

The Caves State School



Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education

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Purpose

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

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

Our school vision of *empowering creative confidence together* ensures that each student feels supported and empowered to try their hardest, to take risks and be confident in themselves.

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

Contact Information

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Contact Person: Ms Moira Mackenzie (Principal)

Endorsement

Principal Name: Ms Moira Mackenzie

Principal Signature: *M. Mackenzie*

Date: 04/12/2020

P/C President and/or School Council Chair Name: Alicia Snowdon

P/C President and/or School Council Chair Signature: *AS*

Date: 04/12/2020

Principal's Foreword

Introduction

The Caves State School has a long and proud tradition of providing high quality education to students in The Caves community. We provide 21st century education within a caring country culture. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

The Caves State School has three core values: Be Safe, Be Respectful, Be Responsible

Safety

- for self and others

Responsibility

- be accountable for your actions,
- resolve differences in constructive, non-violent and peaceful ways,
- contribute to society and civic life
- take care of the environment

Respect

- act in accordance with principles of moral and ethical conduct,
- show integrity by ensuring consistency between words and deeds.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with others are the most valuable skills our students need now and in the future.

The Caves State School staff take an educative approach to discipline in that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies in relation to accepted and expected behaviour.

It also details the steps the school staff take to educate students about these policies and how students are explicitly taught the expected behaviours.

Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing The Caves State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. This document provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of The Caves State School P&C Committee, I am pleased to support the new Student Code of Conduct. This Code of Conduct encompasses the School Values (Be safe, Be respectful and Be Responsible) and ensures that all staff are guided, when the need arises. This ensures a fair system which can be followed by all. The Caves State School ensures every student feels safe, welcomed and valued. This is what we love about our school.

We encourage all parents to familiarise themselves with The Caves State School Student Code of Conduct, and to take time to talk with their children about the expectations and ensure they have a good understanding of those expected behaviours. In particular, it is important with our one to one iPad program that students have a good understanding of the rules around the use of the iPad.

It is important that parents and children know that schools provide support and advice to help children with expected behaviours and the children will be fully informed regarding rules and any changes.

Any parents who wish to discuss the Student Code of Conduct are welcome to contact myself or to join the P&C. Being a member of the P & C ensures that we together in collaboration with The Caves State School to ensure all students are safe, welcomed and appropriately supported to meet their individual social and learning needs.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. There are four different confidential surveys for parents, students, staff and principals.

School Opinion Survey

SCHOOL OPINION SURVEY – Parent/Caregiver school report, 2015–19.

(1018) The Caves State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree.

Graph should be viewed in conjunction with the corresponding table as NA, D/W and 0% are all displayed as zero.

Item Code	Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school.	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	11	81.8	11	100.0	13	100.0	21	100.0	23	100.0
S2002	My child feels safe at this school.	11	90.9	11	100.0	13	100.0	21	100.0	23	91.3
S2003	My child's learning needs are being met at this school.	11	100.0	11	100.0	13	100.0	21	95.2	23	100.0
S2004	My child is making good progress at this school.	11	100.0	11	100.0	13	100.0	21	95.2	23	100.0
S2005	Teachers at this school expect my child to do his or her best.	11	100.0	11	100.0	13	100.0	21	100.0	23	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	11	100.0	11	100.0	13	100.0	20	100.0	22	100.0
S2007	Teachers at this school motivate my child to learn.	11	100.0	11	90.9	13	100.0	21	100.0	22	100.0
S2008	Teachers at this school treat students fairly.	11	81.8	11	90.9	13	82.3	21	100.0	23	95.7
S2009	I can talk to my child's teachers about my concerns.	11	90.9	11	100.0	13	82.3	21	95.2	23	100.0
S2010	This school works with me to support my child's learning.	11	81.8	11	90.9	13	100.0	21	95.2	23	100.0
S2011	This school takes parents' opinions seriously.	11	81.8	11	81.8	13	84.6	19	100.0	23	82.6
S2012	Student behaviour is well managed at this school.	11	81.8	11	100.0	13	84.6	21	100.0	22	90.9
S2013	This school looks for ways to improve.	11	81.8	10	90.0	13	100.0	20	95.0	23	100.0
S2014	This school is well maintained.	11	81.8	11	100.0	13	82.3	21	95.2	23	95.7
S2015	This school gives my child opportunities to do interesting things.	11	81.8	11	90.9	13	100.0	21	100.0	23	95.7
S2016	My child is getting a good education at this school.	11	100.0	11	100.0	13	100.0	21	95.2	23	100.0
S2017	My child's English skills are being developed at this school.	11	100.0	11	100.0	13	100.0	21	100.0	23	100.0
S2018	My child's Mathematics skills are being developed at this school.	11	100.0	11	100.0	13	100.0	21	95.2	23	100.0
S2019	I understand how my child is assessed at this school.	11	90.9	11	100.0	13	82.3	21	95.2	23	95.7
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	11	81.8	11	90.9	13	82.3	21	95.2	23	100.0
S2021	Teachers at this school are interested in my child's wellbeing.	11	90.9	11	90.9	13	100.0	21	95.2	22	100.0
S2022	Staff at this school are approachable.	11	81.8	11	81.8	13	82.3	21	100.0	23	100.0
S2023	Staff at this school are responsive to my enquiries.	11	81.8	11	90.9	13	82.3	21	100.0	23	100.0
S2024	This school asks for my input.	11	72.7	11	34.5	13	84.6	21	95.2	23	91.3
S2025	This school keeps me well informed.	11	90.9	11	81.8	13	100.0	21	100.0	23	91.3
S2026	This school encourages me to take an active role in my child's education.	11	81.8	11	90.9	13	100.0	21	95.2	23	95.7
S2027	This school encourages me to participate in school activities.	11	81.8	11	100.0	13	100.0	20	100.0	23	95.7
S2028	This school provides me with useful feedback about my child's progress.	11	100.0	11	81.8	13	82.3	21	95.2	23	95.7
S2029	This school provides useful information online.	11	72.7	11	81.8	13	76.9	20	95.0	23	87.2
S2030	This school is environmentally friendly.	11	81.8	10	90.0	13	82.3	20	85.0	22	91.8
S2031	This school is well organised.	11	81.8	10	100.0	13	82.3	21	95.2	22	95.5
S2032	This school has a strong sense of community.	11	72.7	11	90.9	13	100.0	21	100.0	23	100.0
S2033	This school celebrates student achievements.	11	100.0	11	100.0	13	100.0	21	100.0	23	100.0
S2034	I would recommend this school to others.	11	72.7	11	90.9	13	100.0	21	95.2	23	95.7
S2035	This is a good school.	11	81.8	11	100.0	13	100.0	21	95.2	23	100.0

SCHOOL OPINION SURVEY – Student school report, 2015–19.

