as to where they are sitting with points and give them verbal feedback on how to improve.
- During week 8, the students will be informed of their results and which menu they will be accessing.

## Thornlands State School SSE Lessons – Possible Suggested Order of Teaching

	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>	Inside Classrooms	Inside Classrooms	Inside Classrooms	Inside Classrooms
<b>Week 2</b>	Before School / After School	Transitions (Moving Around / Walkways)	On the Oval	Sunsmart / Uniforms
<b>Week 3</b>	Transitions (Moving Around / Walkways)	Computers / Cyber Safety / Electronic Devices	Playground and Undercover areas	Transitions (Moving Around / Walkways)
<b>Week 4</b>	Sunsmart / Uniforms	Eating Time	Before School / After School	Toilets (swimming lessons)
<b>Week 5</b>	Toilets	Tuckshop	Excursions/ Out of School	Before School / After School
<b>Week 6</b>	Tuckshop	Toilets	Tuckshop	Excursions / Out of School
<b>Week 7</b>	Playground and Undercover areas	Before School / After School	Computers / Cyber Safety / Electronic Devices	On the Oval
<b>Week 8</b>	Eating Time	On the Oval	Transitions (Moving Around / Walkways)	Playgrounds and Undercover areas
<b>Week 9</b>	On the Oval	Playground and Undercover areas	Sunsmart / Uniforms	Tuckshop
<b>Week 10</b>	Excursions / Out of School	Sunsmart / Uniforms	 Eating Time	Computers / Cyber Safety / Electronic Devices



# THORNLANDS STATE SCHOOL

*Growing the Whole Child*

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www.thornlandsss.eq.edu.au

**Principal Kristy Sullivan**

## CLASSROOM BEHAVIOUR MANAGEMENT PLAN

*Class:*

*Teacher:*

I look forward to having a successful and productive year with your child in my class. In order to provide our students with a classroom climate conducive to learning, we have developed the following Classroom Management Plan that will be in effect at all times. The plan is based on Thornlands State School's Behaviour Management Plan and is grounded in our belief that all members of the school community have "the right to work and interact without disruption in a safe, supportive environment which promotes cooperation and learning". An important feature of the class plan is that positive behaviours are recognised and praised.

### **Classroom and Playground Expectations:**

#### **As a Learner, I will:**

- Be Safe
- Be Responsible
- Be Respectful

There will be occasions when students don't follow our school expectations. In all instances, these situations will be addressed from a positive perspective i.e. using the incident as a learning experience to reteach the expectation so that the inappropriate behaviour will not re-occur. This is easiest to apply for low level / minor behaviours. Where repeated inappropriate behaviour is evident or the behaviour is seen to be of a serious nature, more serious consequences will be applied. Where possible, consequences will be logical in relation to the behaviour (eg make a mess – student cleans it up).

Our general consequences within the classroom and school grounds will be as follows :-

### **Consequences for Inappropriate Behaviours**

#### **Classroom**

***Consequences should be stepped in severity – bits in red need to be included at appropriate points in your plan - DELETE ALL Red FONT before submitting***

1. Warning, rule reminder
2. Second warning and rule reminder
3. Cool off time at the Time Away Area or Time Out table. Parent/ carer will be informed.
4. **Buddy class** or **equivalent (e.g class work to be completed or miss 10 minutes of playtime)**. Parent/ carer will be informed
5. Sent to Administration

*Dangerous and/or persistent and ongoing behaviour will be addressed immediately by Admin*

**\*Other\* times possible consequences:** (may occur over several breaks or days):

*\*Other\* may include, but not limited to: before and after school, breaktimes, co-curricular activities*

1. Warning and/or logical or natural consequence (eg rubbish in bin, sit down if running on hard surfaces) and rule reminder
2. Rule reminder and reflection time which may include: sitting out, walking with adult, relocation to an alternative space.
3. Time Out Room (student misses the next playtime at first break) Parent/ carer will be informed
4. Sent to Administration

*Dangerous and/or persistent and ongoing behaviour will be addressed immediately by Admin*

**Parents/ carers will be informed** should there be concerns about behaviour which is considered to be serious or if there is a **pattern of negative behaviour** developing. Classroom reflection time during a break (up to 10min), may be applied by classroom or specialist teachers where classwork may be outstanding and they are seen to be an effective consequence.

