

Elliott Heads State School



Student Code of Conduct

2020-2025

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Nichola Lister

Principal Signature:



Date: 13/11/2020

P/C President and-or School
Council Chair Name: Sheena Haselden

P/C President and-or School
Council Chair Signature:



Date: 13/11/2020

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Purpose

Every Queensland State School is required to have a Student Code of Conduct. This is the school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. The Student Code of Conduct is developed in consultation with the local school community and is published on the school website and provided to every student and family upon enrolment. Elliott Heads State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

Elliott Heads State School's Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to supporting student behaviour.

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.

Principal's Foreword

Elliott Heads State School is a small coastal school located just 20km east of Bundaberg. We are proud of the kind, caring and inclusive culture that defines our school community. At Elliott Heads, we believe that strong, positive relationships are the foundation for successful learning. Our staff, students, parents and carers work together to create a safe and supportive environment where every child is known, valued and challenged to do their best.

Our schoolwide behaviour plan, *Act Like Elliott*, is underpinned by four core rules: **Act Respectfully**, **Act Responsibly**, **Act Safely**, and **Act Like a Learner**. These expectations guide all aspects of school life, including classroom routines and interactions, and help build a consistent and positive school climate.

Wellbeing is a key priority at Elliott Heads. We implement a whole-school social and emotional learning program that supports students to manage emotions, resolve conflict and develop resilience. Our teachers use carefully selected resources such as *Bullyproof* and the *Pause Program*, along with a whole-school planner that maps learning from Prep to Year 6. Weekly wellbeing themes are highlighted at assemblies to ensure consistent messaging across the school. Older students take part in our *Buddy Program* with Prep and Year 1 students, and our student leaders support playtime activities to foster positive peer interactions and leadership skills.

Our *Student Code of Conduct* outlines the positive behaviour expectations, supports and routines in place to ensure all students can thrive in a safe, respectful and engaging learning environment. This document reflects our ongoing commitment to providing a school culture where every child can succeed.

P&C Statement of Support

As president of the Elliott Heads State School P&C Committee, I am proud to support the Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Nichola Lister and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Elliott Heads State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Elliott Heads State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Elliott Heads State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page **39** provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Elliott Heads State School Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Elliott Heads State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Learning and Behaviour Statement

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

All areas of Elliott Heads State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. The five values listed below are important for maintaining a successful code of behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Elliott Heads State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- **Act Safely**
- **Act Responsibly**
- **Act Respectfully**
- **Act like a Learner**

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

Elliott Heads State School works hard to develop a supportive school environment where:

- all members of the school community feel safe and are valued;
- social and academic learning outcomes are maximised for all through quality practices in the areas of curriculum, interpersonal relationships and school organisation;
- school practices involve a planned continuum from proactive and preventative actions for all students, to reactive actions for specific individuals and groups;
- non-violent, non-coercive and non-discriminatory language and practices are defined, modelled and reinforced by all members of the school community;
- suspension and exclusion procedures are considered only when all other approaches have been exhausted or rejected.

A copy of this policy is distributed to all students on enrolment and undergoes regular revision.

Members of the Elliott Heads State School community include:

• Students • Parents • Teachers/Specialists • Teacher Aides • Wellbeing Psychologist	• Administration Staff • CEC (Community Education Councillor) • Support staff • Chaplain	• Cleaning and Grounds Staff • Volunteer Workers • Community Members • Visitors
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Our approach is based on the belief that the actions and behaviours of teachers and other adults in the school have a significant influence on student behaviour. The systems that support our behaviour strategy are designed to ensure staff are equipped with a broad repertoire of skills, strategies and approaches. Teachers and teacher aides regularly revisit and reflect on the positive behaviour practices outlined in the *Essential Skills for Classroom Management*. They also use our *Charter of Expectations* to guide professional reflection on adult behaviours and the standards we model for students.

Our beliefs about children as learners are that:

- Students are capable and competent and have been learning since birth.
- Students will continue to learn given the right conditions.
- Students have differing needs, interests and motivations.
- Students learn best when there are supportive relationships among all partners in the learning community that reflect justice, respect, care and concern for others.
- Students learn best when school programs value and build upon their cultural and social experiences.
- Continuity of learning throughout the phases of schooling provides students with solid foundations for future success.

Multi-Tiered Systems of Support

Elliott Heads 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

Tier 1: All students (100%) in the school receive support for their academic and social development. Focus is on the whole-school implementation of both the Australian Curriculum and Code of Behaviour expectations. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Staff at Elliott Heads State School apply a preventative approach to re-direction and make appropriate use of least to most intrusive redirection strategies based on the Essential Skills for Classroom Management. 'Pre-correction' and 'prompts' are examples of preventative strategies.

'Least intrusive' strategies include non-verbal actions such as proximity, eye contact and body language cues. When a student exhibits low-level (minor) and infrequent problem behaviour, the initial verbal response of school staff members is to acknowledge students who are behaving in a manner that supports a safe and supportive classroom by using 'Cueing with Parallel Acknowledgement, or Descriptive Encouraging.'

These strategies enable the student who is 'off task' to be responsible for their own behaviour and self-correct accordingly. If the cueing strategies do not get the desired outcome, the teacher/teacher aide may use questioning techniques (behaviour or curriculum focussed) e.g. "Which rule are you breaking? What is our rule about moving around the classroom?" "What question are you up to? Can you read the next sentence for me?" Questioning also allows students to reflect on their behaviour and take responsibility to make positive choices regarding their own behaviour.