(1018) The Caves State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree.

Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	23	100.0	33	100.0	30	97.2	32	100.0	37	97.3
S2037	I feel safe at my school.	23	100.0	33	97.0	30	100.0	32	100.0	37	100.0
S2038	My teachers motivate me to learn.	23	95.7	33	100.0	30	97.2	32	100.0	37	100.0
S2039	My teachers expect me to do my best.	23	100.0	33	100.0	30	100.0	32	100.0	37	97.3
S2040	My teachers provide me with useful feedback about my school work.	23	100.0	33	100.0	30	97.2	32	100.0	37	97.3
S2041	Teachers at my school treat students fairly.	23	95.7	33	100.0	30	97.2	32	100.0	37	100.0
S2042	I can talk to my teachers about my concerns.	23	91.3	33	97.0	30	100.0	31	96.8	37	100.0
S2043	My school takes students' opinions seriously.	23	95.7	33	99.0	30	94.4	32	100.0	37	100.0
S2044	Student behaviour is well managed at my school.	23	100.0	33	100.0	30	97.2	32	96.9	37	97.3
S2045	My school looks for ways to improve.	23	100.0	33	100.0	30	100.0	32	100.0	37	100.0
S2046	My school is well maintained.	23	100.0	33	97.0	30	100.0	31	100.0	37	100.0
S2047	My school gives me opportunities to do interesting things.	23	95.7	33	100.0	30	100.0	31	100.0	37	97.3
S2048	I am getting a good education at my school.	23	100.0	33	100.0	30	97.2	32	100.0	37	100.0
S2049	My English skills are being developed at my school.	23	100.0	33	100.0	30	100.0	32	100.0	36	100.0
S2050	My Maths skills are being developed at my school.	23	100.0	33	100.0	30	100.0	32	100.0	37	100.0
S2051	I understand how I am assessed at my school.	23	95.7	33	100.0	30	100.0	31	96.8	37	100.0
S2052	I can access computers and other technologies at my school for learning.	23	100.0	33	97.0	30	100.0	32	100.0	37	100.0
S2053	I am encouraged to use computers and other technologies at my school for learning.	23	91.3	33	100.0	30	100.0	32	100.0	37	94.8
S2054	I use computers and other technologies at my school for learning.	23	100.0	33	100.0	30	100.0	32	100.0	37	94.8
S2055	I enjoy using computers and other technologies at my school for learning.	23	95.7	33	97.0	30	97.2	32	100.0	37	94.8
S2056	I feel accepted by other students at my school.	23	91.3	33	93.0	30	91.7	32	100.0	37	91.9
S2057	My schoolwork challenges me to think.	23	100.0	33	100.0	30	97.1	32	96.9	37	100.0
S2058	My teachers challenge me to think.	23	100.0	33	100.0	30	94.3	32	96.9	37	100.0
S2059	My teachers encourage me to do my best.	23	100.0	33	100.0	30	100.0	32	100.0	37	100.0
S2060	My teachers clearly explain what is required in my school work.	23	95.7	33	100.0	30	100.0	32	100.0	36	100.0
S2061	My teachers help me with my school work when I need it.	23	100.0	33	100.0	30	100.0	32	100.0	37	100.0
S2062	My teachers use a variety of resources to help me learn.	23	100.0	33	100.0	30	100.0	32	100.0	37	100.0
S2063	My teachers care about me.	23	91.3	33	100.0	30	94.4	32	100.0	37	97.3
S2064	My school encourages me to participate in school activities.	23	100.0	33	99.0	30	100.0	32	100.0	37	100.0
S2065	My school encourages me to be a good community member.	23	100.0	33	97.0	30	94.3	32	100.0	37	97.3
S2066	My school celebrates student achievements.	23	95.7	33	100.0	30	100.0	32	100.0	37	100.0
S2067	I would recommend my school to others.	23	100.0	33	90.9	30	94.4	31	96.8	37	100.0
S2068	This is a good school.	23	100.0	33	100.0	30	97.2	32	100.0	37	100.0

SCHOOL OPINION SURVEY – Staff school report (all staff items), 2015–19.

(1018) The Caves State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree.

Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero. * Responses are presented with historical data of a similar survey item.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2070	I feel this school is a safe place in which to work.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2071	I receive useful feedback about my work at this school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2072	Students are encouraged to do their best at this school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2073	Students are treated fairly at this school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2074	Student behaviour is well managed at this school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2075	Staff are well supported at this school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2076	This school takes staff opinions seriously.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2077	This school looks for ways to improve.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2078	This school is well maintained.	9	100.0	10	90.0	11	100.0	14	92.9	12	100.0
S2079	This school gives me opportunities to do interesting things.	9	100.0	10	100.0	11	100.0	14	92.9	12	100.0
S2201*	Students with a disability are well supported at my school.	0	NA	0	NA	11	100.0	13	100.0	12	91.7
S2202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2203	People are treated fairly and consistently at my school.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2204	My school is well managed.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	11	100.0	13	92.3	12	100.0
S2208	I have choice in deciding how to do my job.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2209	I have the authority necessary to do my job effectively.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2210	My school inspires me to do the best in my job.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2211*	My school encourages me to take responsibility for my work.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2212*	My school encourages me to undertake leadership roles.	9	100.0	9	100.0	10	100.0	13	100.0	12	100.0
S2213*	My school encourages coaching and mentoring activities.	9	100.0	9	100.0	11	100.0	14	100.0	12	100.0
S2252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	12	100.0
S2253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	11	100.0
S2214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	10	100.0	14	100.0	12	100.0
S2205	I have access to quality professional development.	9	100.0	9	100.0	10	100.0	14	100.0	12	100.0
S2215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2216*	I can access necessary information and communication technologies to do my job at my school.	9	100.0	10	100.0	11	100.0	14	92.9	12	100.0
S2217*	Information and communication equipment is well maintained at my school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2218*	My school provides useful information online.	9	100.0	10	100.0	10	100.0	14	92.9	12	91.7
S2219*	My school keeps me well informed about things that are important to my work.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2220*	There is good communication between all staff at my school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2221	Staff at my school work as a team to deliver improved outcomes.	9	100.0	0	NA	11	100.0	14	100.0	12	100.0
S2222*	I feel that staff morale is positive at my school.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2223*	Staff at my school are interested in my wellbeing.	9	100.0	0	NA	11	100.0	14	100.0	12	100.0
S2224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2225	I can cope with the pressures of my workload.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2226*	I am aware of occupational health and safety procedures at my school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0