If your child consistently experiences difficulties in following our school rules and expected behaviours and has a number of recorded major incidents, a meeting will be arranged with the classroom teacher and Deputy Principal to discuss their behaviour and whether it is safe for them to participate in scheduled school events such as camps, activities and excursions.

Of course, it is important that students' positive conduct is recognized and rewarded. This is important as it reinforces positive behaviour and contributes towards the growth of the child.

**All students will have the opportunity to participate in a Reward Activity at the end of each term. Choices of Reward activities will be based on the student's behaviour journey across the term.**

In addition, the following rewards for positive behaviour will be implemented in our classroom, as often as possible, at the teacher's discretion.

#### **Rewards for Positive Behaviour**

*list a range of positive rewards designed to reward, individuals, small groups, whole class*

We need your support to ensure the effectiveness of our classroom plan. Working together we can achieve the best outcomes. Please discuss this plan with your child and contact the class teacher should you have any questions.

Yours sincerely

**Bill Bloggs**

Kristy Sullivan

Class Teacher

Principal

**Please return via email or send the slip directly**

I have discussed the behaviour plan with my son/daughter and will work with you in ensuring a positive classroom and school climate in **2025**.

Parent signature: \_\_\_\_\_

Date: \_\_\_\_\_

Child's name: \_\_\_\_\_



## Responsible Thinking Process

For children to succeed, they must believe you care about them; that you have confidence in their ability to solve problems, and they must experience mutual respect. The responsible thinking process helps build the relationship that will make it easier to resolve differences. It teaches self-discipline through responsible thinking. Ask questions in a calm, respectful, curious voice. Never yell or tell, always ask. Avoid excuses by not asking 'Why?'.

### **When dealing with students in the classroom or playground ask:**

1. What are you doing?
2. What should you be doing?
3. What happens when you break the rules?
4. Is this what you want to happen?
5. We've got to work it out.
6. What will happen if you disrupt again?

### **When dealing with complaints (particularly in the playground) ask:**

1. What have you done to solve the problem?
  - Did you ignore it the first time?
  - Did you walk away?
  - Did you say, 'I don't like it when . . .'
  - Did you stop running if being chased?
  - Did you ask nicely if you could play?
2. Redirect the child to implement these strategies and if unsuccessful reinform the teacher on duty.
3. What do you want me to do now?
4. Are you happy with that?

## TIME OUT TICKET

Student's Name \_\_\_\_\_ Class: \_\_\_\_\_

Date: \_\_\_\_\_ Time of Incident: \_\_\_\_\_ Area: \_\_\_\_\_

Issuing Staff member: \_\_\_\_\_

Reason for Time Out: (Circle relevant behaviour/s)

<i>Major Behaviours</i>	<i>Reasonable Consequence</i>
<ul style="list-style-type: none"> <li>• Continued insolence or non compliance (ie repeated minor or moderate behaviours despite rule reminders, redirection, lower level consequences etc)</li> <li>• Abusive swearing.</li> <li>• Fighting / aggressive behaviour.</li> <li>• Threatening or harassing others.</li> <li>• Vandalism</li> <li>• Severe / ongoing bullying.</li> <li>• Misusing toilets</li> <li>• Spitting</li> <li>• Stealing</li> <li>• Possession of banned or unlawful objects or substances.</li> <li>• Out of bounds (out of school grounds).</li> </ul>	<ul style="list-style-type: none"> <li>• Detention</li> <li>• Immediate removal from playground if required.</li> </ul> <p><i>Admin is to be notified immediately by red card if assistance is needed.</i></p>

Any other comments: \_\_\_\_\_

---



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Names of any others involved: \_\_\_\_\_

---

Action taken by staff member prior to issue of Time out:

- Warning/Rule reminder
- Name Recorded in duty folder
- Logical consequence eg litter duty, apology
- Time out in playground
- Counselling re behaviour
- Asked to accompany teacher on duty



# THORNLANDS STATE SCHOOL

*Growing The Whole Child*

Panorama Drive  
Thornlands, QLD 4164  
phone 07 3821 8111  
fax 07 3821 8100  
admin@thornlandsss.eq.edu.au  
www.thornlandsss.eq.edu.au