Tier 2: 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, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the Code of Conduct expectations. The types of interventions offered at this level will vary according to the needs of each school's 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 require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

Features of these Tier 2 supports include:

- making adjustments for individual needs
- using research-validated program options for targeted support interventions such as:
 - adult mentoring
 - check in / check out
 - targeted / small group social skilling (Friends program)
 - 'newcomer' programs for new students.
 - Chaplaincy support
 - 1-2-3 Magic

Due to the size of Elliott Heads State School, it is important to recognise that all staff are involved in the support of students who may need targeted behaviour support. Contact is made between the students and staff every day, in both playground and classrooms. Staff meetings are used to identify students who might require targeted support, and a team approach is used to formulate and record strategies for implementation. Parents/caregivers are involved in the support through the classroom teacher.

Strategies used for targeted behaviour support include:

Curriculum Adjustment	Staff determines whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: • working with a teacher aide or learning support teacher • adjusted class work • working with a peer or older student.
Verbal	Verbal reinforcement, used every day in both the classroom and playground, includes: • specific reinforcement, e.g. Thank you for sitting down. • rule reminders.
Non-Verbal	Non-verbal reinforcement, used every day in both the classroom and playground, includes: • body language – smile, thumbs up • behaviour charts • privately understood signals • proximity to the child in terms of desk placement or where staff members are standing • awards.
Increased attention	Students may require increased attention for either curriculum needs or to reinforce acceptable behaviour. This may occur through: • One on one curriculum support with the teacher • Teacher aide support • Work with another member of school staff • Curriculum support through an older classmate.
Communication within the school community	Communication with the parents/caregivers occurs through all stages of targeted behaviour support, and includes positive/encouraging letters or phone calls home.
Added responsibilities and meaningful roles	A child who is receiving targeted behaviour support may benefit from added responsibilities within the class or school. These responsibilities can include: • Peer tutoring • Working with a younger or older classmate • Classroom jobs • School jobs. • School leadership roles

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.

Tier 3: 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 (Functional Behaviour Assessment) and should include strategies to:

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

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

Students who require an Individual Behaviour Support Plan will be supported by the Student Support committee and the plan will be written in consultation with the Guidance Officer, Classroom teacher, Parent and relevant staff. 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.

Consideration of Individual Circumstances

At Elliott Heads State School, staff consider each student's individual circumstances—such as their behaviour history, disability, mental health and wellbeing, cultural and religious background, home environment and care arrangements—when teaching expectations, addressing inappropriate behaviour, or applying disciplinary consequences.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences 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.

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum, embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Elliott Heads State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages.

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

Elliott Heads 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

Elliott Heads 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's Business Manager 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.

Elliott Heads 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.

Suicide prevention

Elliott Heads State school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, EHSS staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide 'postvention'

In the case of a suicide of a student that has not occurred on school grounds, EHSS enacts a 'postvention' response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected. Where a suicide has occurred on school grounds or at a school event, EHSS staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Elliott Heads State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at EHSS to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network

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

Role	What they do
Community Education Counsellor	- Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. - Networks with the Indigenous community, liaises with families and assists with supporting individual students.
Community Elder	Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officer	- Conducts activities such as student observations, academic and psycho-educational assessment in order to determine the nature of student learning difficulties, giftedness, disability, developmental levels or psychological and emotional status. - Works with HOSES, SLP's and Teachers to complete criteria for verification. - Collaborates to develop ESP's and funding applications for students in out of home care. - Collaboratively case manages students with any mental health concerns. - 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.
Registered Nurse	- Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs - Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Special Education Teacher/ HOSES (Head of Special Education Services)	- Support students to overcome barriers to education. - Case Management of Students with Disability - Provides individual and, at times, group support to students to assist their engagement with education and learning. - Co-teaching - Support teachers in differentiating learning for students, including personalised learning plans and individual curriculum plans - Provides support to engage Teacher Aides to assist with individual learning plans - Supports classroom teachers to prepare and plan Individual Curriculum Plans & Personalised Learning

Special Education Teacher/ HOSES (Head of Special Education Services) Cont...	• Co-produce with the classroom teacher Achievement Standard tracking for students on Individual Curriculum Plans (English & Mathematics) to inform ICP year levels • Co-produce with the classroom teacher assessment adjustments for identified students • Communicates with parents to provide information on support given to students • Active role in working with the classroom teacher to develop initial and review verifications (Criteria 2) • Revise and update AIMS profiles with class teacher • Report Card support - ICP students • Support teachers to build capacity in inclusive practice • Assist in creating an inclusive school culture • Ensure identified students are supported and inclusive practices occur for camps, excursions, incursions. • Support teacher aides to up skill in order to enhance student learning • Liaises with external agencies to provide information, advice and training to support staff and students Liaison with allied health personnel (OT, PT, AVTs)
AVT Services (Advisory Visiting Therapist)	• Vision Impairment AVT • Hearing Impairment AVT • Physical Impairment AVT • Inclusive Curriculum AVT • Assistive Technology AVT • Physiotherapist • Occupational Therapist
Speech Language Pathologist	• Undertake diagnostic assessments of speech and language difficulties • Identify the impact of communication difficulties on access and participation in learning • Identify appropriate reasonable adjustments for the students and support schools to implement them • Support inclusive education as part of the school team
Student Wellbeing Psychologist	• The objective of the student wellbeing psychologist program is for every student to benefit from increased access to wellbeing and mental health support at school.
School Chaplain	• Provide pastoral care and personal support for students, staff and parents of the school community. • Provide spiritual guidance to students, staff and families who seek it. • Assist students to build positive, supportive relationships with peers, family and adults. • Build and maintain a network of support agencies, Churches and community groups who can provide a broad range of services to students and the wider school community. • Implement programs and activities that support the needs of students at risk or disengaging from school.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to a 'Positive Supportive Environment'

Elliott Heads State School believes in having an "Inclusive and Supportive School Environment." This is a whole-school approach. The staff at Elliott Heads State School work extremely hard to maintain a culture and environment that ensures students feel safe, supported and cared for.