... continued on next page

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2227	I am proud to tell others I work for my school.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2228	My work has a direct positive impact on the community.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2229	I feel a strong personal connection to my school.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2230	I am satisfied with my job at my school.	0	NA	0	NA	11	100.0	14	100.0	12	100.0
S2231*	I would recommend my school as a good place to work.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2108	This is a good school.	9	100.0	10	100.0	11	100.0	14	100.0	12	100.0
S2232	My school has taken action as a result of last year's School Opinion Survey.	0	NA	0	NA	8	100.0	12	100.0	9	100.0
S2233	The last week of a school term is generally as productive as the rest of the term.	0	NA	0	NA	11	100.0	14	100.0	11	90.9

SCHOOL OPINION SURVEY – Principal report (principal only items) by relevant benchmarks, 2019.

(1018) The Caves State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree.

Non-school level data are weighted to relevant benchmarks.

Item Code	Principals were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	TOTAL AGREEMENT (%)			
		Like Schools Group P-VI	School Group Primary	Geographic Region CQR	State
S3301	I feel well supported by the department to lead my school.	98.1	94.2	94.1	93.5
S3302	I feel confident in my educational leadership role at my school.	100.0	99.4	100.0	99.6
S3303	I feel confident leading improvements in student outcomes at my school.	100.0	99.8	100.0	99.8
S3304	I feel confident using school data to improve student outcomes at my school.	100.0	100.0	100.0	100.0
S3305	Teaching staff at my school have the skills to improve student outcomes.	100.0	99.2	99.5	99.2

School Disciplinary Absences (SDA)

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

THE CAVES STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2018	2019	2020
Short Suspensions – 1 to 10 days		2	1
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Review Statement

The Caves State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Review

Principal Name: Miss Elizabeth Cumming

Principal Signature:

Date: 30/11/2022

P/C President Name: Petula Jacobs

P/C President Signature:

Date:

Learning and Behaviour Statement

Student Wellbeing and Support Network

The Caves State School offers a range of programs and services to support the wellbeing of students in our school.

Schoolwide strategies may include:

- Classroom reward and incentive systems – ClassDojo and Rainbow Awards (See Appendix 1)
- High 5 strategies for problem solving behaviour (See Appendix 2)
- Be a Bucket Filler program (See Appendix 3)
- Buddy programs
- Guidance Office programs planned for small groups of students
- Age-appropriate health and safety messages through the Health curriculum and the yearly visit of the Life Education Van, The Streets Ahead program, BraveHearts and Daniel Morcombe Program
- Individual behavioural intervention and support plans to monitor specific behaviours
- Supervised lunchtime activities to provide a range of extra-curricular activities - choir, drama, gardening, coding, crochet, Dungeons and Dragons and lego clubs
- Planned support for individual learners
- Explicit teaching of respectful relationships, routines and behaviours
- Meetings with parents/carers to develop and endorse strategies and plans
- Referral to other agencies, personnel and programs
- Reentry meetings to re-establish school and classroom expectations
- Support programs to promote smooth transitions between year levels – playgroup, step into prep, year 6 to secondary school

Our [student learning and wellbeing framework](#) helps create a positive school culture and embeds student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

The Caves State School builds 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](#).

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

The Caves State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

The Caves State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

The Caves State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

The Caves State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

The Caves State School staff who notice deteriorating mental health warning signs in a student are required to report this to the Principal who will then seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff. Changes are documented in the [Student Plan](#).

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal.

Role	What they do
Guidance Officer	<ul style="list-style-type: none">• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting.• assists students with specific difficulties, acting as a mediator or providing information on other life skills.• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
SWD teacher	<ul style="list-style-type: none">• provides group and individual support for children who have difficulty accessing the curriculum due to mental, social or emotional disabilities<ul style="list-style-type: none">○ relationships○ feeling sad, worried and angry
Chaplain	<ul style="list-style-type: none">• provides students with social and emotional support.

There are regional and state wide support services available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, parents can speak with the Principal.

Whole School Approach to Discipline

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity rather than equality, where every student is given the support they need to be successful.

Everyone is not treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that the staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

At the Caves State School, student behaviour is a part of the overall teaching and learning approach in our school. Safety, Respect and Responsibility lie at the heart of our school culture and these values guide the behaviour of all stakeholders in our school.

Our staff take responsibility for making the school behaviour expectations clear, by modelling and providing supportive instruction about how to meet these expectations.

Expectations of Students and Parents

Expectations for students

Safety	Respect	Responsibility
Act safely	Respect my self	Responsible for my actions
Report unsafe behaviour	Respect others	Responsible for my learning
	Respect our school	

Expectations for adults

The table below explains our expectations for parents when visiting our school and the standards we commit to as staff.

Be Safe

<i>What we expect from parents</i>	<i>What you can expect from us</i>
You will behave in a safe manner.	We will create a safe environment for you and your children.
You will encourage your children to behave safely.	We will model safe behaviour.
You will report any unsafe situations you witness to a staff member.	We will ensure that any unsafe situations are dealt with in a timely manner.

Be Respectful

<i>What we expect from parents</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home regarding school staff.	We will ensure respectful behaviours are role modelled for all students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to address any complaints or concerns about the behaviour of staff, students or other parents.