**Principal Kristy Sullivan**

Appendix 6

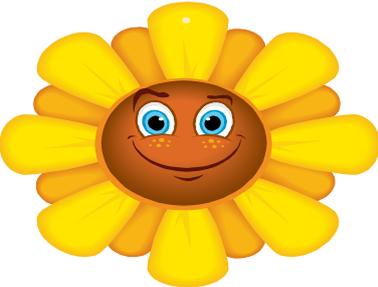
**GOTTCHA**



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**GOTTCHA**



Name: \_\_\_\_\_

Class: \_\_\_\_\_



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**Principal** Kristy Sullivan

Dear Parent,

Today your child \_\_\_\_\_ broke our school playground rules as follows:

As a Learner I will:

- Be Safe**
- Be Respectful**
- Be Responsible**

As a logical consequence for this he/she was required to attend the Time Out room during part of his/her play time. Whilst there he/she reflected on his/her behaviour by discussing the matter with the teacher.

This is a positive supportive way in which school staff are seeking to change behaviour and thereby make our school safer and happier for everyone. We ask that you support our efforts by discussing this matter further with your son/daughter and encourage them to abide by the rules in future. As parents, your support is invaluable in helping us effect change and we thank you in anticipation of your co-operation.

Please use the space below if you would like to comment on the matter, or on the discussion that you have with your son/daughter. If you would like to discuss this matter further, please don't hesitate to contact the school Administration.

We also ask that you sign below and return this letter to school to inform us that you have received this information.

Kind Regards

The Staff at Thornlands SS

COMMENTS: .....

.....

.....

.....





## Behaviour Reflection

Name \_\_\_\_\_

Date: \_\_\_\_\_

What did I do?

---

---

What rule did I break?

---

---

What happens when I break this rule?

---

---

---

What happens to others when I break this rule?

---

---

---

How will you change your behaviour so it doesn't happen in the future?  
My plan is to....

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Teacher Signature: \_\_\_\_\_  
Signature: \_\_\_\_\_

Date: \_\_\_\_\_  
Date: \_\_\_\_\_

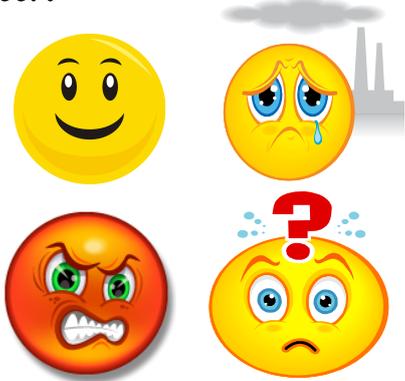


Behaviour Reflection Worksheet

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What did I do? Write / Draw a picture.

How did it make others feel?



What is the rule you broke? Circle one.

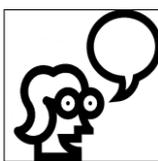
Be Safe:



Be Responsible:



Be Respectful:



What will I do next time? Write / Draw a picture.

Parent Signature: \_\_\_\_\_



# The Use of Mobile Phones and Other Devices by Students\* at Thornlands State School

## Students

### Background

The incidents of mobile phones and other devices being brought to school is increasing. The security of these phones and other devices and their use has significant potential to cause disruption within the order of the school. This policy is a proactive endeavour to meet the needs within the school context and of families where there is genuine need for students to have a mobile phone in their possession.

It is recognised that there are incidents where parents have provided a mobile phone or other device to students for safety on the way home from school.

### Implementation

**Mobile phones or other devices** may be brought to school by students if the following requirements are adhered to:-

- Written consent of the student's parent must be received by the school administration if a student is to be in possession of a mobile phoner or other device while at school. Parents may write a letter to the relevant Deputy Principal, but will then be provided with the relevant permission form, which must be completed and submitted to the office. (see Appendix 9)
- The student will hire a mobile phone locker for the year and this fee is to be paid to the office at the commencement of the school year.
- The mobile phone or other device is to be locked away in designated mobile phone locker as soon as the student arrives at school.
- The mobile phone or other device must not be used throughout the school day, for calls or messaging, unless the consent of the Principal or Deputy Principal. Communication between home and school during the period when students are at school, must be done through the school office.