The staff work collaboratively to implement programs that promote kindness, self-esteem, emotional intelligence, growth mindset, and positive well-being.

We believe an 'Inclusive & Supportive School Environment' is essential for every child to succeed. To ensure the culture of the school promotes positivity, care and consideration we strive to ensure the well-being of all staff is paramount. Staff work as a team and support one another. We acknowledge each other and celebrate success and best practise. We endeavour to:

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

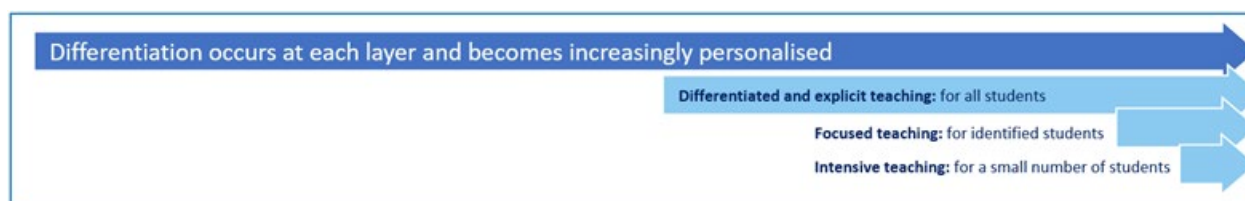
At Elliott Heads State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach outlined in more detail in this document.

Focused Teaching

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

Intensive Teaching

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

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

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

Students who require intensive teaching will be case managed by the Guidance Officer at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.



EHSS Values & Expectations



- Act Respectfully:** Receiving respect from others is important because it helps us to feel safe and to express ourselves.
- ◊ Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them.
 - ◊ Respect in your relationships builds feelings of trust, safety, and wellbeing.
 - ◊ Respect doesn't come naturally - It is something you learn and EARN!
 - ◊ Respect means that during a disagreement you listen, be patient and respond respectfully.
 - ◊ Respect means you are not trying to control the other person's choices.
 - ◊ Respect means you can admit when you've made a mistake.



- Acting Responsibly means that you act in a sensible way and can demonstrate that you are reliable and can be trusted to do the right thing.**
- ◊ Acting Responsibly means you are punctual, organised and are prepared to learn.
 - ◊ When you are being responsible you are a 'Problem Solver'.
 - ◊ Being Responsible means you take care of your belongings and equipment and school property.
 - ◊ Acting responsibly shows that you have good judgment and the ability to act correctly and make decisions on your own.



- Acting Like a Learner means we develop a 'Growth Mindset'. Our brain is a muscle and with exercise and practice we can improve the way our brain thinks.**
- ◊ Growth Mindset encourages you to 'have a go' and challenge your current thinking and abilities so that they can grow.
 - ◊ A Learner is resilient - A learner can deal with change and adapt to things that are different than what is expected.
 - ◊ A Learner shows Character - There are five areas that Learners develop: self-awareness, self-management, social awareness, relationship skills and responsible decision making. . Success in life does not solely rely on academics; it's about social skills that help the individual to deal with failure, create character, learn how to fit into society and how to face challenges and solve problems.
 - ◊ A Learner listens to feedback and strives to improve and is able to take risks and show persistence.



- The priority at Elliott Heads State School is that everyone is safe and has the opportunity to learn in a safe, supportive learning environment. Every person in the school community has a responsibility to ensure safe practises are met at all times.**
- ◊ Safe behaviour is expected in all areas of the school; classrooms, playgrounds, eating areas, library, pathways etc.
 - ◊ Evacuation and Lockdown procedures are taught and practiced throughout the school year.
 - ◊ Routines and expectations are very clear in regards to hand washing and hygienic practises.
 - ◊ School crossing is to be utilised when crossing the road to enter or leave the school.

Elliott Heads State School – Operational Guidelines

Classroom rules, expectations and consequences:

Each class is to identify approximately six classroom specific rules. These rules are aligned to the school rules however are more specific to the classroom setting.

Classroom rules are to be displayed clearly and:

- reflect 'Safety, Responsibility, Respect and Learning
- recognise and focus on positive practices and behaviours
- are fair, clear and framed in a positive way
- are developed collaboratively with the class and continually revisited
- are modelled by staff
- are implemented in a consistent, fair and just manner.

Classroom rules are to be referred to regularly and reviewed each term.

Positive and Negative Consequences are to be identified collaboratively and documented.

These Positive and Negative Consequences are required to be on display in the classroom.

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

- Classroom lessons, including:
 - 'Pause' Program [See Appendix One](#)
 - 'BundaWanDi' Program [See Appendix Two](#)
 - The use of classroom strategies from the **1, 2, 3 Magic program** [Appendix Three](#)
 - *10 Essential skills for Classroom Management.* [See Appendix Four](#)
 - 'Rule of the Week' – Assembly announcement by School Captains
- Regular articles in the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices* at School
 - Procedures for Preventing and Responding to Incidents of Bullying
 - Knives and weapons
 - School Uniform expectations

Reinforcing Expected School Behaviour

At Elliott Heads State School communication of our key messages about behaviour is backed up through reinforcing 'instructional feedback' for students engaging in expected school behaviour. The system of 'instructional feedback' includes both non-verbal and verbal acknowledgements and is supplemented by a formal recognition and monitoring system attached to the environment in which it occurs. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and reinforcers. A document entitled, 'Behaviours of Concern & Consequences' is a part of the plan and is referred to by all staff.