You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
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Be Responsible

<i>What we expect from parents</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Our Values in Action

Be Safe	Be Respectful	Be Responsible
I will act safely <ul style="list-style-type: none"> • Hands and feet to selves • Walk on cement • Be SunSmart • No hat no play • Wash/sanitise hands • Cough into elbow • Play in designated areas • Use equipment appropriately • Protect the safety of others 	I will respect myself <ul style="list-style-type: none"> • Be honest • Do your best • Listen • Participate • Stay on task • Believe in yourself • Have a positive attitude 	I will be responsible for my actions <ul style="list-style-type: none"> • Show integrity • Be assertive not aggressive • Make smart choices • Be a role model • Ask for help • Seek out your 'champion' • Remember actions lead to consequences
I will report unsafe situations <ul style="list-style-type: none"> • Behaviour • Equipment • Environment • Strangers 	I will respect others <ul style="list-style-type: none"> • Be kind • Be fair • Be polite • Be inclusive • Follow directions • Wait your turn • Raise your hand • Co-operate • Respect others right to learn • Respect others right to teach • Respect other's differences 	I will be responsible for my learning <ul style="list-style-type: none"> • Do your best • Be prepared • Stay on task • Follow directions • Complete set work • Believe you can improve
	I will respect my school <ul style="list-style-type: none"> • Follow the school rules • Care for my belongings • Care for the school • Care for the environment • Wear my uniform proudly 	

The Caves State School Behaviour Matrix

	<u>Transitions</u>	<u>Classroom</u>	<u>Playground</u>	<u>Offline Environments</u> (excursions/clubs/ sport/ incursions)	<u>Online Environments</u> (device use at school/ eSports competition/gaming and computing)
BE SAFE	<ul style="list-style-type: none"> *walk on concrete – use walking feet *act sensibly *maintain personal space when lining up *move with a positive purpose *be aware of others 	<ul style="list-style-type: none"> *walk safely *keep hands and feet to self *wash hands *use belongings/property correctly 	<ul style="list-style-type: none"> * be sunsmart – “no hat no play” *wash hands with soap *play in bounds *be aware of others *use property and equipment correctly 	<ul style="list-style-type: none"> * be sunsmart – “no hat no play” *protect others *stay in bounds *be aware of others *follow directions immediately *stay with your group *be aware of stranger danger 	<ul style="list-style-type: none"> *Get permission from an adult to enter an online chat space. *Keep passwords to yourself. *Use monikers *Use walking feet in gaming areas and when holding electronic equipment/devices. *Be aware of equipment and where it is when walking around the room – not to trip on cords or step on devices.
BE RESPECTFUL	<ul style="list-style-type: none"> *Follow directions *Be kind * speak and act positively and politely *wait your turn *move quietly to not disrupt others *use appropriate volume and on-task talk 	<ul style="list-style-type: none"> *follow directions *raise your hand *speak and act positively and politely *speak and act kindly *listening bodies *wait your turn *respect the right of others to learn *respect the right to teach *wear your uniform with pride * be willing, enthusiastic and co-operate *accept others for who they are and their differences 	<ul style="list-style-type: none"> *be fair *speak and act kindly *be willing, enthusiastic and co-operate *accept others for who they are and their differences *participate *positive attitude *use manners *wear your uniform with pride 	<ul style="list-style-type: none"> * be fair *be kind *have a positive attitude * speak & act positively and politely * be willing, enthusiastic and co-operate *use listening bodies *contribute to school life * wear your uniform with pride *use manners *accept others for who they are and their differences *think of, and be aware of others 	<ul style="list-style-type: none"> *Positive attitude *Be fair – taking turns *Wait your turn. *Keep game rules the same when playing. *Listen to others. *Speak and act kindly *Participate *Respect the right of other to use electronic equipment/ devices when it is their turn. *Follow directions as soon as they are given. *Use positive sportsmanship.

		*support and encourage classmates			
BE RESPONSIBLE	<ul style="list-style-type: none"> *care for the school property and environment *follow school rules *dress with pride *care for your own and others' belongings *be honest *be prepared 	<ul style="list-style-type: none"> *show integrity - do the right thing when no one is watching *care for own belongings *care for school belongings *be honest *stay on task *speak & act positively and politely *follow directions *do your best and aim high *be prepared *complete set work in the time that is provided *be a role model *learn from your mistakes *set achievable goals 	<ul style="list-style-type: none"> *show integrity - do the right thing when no one is watching *speak and act positively and politely *role model - lead by example/encouraging/friendly *use kind hands and words *assertive not aggressive *be honest *use facilities/equipment/resources for intended purposes *grow from your learning accidents *act sensibly *play fair – show good sportsmanship *follow the rules of play 	<ul style="list-style-type: none"> *follow instructions *be honest *show integrity *be a role model *play fair – show good sportsmanship *act fairly 	<ul style="list-style-type: none"> *Have clean and sanitized hands when handling electronic equipment/ devices. *No food or drink near electronic equipment/devices. *Ensure electronic equipment/ devices are charged. *Ensure electronic equipment/ devices are stored away correctly. *Uphold your commitments to teams and clubs.

Differentiated and Explicit Teaching

The Caves State School is a positive environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching and reinforcing expected behaviours and providing opportunities for students to practise these behaviours.

These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



The Caves State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Supports	Teaching	Behaviour
Tier 1	Explicit – 100%	Nil
Tier 2	Focused-10-15%	Minor
Tier 3	Intensive – 2-5%	Major

Explicit Teaching

Explicit teaching of these behaviours is addressed by staff according to the needs of the students. When the school or class culture is being compromised by lack of understanding of these behaviours, they will become the focus of explicit behavioural teaching in the classroom or the whole school.

All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and our Pro-active system including High 5, Class Dojo, Rainbow Awards and Pot of Gold reward day.

- being consistent when addressing behaviour, while taking developmental norms and behavioural function into account.
- providing lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them.

Focused Teaching (Minor)

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs. The types of interventions offered at this level will vary according to the needs of our student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- Interventions are targeted and timely
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Intensive Teaching (Major)

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student’s use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student

achieve success. A smaller percentage of students may require a more comprehensive BA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may have trouble with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display minor problem behaviour. A continued pattern of minor behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school principal. The classroom teacher records this in OneSchool and refers the principal in for administration follow-up.