## **Consequences**

Failure to abide by these provisions will result in confiscation of the phone. It will be held at the school office for collection by the offending student's parents/caregiver. Only one warning for non-compliance with the policy will be given. A second offence will result in consent for a mobile phone to be on school premises, being withdrawn.

Inappropriate use by students, of any mobile phone or any personal technology device, will be dealt with in a manner consistent with the school's **Student Code of Conduct**.

\* **Mobile phones and other devices** includes, but is not limited to, mobile phones, smart watches, tablets, games devices (such as Portable gaming devices, IPods®, iPads, digital cameras and devices of a similar nature.





### Universal Classroom Behaviour Steps

- 1. Warning & Rule Reminder
- 2. Second Warning and Rule Reminder
- 3. TAA/COT (CT Contact Parent)
- 4. Buddy Class / Lunchtime Detention in Classroom or Equivalent (recorded on OneSchool as major), CT contact parent).
- 5. Administration

### Minor Behaviours Not Recorded on OneSchool

Handled by the staff member at the time it happens

- Off-Task Behaviours
- Attention Seeking Behaviours
- Disruptive Behaviour (calling out, talking, tapping, humming etc..)
- Moving around room
- Arriving late after breaks
- Bringing 'inappropriate' items to school - (toys, phones, iPad etc..)
- Walking around while Eating/Drinking
- No Hat
- Out of Bounds (School Grounds)
- Littering
- Non-Threatening Verbal in Conversation
- Interfering with others games
- Not keeping hands and feet to self (rough play)
- Throwing Acceptable Object without care
- Lack of care/misuse of school equipment
- IT Off task - eg. emailing a friend

Managed by teacher with possible administration support

Requires escalation to the next step in the process (eg. buddy class or equivalent, Time Out room)

- Verbal disrespect, insolence, inappropriate language, defiance, argumentative
- Deliberate damage to classroom, school and/or student materials
- Leaving or failing to return to class
- Ongoing bullying (persistent teasing, physical, verbal, exclusion, visual, spreading rumours)
- Deliberate damage to school property and property of others
- Delivering disrespectful messages (electronically, verbally, gestural) including threats, intimidation, obscene language
- Unacceptable behaviour (stealing)
- Aggressive play, fighting or encouraging others to fight
- Inappropriate Internet Access

### Major Behaviours

Immediate Involvement of Administration

- Threatening/aggressive behaviour/verbal abuse towards staff/students
- Leaving school grounds
- Inappropriate sexual contact (consensual/non-consensual)
- Intentional physical aggression, fighting/deliberate actions intending to cause harm to staff/students
- Smoking and / or possession of prohibited items /illicit substances (matches, lighter, pocket knife, laser, medication without permission)
- Dangerous behaviour (climbing roof, port tracks, walkways, toilets)
- Bringing the school into disrepute in a public forum (excursions, camps, social media)
- Access to, bringing, sharing inappropriate images, sites recordings etc..
- Severe/Ongoing Bullying (Physical, verbal, online, exclusion, threats, intimidation, obscene language)

### Consequence Continuum Least To Most Intrusive

- Buddy Class or Equivalent (Recorded on OneSchool)
- Time Out or Referral to Admin
- Immediate removal from playground
- SNAC Referral
- Behaviour Communication Book
- Supervised / Modified Playtime
- Individual Behaviour Management Plan
- Regular Review Meetings
- Possible Loss of Privileges - camps/excursions/representative activity
- Drop a Level

- Reminders
- TAA (Time Away Area) / COT (Cool Off Table)
- Accompany Teacher on duty / Sit Down or Sit Out
- Community Service (Picking up Litter)
- Make Up Time
- Counselling by Teacher
- Responsible Thinking Questions
- Potential SNAC Referral (Persistence)
- Teacher May Record (OneSchool, Duty Folder)

- Immediate referral to admin
- Possible suspension (Internal, External)
- Parent Contact
- Loss of Privileges for future excursions/camp
- Possible referral to outside agencies (eg. Outside Agencies, External Stakeholders)
- Immediate drop to Level