'Act Like Elliott' – Acknowledging Positive Behaviour

‘Act Like Elliott’ – Reward System

Classroom:

At Elliott Heads, classroom teachers ‘**Celebrate Positive Behaviour**’ by implementing a behaviour reward system within their own classrooms. At the beginning of each term students and classroom staff work together to design a set of classroom rules and consequences that align with the school rules of Act Safely, Act Like a Learner, Act Respectfully and Act Responsibly. Each classroom will have a system in place to acknowledge students who are meeting classroom expectations. Acts of kindness, leadership, and helpful actions are also valued and students can receive positive consequences to celebrate these behaviours. Positive and Negative consequences are discussed and agreed upon and are displayed in classrooms to enable students to develop self-awareness and self-control regarding their own behavioural choices.

During week nine of each term classroom teachers will provide time for students to reflect on their own behaviour during the term. Teachers will determine if a student is eligible for an ‘Act Like Elliott **Gold Award**.’ The principal will make the final decision on recipients of the Gold Award. Specialist teachers, such as Music and PE, will be consulted. Playground behaviour will be also be taken into consideration. Gold Award Certificates will be presented at Assembly in Week 10. The Criteria for a Gold Award is based on the following:

Student Actions and Behaviour:

- Helps to create a school that has a positive, supportive, safe and caring environment.
- Ensures all members of the school community feel safe and valued.
- Ensures academic learning outcomes for themselves and others are maximised.
- Shows that they consistently Act Safely.
- Shows that they consistently Act Responsibly.
- Shows that they consistently Act Respectfully.
- Shows that they consistently Act Like a Learner.
- Abides by school rules and expectations without adult prompting or redirecting.

Students who receive an Act Like Elliott Gold Award **each term** will be presented with a ‘**Platinum Medal**’ at the end of the year during the annual Awards Ceremony.

Students who breach the Act Like Elliott Behaviour Expectations may have the incident recorded in ‘One School’. It will be recorded if the incident is deemed as ‘major’ or the student has repeatedly chosen a disruptive or unacceptable behaviour. Staff at Elliott Heads State School support all students to choose appropriate behaviour. If an incident is recorded in ‘OneSchool’ parents will be notified by phone. Any student who receives 3 or more OneSchool incidents will not be eligible to attend Rewards Day. Work will be provided for them at school with a staff member to supervise.

#Students who have more than three OneSchool behaviour entries per term or have been identified as having behavioural difficulties will require an Individual Behaviour Plan. A modified reward program to support their behaviour development will be negotiated with classroom teachers, support staff and the Principal.

Platinum Award

Students who achieve four Gold Awards throughout the year will receive a Platinum Medal at the end of Year Awards Assembly. The Principal will have make the final decision in regards to eligibility for the medal. Student behaviour is required to be of a very high standard in all school settings.

Playground

Elliott Heads State School endeavours to support positive student behaviour both in the classroom and across all school environments. Staff members proactively supervise students during play and will use similar classroom strategies to redirect student behaviours that do not meet expectations.

Student of the week

Each week teachers choose a student/s who has/have been working well in class to receive a Student of the Week Award. These are given to students during assembly. These awards can be for academic achievement, improved effort, attitude or behaviour. Students who receive these awards are acknowledged in the school newsletter.

Principal's Award

Each week the principal awards a student who has shown exemplary behaviour. They receive a certificate on assembly and their achievement is recorded in the newsletter.

Act of Kindness Award

Each month during assembly a student is selected to receive the 'Act of Kindness' certificate and a \$20 Coles Gift Voucher. The principal selects the student based on reports of kind behaviour observed by staff, students or parents.

End of Year Presentation Assembly

At the end of each school year, exemplary students are awarded certificates for academic, sporting, attendance and citizenship excellence displayed throughout the year.

Legislative Delegations

Legislation

- [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](#)

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 10% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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



Behaviours of Concern & Consequences



	Examples of Behaviour	Consequences
	Disrespectful Behaviour - Threatens/Intimidates or bullies others - Throws objects at people or in the general area - Annoys, Teases others - Takes objects from others / Steals - Making noises which inhibits the learning of others - Verbally abusive (Yells, swears) - Disrupts the learning for others - Littering	Elliott Heads State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. When students behave in a manner that does not adhere to the school rules and expectations staff will use their professional judgment to respond to the behaviour and a variety of strategies will be used to support the student to learn from their experience and improve their behaviour. Examples of the 'Positive Supportive Strategies' used to assist students to choose appropriate behaviour are: - Rule Reminder & Bridge Builders Discussion - Non-verbal Redirection (Eye contact, Hand up, Shake Head) - Proximity (Adults moves close to student) - Curriculum Redirection (Focus on task/activity) - Cueing with Parallel Acknowledgment (Acknowledge student displaying appropriate behaviour) - Move a Student/s - Verbal encouragement (Clear instruction given to allow student to change behaviour, e.g. 1-2-3 Magic Strategy) - Rewards, awards, acknowledgement given to students who display positive behaviour. (See 'Act Like Elliott' program) - Restorative Justice discussions Examples of 'Negative Consequences' to support students to learn and choose appropriate behaviour: (Consequences may be combined and depending on the significance of the behaviour the incident/s will be recorded in 'OneSchool'.) - Loss of Point for the Session (Act Like Elliott Rewards Points) - Removal from desired activity. Not invited to 'Rewards Day'. - Phone call to parents /carers - Meeting with Principal - Bridge Builders - "U-Turn" Conference - Detention <i>In cases where behaviour has been intentional, harmful, repettious and or significantly detrimental to the well-being of others or the school culture the Principal will follow protocols to consider Suspension. Major behaviour infringements will be investigated and consideration of individual circumstances will be paramount. At Elliott Heads State School we value implementing consequences that allow the student to learn and improve themselves over 'punishment'.</i>
	Irresponsible Behaviour - Defies Teacher / Teacher aide / adult - Non-compliant - Blames Others - Makes excuses - Late returning to class following breaks - Damages Property / Vandalism (School, peers, own) - Inappropriate use of mobile phones, technological devices	- Not Being a Lifelong Learner - Fidgets, Off Task - Choosing to not engage in set tasks (walking around, talking, off task) - Not listening or following instructions - Calling out - not giving others a chance to think and answer - Demanding attention - Poor Sportsmanship - Being dishonest 'Giving Up' - Not being resilient,
	Unsafe Behaviour - Harms Self - Harms Others (Pushing, kicking, punching, pinching etc.) - Leaving the classroom / school without permission - Climbing on unsafe objects - Moving around the school in an unsafe manner - Not wearing correct uniform - (Unsafe hat, closed in shoes, wearing jewellery)	
		