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

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

Differentiated (Tier 1)

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives - Dojo points and rainbow awards
- Reminders of incentives or class goals
- Redirection
- STOP THINK DO
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time out

Focused (Tier 2)

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Time in with 'Champion' – staff member
- Targeted skills teaching in small group
- Token economy
- Time out
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Principal
- Stakeholder meeting with parents and external agencies

Intensive (Tier 3)

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

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

Inappropriate Behaviours

The following is a list of behaviours deemed minor and major and the possible consequences of such behaviours.

Minor Behaviours	
Being in an out of bounds area	Leaving room or area without permission
Bring toys or other non-school related materials to school	Not following the dress code
Being in a classroom without permission	Not moving around the school appropriately
Calling out in class	Not sharing school materials and equipment
Climbing trees	Not taking responsibility for own actions and behaviour
Causing minor damage to property belonging to the school or other people	Not waiting for his/her turn
Demonstrating bad manners	Playing with drink taps or bubblers
Deliberate abuse or inappropriate use of sporting or play equipment	Poor sportsmanship
Deliberate misuse of or playing in toilet facilities	Possession of chewing gum/bubble gum
Failure to complete or hand in homework	Purposely breaking or damaging plants
Failure to complete work in designated time	Refusal to follow adult instruction
Failure to obey bells - tardiness	Sharing food
Inappropriate touching of self	Spitting
Interrupting another person (bumping words)	Swinging on chairs, desks and other furniture
Inappropriate or offensive body language or gestures	Telling lies
Inappropriate tone and attitude	Touching property belonging to others without permission
Invasion of another person's personal space (unwanted hugging or kissing)	Use of inappropriate language (swearing, including abbreviations and approximations)
Littering	Using an outside voice inside
Inappropriate Use of Social Media	Inappropriate use of technology
Possible Consequences	
<ul style="list-style-type: none"> ● Verbal warning – reminder of appropriate behaviour and/or 2 min time out in the playground ● Time out outside staff room <ul style="list-style-type: none"> ○ Record in OneSchool ● See Differentiated strategies for further possible responses to behaviour ● See Focused strategies for persistent minor behaviour problems 	

Major Behaviours	
Deliberate abusive and/or offensive name calling (racial, physical/appearance, religion, gender/sexuality, intelligence)	Premeditated violence with intent to harm
Bullying	Possession of drugs and alcohol, including cigarettes
Cruelty to animals	Possession of a weapon
Dangerous use of sporting and/or play equipment	Putting self or others at risk of death
Inappropriate touching of another person	Repetitive verbal and/or physical threats with intent to harm self, others or property
Leaving school grounds without permission	Stealing
Physical abuse of another person	Threatening and intimidating gestures and language
Putting self or others at risk of injury	Verbal abuse towards another person
Possible Consequences	
<ul style="list-style-type: none"> ● Time out <ul style="list-style-type: none"> ○ Record in OneSchool ● Parents notified ● Withdrawal from Class - withdrawal of privilege ● Suspension – minimum of one day up to a maximum of twenty days <ul style="list-style-type: none"> ○ At conclusion parents and students attend a re-entry meeting to develop of Behaviour Plan ● Possible notification of police ● Possible exclusion ● See Focused and Intensive Strategies for further possible responses to major behaviours 	

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 The Caves 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 The Caves State School may be invited to attend a re-entry meeting before their 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, however it is highly welcomed, for the student and their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused 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 Caves State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at The Caves State School:

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

Parents of students at The Caves 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 Caves 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 The Caves 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 The Caves State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Students at The Caves State School do not use mobile phones at school. Mobile phones that are brought to school are required to be handed in to the office. At The Caves State School we run a 1 to 1 iPad program across the entire school.

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

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

Responsibilities

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

It is **acceptable** for students at The Caves State School to:

- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment

- be courteous, considerate and respectful of others when using a device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at The Caves State School to:

- use a device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of The Caves State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

More information about this can be found on our school website; and is understood in conjunction with our Internet Access Agreement, our iPad Responsible Use Agreement and our Online Service Consent documentation, which can be found on our website.

Preventing and responding to bullying

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

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



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

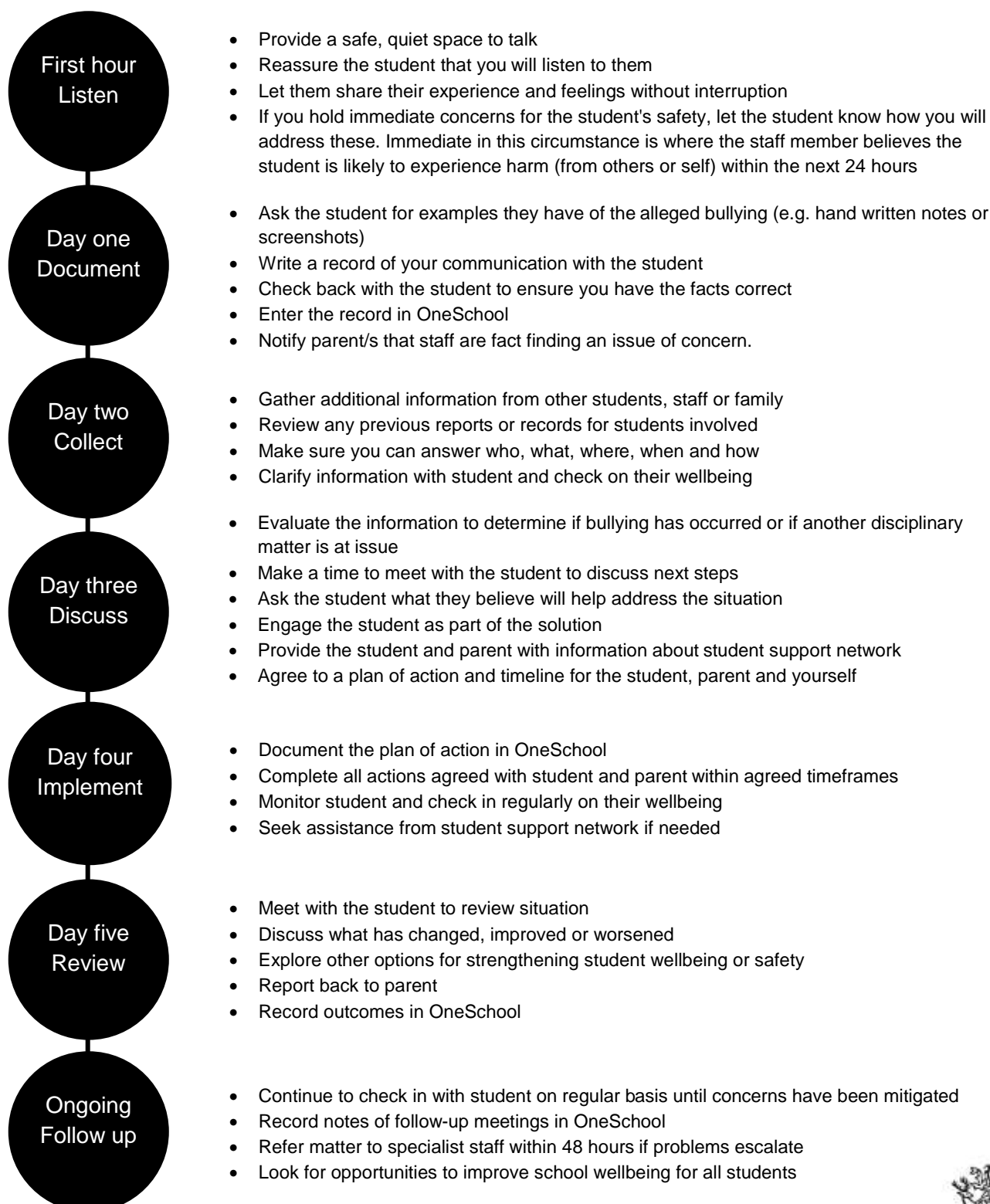
The following flowchart explains the actions The Caves State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

The Caves State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

Cyberbullying is treated at The Caves 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 for students in primary year levels.

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

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

The Caves State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

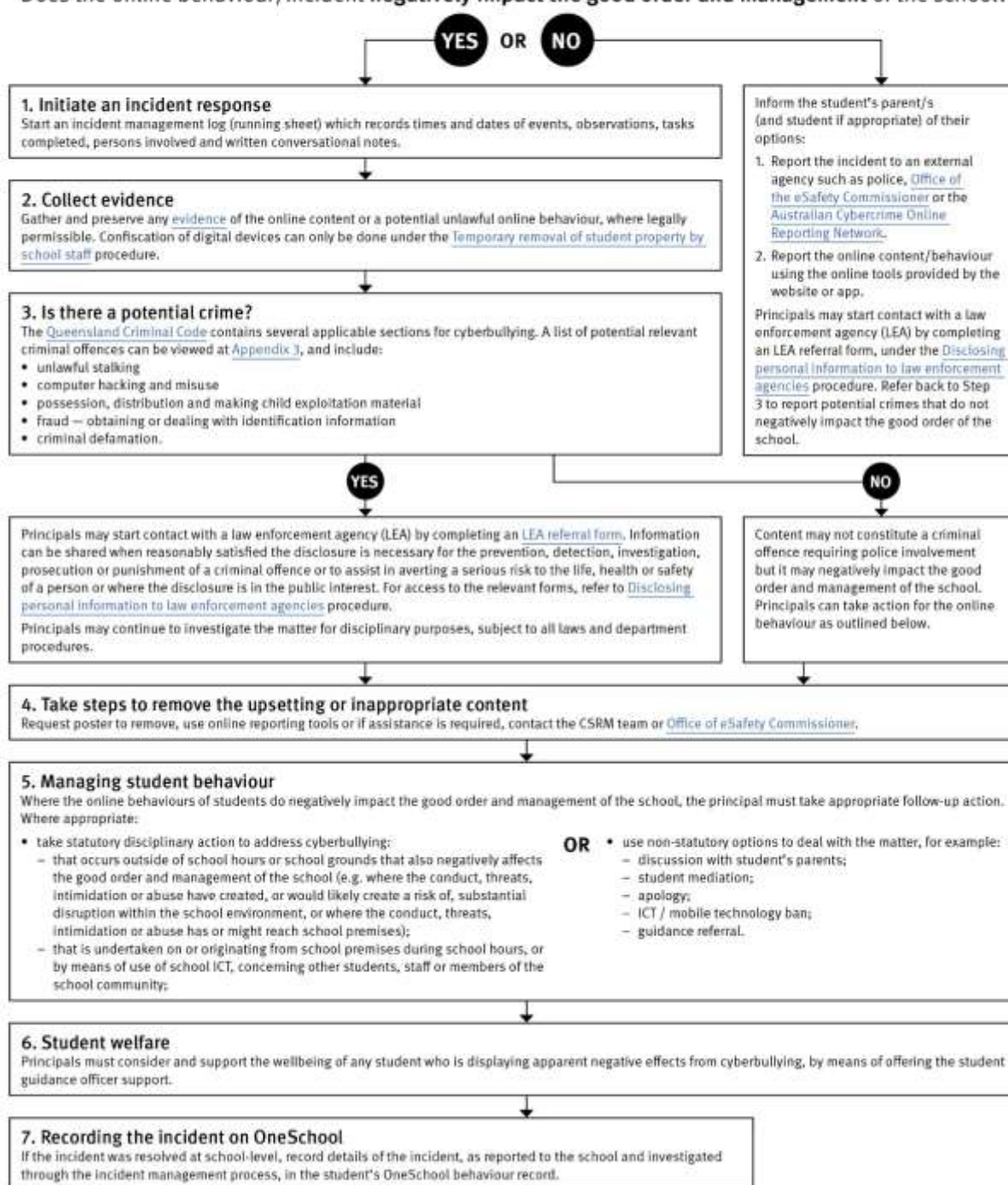
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

The Caves State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at The Caves State School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

The Caves State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at The Caves State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative signature

Date

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.

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Legislative Delegations

Legislation

In this section are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

The Caves State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher and/or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Appendix 1

Class Dojo and Rainbow Awards

All classrooms use the same positive reinforcement system of behaviour management. The system consists of Class Dojo and the Rainbow Awards.