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 Elliott Heads State School, the use of any SDA is considered a very serious decision. It is 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 Elliott Heads State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already completed the consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

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

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

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

Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

A small number of students at Elliott Heads State School own a mobile phone device to ensure safety travelling to and from school. Students who bring Mobile Phone devices to school must leave them in the care of the Administration Officer at the beginning of the school day. They can be collected at the end of the school day.

It is **acceptable** for students at Elliott Heads State School to:

- use iPad 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
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for students at Elliott Heads State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone unless in the school administration building
- 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 unless permitted to do so for a class activity
- 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

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 Elliott Heads 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
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

At Elliott Heads State School, students are explicitly taught how to manage conflict and build positive relationships using resources from the *Pause Program* and the *Resilience* module within the *Bullyproof* framework. These lessons are supported by a range of engaging materials, including videos, posters, games, and activities, to promote the wellbeing of all students, staff, and visitors.

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

A priority for the staff at Elliott Heads State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and eliminate violence, bullying and abuse in all online and physical spaces.

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.

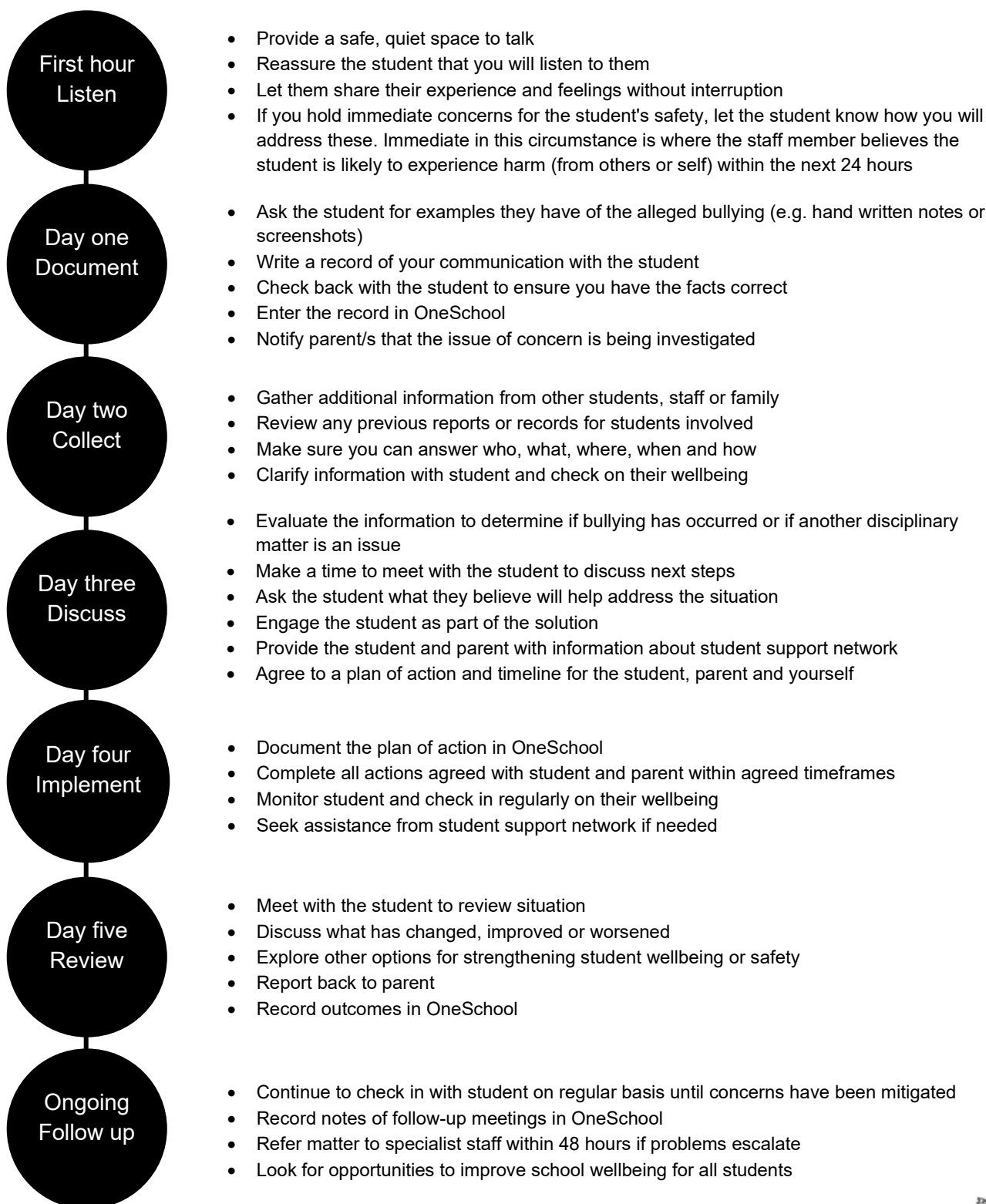
However, these conflicts are still considered serious and need to be addressed and resolved. At Elliott Heads State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Elliott Heads 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:

1. **Prep to Year 6** – Class teacher
2. **Guidance Officer: Mrs Vicky Ross** – Phone for appointment: 43394333
3. **Principal: Mrs Nichola Lister** – Phone 43394333



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

Students enrolled at Elliott Heads 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.

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).

Elliott Heads State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

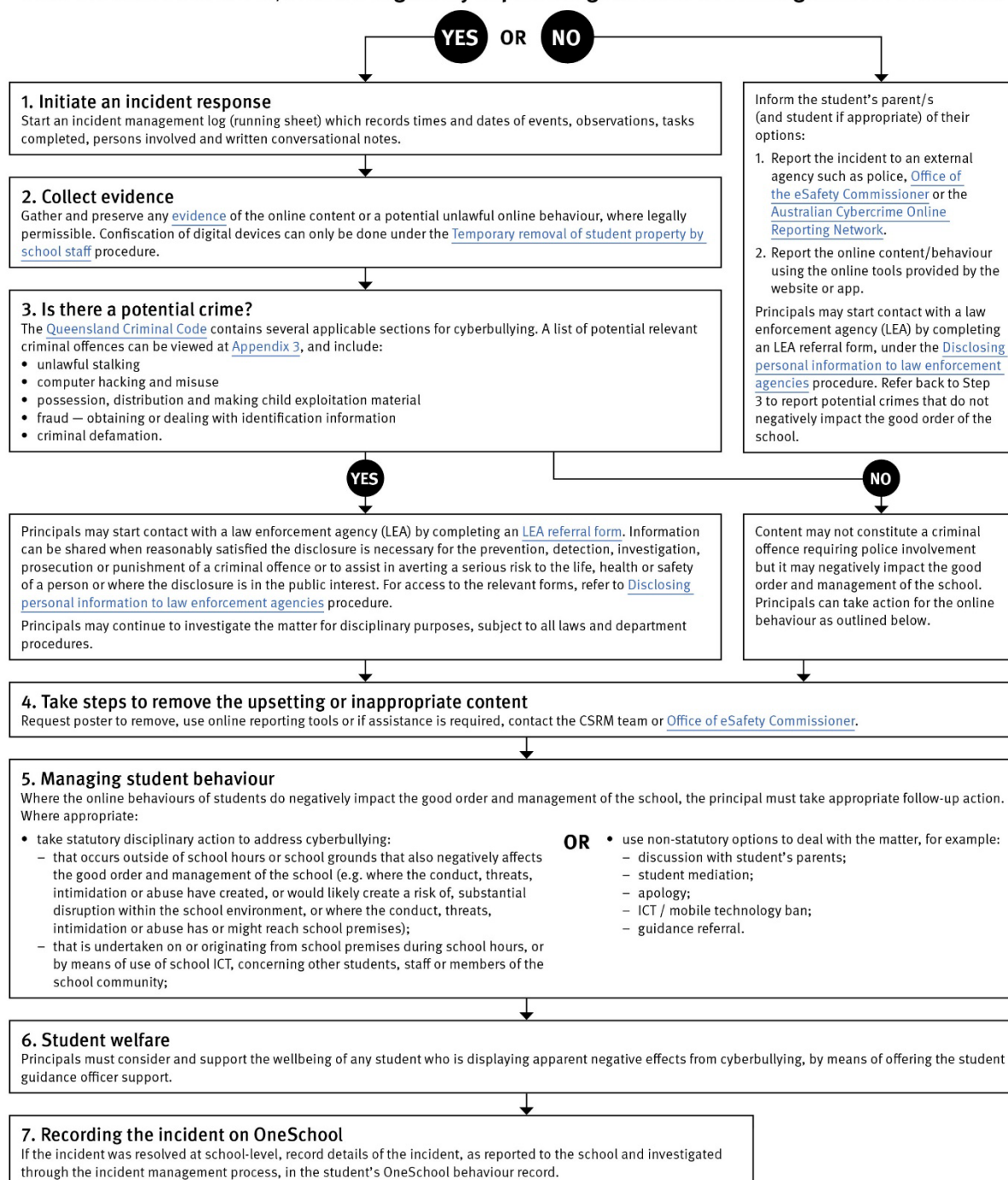
Explicit images

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

Report

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

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



Student Intervention and Support Services

Elliott Heads 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 Elliott Heads State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of Social Media

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

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

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

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

- **Is it appropriate to comment or post about schools, staff or students?**
- Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.
- While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.
- If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.
- Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Safe, Responsible and Respectful Online

In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, join the class in a quiet place. Turn on your video (if enabled). Mute your microphone unless you are speaking. Close browser tabs not required for participating in class. The success of this form of learning depends on the same commitment we all bring to the physical classroom.

General Rules

1. Follow appropriate protocols when engaged in online and teleconference sessions with teachers and other students as outlined in the school's ICT responsible use procedure ([Use of ICT systems](#)).
2. Be dressed in your school uniform when you appear on camera for any lessons or discussions with staff or other students, and use appropriate spoken and written language at all times.
3. Please make sure you set up your learning space in a quiet area, and that you remove any inappropriate or personal items from the view of the camera (e.g. posters, laundry).
4. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
5. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning

It is acceptable for students to:

- use mobile devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning
- use personal mobile device for private use before or after school, or during recess and lunch breaks (if allowed by the school)
- seek teacher's approval where they wish to use a mobile device under special circumstances.