Class Dojo

ClassDojo is an app that connects teachers with students and parents to enhance classroom communities by facilitating an easy and quick way of communication and sharing. Teachers are able to use it as a class management tool by encouraging students for any skill or value — whether it's working hard, being kind, helping others or something else by allocating points. Once students have earned 100 Dojo points, they move up a level on the Rainbow and receive a Rainbow Award.

Students can also showcase and share their learning by adding photos and videos to their own portfolios which are accessible to parents.



Rainbow Awards



Students are awarded Rainbow Awards throughout the school year as they demonstrate desired behaviours & effort. A progression is made through the rainbow (Red, Orange, Yellow, etc) to Over the Rainbow and Pot of Gold. Students awarded the Pot of Gold Award are invited to participate in our celebration day activity. Rainbow Awards are a short and long term incentive for positive behaviour in the classroom. The criteria for Rainbow Awards are:

- ~ School work completion
- ~ School work presentation
- ~ Class and school behaviour
- ~ Uniform and personal appearance
- ~ Manners
- ~ Initiative, leadership and co-operation
- ~ Following school values
- ~ Friendship

One of the greatest motivators to improve student behaviour is to provide an incentive or reward for appropriate behaviours that occur over a defined period of time. Incentives and rewards can be powerful motivators for children. Positive reinforcers help students learn behaviours necessary to be successful academically and socially.

Offering rewards for achievement and accomplishments or when a child has persevered and found a solution to a problem can make a child feel good, lets them know their actions were appreciated and can motivate them to continue this type of behaviour.

Goal setting will help children learn about motivation, achievement, and organization. All of these critical life skills are based in learning how to set goals, which is why this is such an important thing to teach our children.

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It takes approximately four weeks to achieve a Rainbow Award, but may take longer if the student has not earned the required 100 points. There are enough weeks in the school year for a student to make up any “shortfalls” if they find themselves falling behind, if they adjust their behaviours and meet classroom and school expectations.

Charts tracking each child’s progress are on display in each classroom, so each student can keep a close eye on how they are travelling, and can make the adjustments they require if they need to.

Teachers inform parents of their child’s progress via their homework or communication book and will also be discussed during the 3 way conferences in Term 1 & Term 3.

Teachers keep children informed of their behaviour and progress. Teachers want children to succeed and encourage and motivate students to empower creative confidence together.

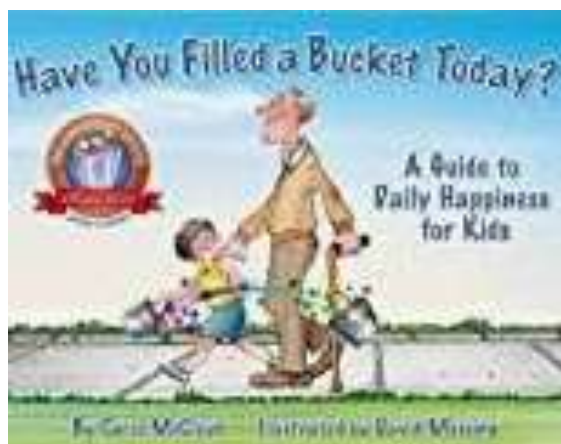
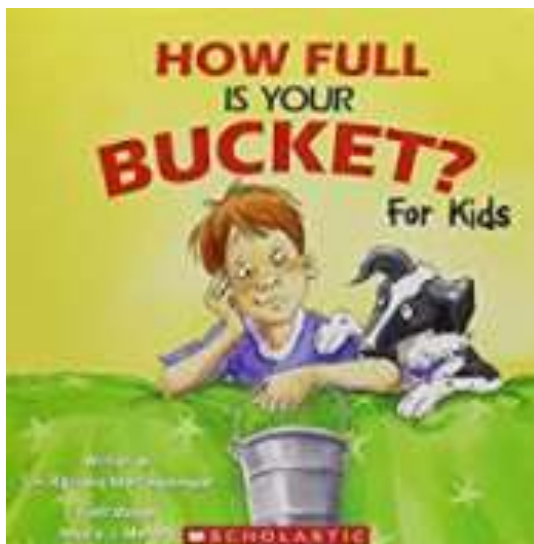
## Appendix 2

### Be a Bucket Filler

Each year students at The Caves State School are introduced to being a Bucket Filler by reading or watching any of the resources available.

Being a Bucket Filler teaches strategies by using the analogy of the **bucket** and dipper. According to this theory, each person has a **bucket** and a dipper, and with positivity, you fill **your bucket** and the **buckets** of others, but with negativity you deplete others' **buckets** as well as **your** own.

Ways in which we can be a bucket filler and ways in which we can bucket dip are explored in class through a variety of age appropriate activities.



## Ideas for developing a bucket filling classroom



- Have a class set of names done up and stored in a bucket and use in the following ways:
  - Draw out half the names and ask them to find themselves a partner, say 'good morning' and have a quick chat or give a set question to be asked.
  - Draw out partners from bucket, get together, say 'good morning' and compliment each other.
  - Everyone draws out a name from the bucket and draws/write something special/nice about that person on a sticky note. Display each one.
- Sit in a circle and complete the following activities:
  - ask children to share how they are feeling today.
  - use some sort of matching activity where the children have to find their match and sit together eg (number digit and word). Have them ask each other how they are feeling.
  - One student starts and greets the student next to them by saying, "Good morning, \_\_\_\_." They make eye contact and face each other when doing this. The next student returns the greeting and then greets the person on their other side. You can add a handshake or high five to the simple greeting.
  - Ball-Bounce Greeting  
Everyone stands in the circle. Using a 10-inch inflated ball, the first student says, "Good morning, \_\_\_\_" to another student and then bounces the ball to them. After they have greeted someone and passed the ball, the student sits down.
  - Shoe Greeting  
Everyone take off one shoe and put it in the middle of the circle. In turns pick up one shoe and say good morning/compliment that person who owns the shoe.
  - Pass a beanbag around. When they receive the beanbag they need to share one thing they did well yesterday and one thing they are going to work on today.
  - Ask a yes/no question relating to school or something about what the students might like or not like and construct a simple graph to show data. Discuss data.
  - Minute hello. Using a timer, set it for one minute during that time, the children mingle and greet each other.
  - Fishing: One child stands in the center of the circle. He/she makes a gesture like casting a fishing rod toward another child. That child becomes the "fish on the line" and swims into the center. Both children greet and switch places. The new child in the center becomes the fisher person and the game continues until everyone has had a turn.
  - Snowball Fight Write student's names on pieces of paper (or have them write their name). Crumple the paper into a snowball. Instruct and model how to throw SOFTLY. Teacher says "SNOWBALL FIGHT" and students toss their snowballs. Everyone picks up a snowball, reads the name and greets that person!