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner
- download, distribute or publish menacing, intimate, harassing or offensive messages or online content
- use of obscene, inflammatory, racist, discriminatory or derogatory language
- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking
- insult, impersonate, 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-device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

Restrictive Practices

School staff at Elliott Heads 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.

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

Elliott Heads State School staff are committed to ensuring every student is supported to feel safe, welcomed 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:

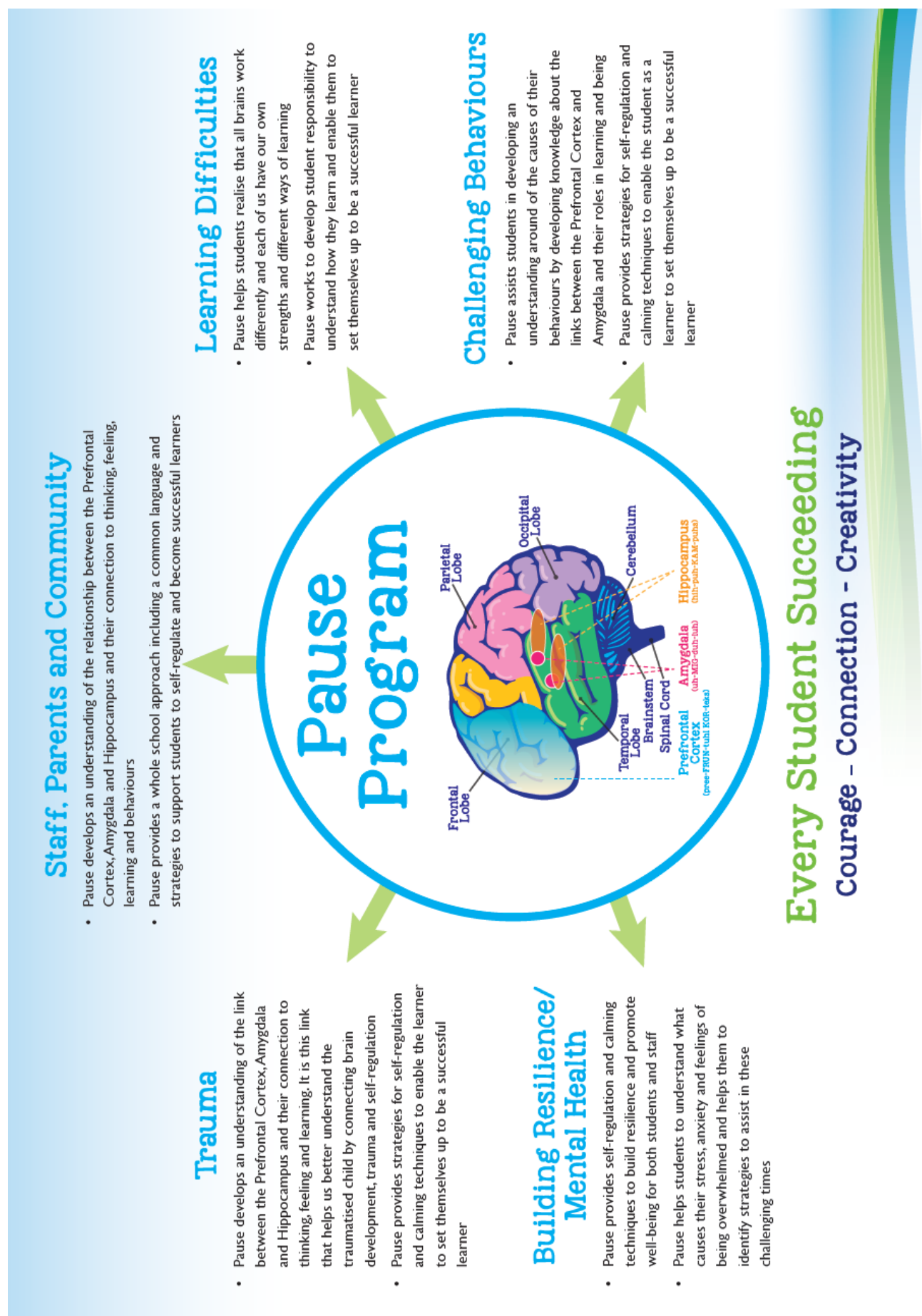
1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint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

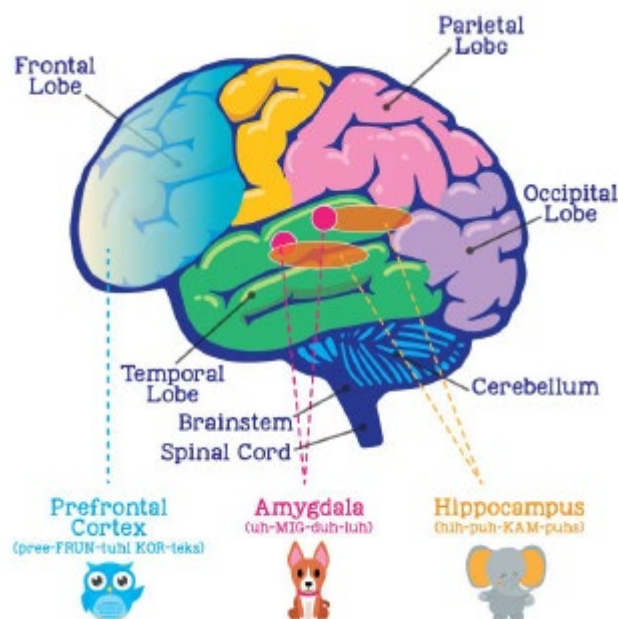


Why Pause?

- Pause teaches the students the importance of recognising the signals in their body that their brain sends them.
- Pause teaches the students the three key parts of the brain that are responsible for thinking, emotions and long term memory.
- Pause empowers students to self-regulate their own behaviour by taking notice and acting on the signals they receive from their brain in a positive way.
- Wellbeing underpins the way children feel about themselves and how they relate to others.
- Pause improves children's wellbeing by teaching them about Neuroscience and Mindfulness.

3 Key Parts of your Brain

Name	Function
Prefrontal Cortex	<u>Owl – Thinking part of the brain</u> Part of the frontal lobe Responsible for - Executive function, Decision making Problem solving, Complex thought
Amygdala	<u>Guard Dog – Emotional part of the brain</u> Part of the limbic system Responsible for processing our emotions
Hippocampus	<u>Elephant – Memory part of the brain</u> Part of the limbic system Responsible for forming, organising and storing memories



Appendix Two:



BundaWanDi Rangers

The BundaWanDi Rangers program is a school wide program that enables the students of Elliott Heads State School to learn and explore the local indigenous culture. BundaWanDi is a word derived from the local Taribelang Language. It means, 'People Gathering Together'. BundaWanDi Rangers caters for all students by deepening their knowledge and understanding of the local indigenous culture. Students volunteer to become a BundaWanDi Ranger and participate in weekly sessions. BundaWanDi Rangers are led by a classroom teacher and the CEC. Guest speakers, presentations, NAIDOC celebrations, Assembly – Acknowledgement to Country and BundaWanDi activities are examples of how all students are immersed in indigenous culture. BundaWanDi Rangers are able to wear specially designed uniform shirts to acknowledge that they are a part of the BundaWanDi Rangers program.



1-2-3 Magic® & Emotion Coaching in the Classroom

ONE-DAY PROFESSIONAL DEVELOPMENT

A whole school approach to effectively manage difficult behaviour and teach self-regulation

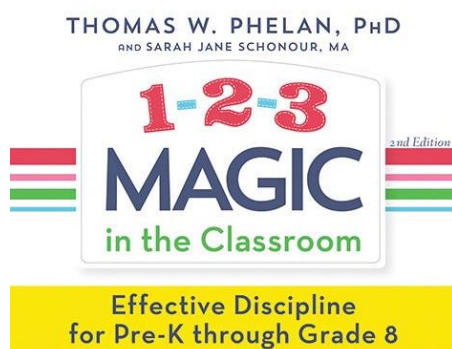
123 Magic in the Classroom was developed from the highly successful Parenting Program and is designed to help teachers manage students' behaviour and build children's emotional resourcefulness. It encourages a calm approach to behaviour management, even in those tough moments and shows teachers how to improve relationships with even the most challenging children.

Topics include: child development, behaviour patterns, implementing 123 strategies in the classroom, emotion coaching for de-escalation.

Course Outline

- Introduction.
- What teachers see and experience.
- Definition of difficult behaviour and some theoretical perspective on how to deal with behaviour.
- Three broad approaches to managing behaviour.
- The 'little adult' assumption.
- Recognising and sorting behaviour before choosing the intervention.
- The two biggest mistakes teachers make – too much talking and too much emotion.
- Changing patterns in teacher/student interactions.
- The resistance to change, what to expect and how to manage it.
- Intervening via the 3 choices model.
- Do nothing...about some things.
- Emotion Coaching.
- Counting via a signalling method.
- Practical Steps in getting started.
- Counting in action – some practice.
- Introducing the program to the school community.

1-2-3 Magic & Emotion Coaching course supports the development of students' personal and social capabilities as outlined in the Australian Curriculum. It trains teachers in a method of classroom discipline so that they know what to do to effectively maintain control when a student's behaviour becomes disruptive.



Appendix Four

Essential Skills for Classroom Management

Successful learning requires three core elements: setting clear expectations, acknowledging appropriate behaviour and timely correction of inappropriate behaviour.

No.	Skill Name	Definition
1	Establishing Expectations <i>'making rules'</i>	To clearly articulate and demonstrate the boundaries of pro-social behaviour.
2	Giving Instructions <i>'telling students what to do'</i>	To give a clear direction about what students are to do.
3	Waiting and Scanning <i>'stopping to assess what is happening'</i>	To wait and look at your students for 5-10 seconds after you give an instruction.
4	Cueing with Parallel Acknowledgement <i>'praising a particular student to prompt others'</i>	To acknowledge students' on-task behaviour with the intention of encouraging others to copy.
5	Body Language Encouraging <i>'smiling, nodding, gesturing and moving near'</i>	To intentionally use your proximity, body gestures and facial expressions to encourage students to remain on-task.
6	Descriptive Encouraging <i>'praise describing behaviour'</i>	To encourage students to become more aware of their competence by describing exactly what you see or hear from them that you hope to see more frequently.
7	Selective Attending <i>'not obviously reacting to certain behaviours'</i>	To deliberately give minimal attention to safe, off-task or inappropriate behaviour.
8	Redirecting to the Learning <i>'prompting on-task behaviour'</i>	To respectfully prompt the student who is off-task or disrupting others, initially with a redirection to the learning. This can be verbal or non-verbal.
9	Giving A Choice <i>'describing the student's options and likely consequences of their behaviour'</i>	To respectfully confront the student who is disrupting others with the available choices and their natural consequences.
10	Following Through <i>'doing what you said you would'</i>	Resolute, planned action in the face of extended off-task behaviour, or on-going disruptive behaviour that is seriously disturbing the learning environment.