- Have a bucket of blocks. See how tall a tower you can build by at a time placing a block. Discuss how we are going to react when the tower does fall. How will that person feel and how can we help support them. Similarly you could play Jenga with each child removing a block and see how many can be removed before it falls.
- All hold hands in a circle and walk around. Discuss how we need to take care of each other and look after each other. We hold hands gently, we watch where we step etc. Change directions, go in and out instead of around.
- Using a couple of beanbags, pass these around the circle trying not to drop them. Discuss how we can help the person we are passing to so they are ready to receive the bean bag.
- Using beanbags, throw them across the circle, trying not to drop them. Discuss how we can help the person we are throwing to so they are ready to catch the bean bag.

- The Warm Wind Blows

Each person needs a clearly marked spot in the circle (rug square or chair). One person starts in the middle of the circle and completes the statement, "The warm wind blows for everyone who likes to \_\_\_\_\_" (play soccer, eat pizza, go skiing, etc.). Everyone who agrees with this statement has to find a new spot in the circle (including the person in the middle). They cannot move to the space right next to where they were standing. Whoever is left without a spot in the outer circle stays in the middle of the circle and is the next one to say, "The warm wind blows for. . ."

- Colored Dot Game

Put a colored sticker dot on the forehead of each student. The child does not get to see what color it is. Have four or five different colors of one-inch dots available. Without talking, each student needs to find other students that have the same colored dot.

- Coseeki

One student volunteers to be "it" and leaves the circle to stand in the hallway for a minute. Another student is chosen to be the leader. The leader leads other students in different movements (hand clap, foot wiggle, head nod, etc.). The students watch the leader closely and imitate his or her actions. The "it" person comes back into the room and has three chances to guess who the leader is.

- Would you rather? Ask a would you rather question and discuss as a whole class or work in pairs and report back. (See below for ideas)



Would you rather?

Would you rather be really tall or really short?

Would you rather have a lot of friends or be really smart?

Would you rather be trapped in a room with a 30 screaming babies or one hungry alligator?

Would you rather clean the floor with your fingernail or your toothbrush?

Would you rather lick a moldy trash can or the bathroom floor?

Would you rather be a famous actor or a famous pop star?

Would you rather live in a graveyard or on a deserted island?

Would you rather be really rich or have a lot of friends?

Would you rather have a bucket stuck on your head or a bucket stuck on your foot?

Would you rather have no teeth or have no hair?

Would you rather have it rain nails or have it rain bowling balls?

Would you rather have to crawl everywhere or have to hop everywhere?

Would you rather lose your sense of sight or lose your sense of hearing?

Would you rather take a bath in ice cubes or take a bath in tomato soup?

Would you rather ride a bike on ice or roller skate down a ramp with sand?



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



I am a bucket filler

Name \_\_\_\_\_

Term \_\_\_\_ Week \_\_\_\_



## Appendix 3

### High 5 Strategies for Problem Solving Behaviour



#### What is High 5?

- It is an effective strategy to develop problem solving strategies for the students of The Caves State School.
- A whole school approach that can also eradicate bullying.
- It is a 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents.
- Helps to build student's social skills and resilience.
- Teaches the children the skills which will build their self esteem and empowers them to take responsibility for themselves and give them the power to practise these skills.
- Promotes pro-active strategies to prevent incidents becoming bullying.

#### How to implement Hi 5

- The Hi 5 programs takes 4 to 5 sessions to implement initially and thereafter sessions are conducted as necessary.
- Use a Y chart during initial sessions (looks like, feels, like, sounds like)
- All steps are modelled and taught through role play.
- All classrooms and play areas will have a Hi 5 chart showing steps for teaching/modelling problems solving strategies.
- Teachers on playground duty will wear the Hi 5 hand on a lanyard to assist children in working through the steps.



## Do the High 5

### Ignore

Student strategies:

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

Teaching strategies:

- Use role play to show what ignoring looks like, sounds like and may feel like.

### Talk Friendly

Student strategies:

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel..... when you.....because.....

Teaching strategies:

- Use role play to show what talking friendly looks like, sounds like and may feel like.
- Practice "I" statements in role play situations.

### Talk Confidently

Student strategies:

- As per Talk Friendly but use an assertive voice, slightly raised.
- Tell them to stop.
- Re-state your "I" statement eg. I said .....
- State the consequences of continued behaviour.

Teaching strategies:

- Use role play to show what talking confidently looks like, sounds like and may feel like. Distinguish between talking confidently and talking meanly.

## Walk Away

Student strategies:

- stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a teacher.
- Do not look back. Walk confidently, don't run.

Teaching strategies:

- Use role play to show what walking away looks like, sounds like and may feel like.

## Report

Student strategies:

- Walk away and tell a staff member.
- Go to a safety zone.
- Bystanders - support and report.
- Report, report, report until somebody listens.

Teaching strategies:

- Children should in most circumstances attempt to problem solve themselves first. If unsuccessful after doing the High 5 then they see a staff member.
- If the issue involves health and safety children should report straight away to a teacher. They are not to solve these types of problems themselves eg incidents of physical danger, child running out of game etc.
- Teach the difference between dobbing and reporting.
  - **Reporting** is helping/getting yourself out of trouble.
  - **Dobbing** is trying to get someone in trouble using a whiny voice.

Teacher role:

- Teacher fact finds and discusses incident with child. The dialogue should take the following format:
  - Is this a serious problem?
  - Is this your problem?
  - What have you tried already to solve it? Have you used the High 5?
  - Do you want a solution?
  - What sort of solution do you want?
- Teacher follows school behaviour management plan as necessary.

**Success occurs when children can not only**  
**talk the talk**  
**but walk the walk.**

