



Coopers Plains State  
School

# Student Code of Conduct 2020-2023

## *Every student succeeding*



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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Contact Information

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## Endorsement

Principal Name:	Kirrily Newton
Principal Signature:	
Date:	19 <sup>th</sup> October 2020
P/C President and-or School Council Chair Name:	Sarah Clement
P/C President and-or School Council Chair Signature:	
Date:	19 <sup>th</sup> October 2020

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## Purpose

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

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

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

## Principal's Foreword

All areas of Coopers Plains State School are learning and teaching environments. We consider the Responsible Behaviour Plan to be an opportunity for valuable social learning as well as a means of maximising the success of student learning programs.

Our Responsible Behaviour Plan outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Coopers Plains 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 school rules to teach and promote our high standards of responsible behaviour

- **At this school we RESPECT people, place and property**
- **At this school we participate in LEARNING and allow others to learn and to teach**
- **At this school we ensure the SAFETY of ourselves and others**

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 Department of Education's Student Code of Conduct.

## P&C Statement of Support

As president of the Coopers Plains State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Kirrily Newton 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 Coopers Plains 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 Coopers Plains 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 Coopers Plains 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 Student Code of Conduct assists with that process.

Any parents who wish to discuss the Coopers Plains State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Coopers Plains 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.

## Consultation

The consultation process used to inform the development of the Coopers Plains State School Student Code of Conduct occurred in three phases.

Initially, we held a series of internal meetings with staff throughout 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

After consultation, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This phase of consultation was completed in October 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020. The P&C Association unanimously endorsed the Coopers Plains State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Coopers Plains State School Student Code of Conduct. Information has been conveyed through newsletters, P&C meetings and an information session. Any families who require assistance to access a copy of the Coopers Plains State School Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### **Review Statement**

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

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.



# School Opinion Survey

## Parent Opinion Survey

Department of Education

### SCHOOL OPINION SURVEY – Parent/Caregiver school report, 2019.

#### (1247) Coopers Plains State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Parent/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S2001	My child likes being at this school.	18	0.0	0.0	0.0	5.6	33.3	61.1	100.0
S2002	My child feels safe at this school.	18	0.0	0.0	0.0	22.2	11.1	66.7	100.0
S2003	My child's learning needs are being met at this school.	18	0.0	0.0	5.6	16.7	22.2	55.6	94.4
S2004	My child is making good progress at this school.	18	0.0	0.0	0.0	16.7	33.3	50.0	100.0
S2005	Teachers at this school expect my child to do his or her best.	18	0.0	0.0	0.0	11.1	38.9	50.0	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	16	0.0	0.0	0.0	6.3	37.5	56.3	100.0
S2007	Teachers at this school motivate my child to learn.	18	0.0	0.0	0.0	0.0	60.0	50.0	100.0
S2008	Teachers at this school treat students fairly.	18	0.0	0.0	0.0	5.6	27.8	66.7	100.0
S2009	I can talk to my child's teachers about my concerns.	19	0.0	0.0	0.0	0.0	27.8	72.2	100.0
S2010	This school works with me to support my child's learning.	18	0.0	0.0	0.0	5.6	33.3	61.1	100.0
S2011	This school takes parents' opinions seriously.	18	0.0	0.0	0.0	0.0	50.0	50.0	100.0
S2012	Student behaviour is well managed at this school.	18	5.6	5.6	0.0	5.6	38.9	44.4	88.9
S2013	This school looks for ways to improve.	19	0.0	0.0	5.6	5.6	22.2	66.7	94.4
S2014	This school is well maintained.	18	0.0	5.6	0.0	5.6	33.3	55.6	94.4
S2015	This school gives my child opportunities to do interesting things.	18	0.0	0.0	0.0	5.6	22.2	72.2	100.0
S2016	My child is getting a good education at this school.	18	0.0	0.0	0.0	16.7	22.2	61.1	100.0
S2017	My child's English skills are being developed at this school.	19	0.0	0.0	0.0	5.6	44.4	50.0	100.0
S2018	My child's Mathematics skills are being developed at this school.	18	0.0	0.0	5.6	16.7	38.9	38.9	94.4
S2019	I understand how my child is assessed at this school.	18	0.0	0.0	0.0	16.7	38.9	44.4	100.0
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	17	0.0	0.0	17.6	29.4	17.6	35.3	82.4
S2021	Teachers at this school are interested in my child's wellbeing.	19	0.0	0.0	5.6	5.6	27.8	61.1	94.4
S2022	Staff at this school are approachable.	18	0.0	0.0	0.0	11.1	16.7	72.2	100.0
S2023	Staff at this school are responsive to my enquiries.	18	0.0	0.0	5.6	0.0	27.8	66.7	94.4
S2024	This school asks for my input.	17	0.0	0.0	0.0	35.3	29.4	35.3	100.0
S2025	This school keeps me well informed.	19	0.0	0.0	0.0	0.0	44.4	55.6	100.0
S2026	This school encourages me to take an active role in my child's education.	18	0.0	0.0	0.0	5.6	50.0	44.4	100.0
S2027	This school encourages me to participate in school activities.	17	0.0	5.9	0.0	0.0	58.8	35.3	94.1
S2028	This school provides me with useful feedback about my child's progress.	18	0.0	5.6	0.0	11.1	38.9	44.4	94.4
S2029	This school provides useful information online.	19	0.0	0.0	11.1	22.2	33.3	33.3	94.4
S2030	This school is environmentally friendly.	18	0.0	5.6	5.6	11.1	27.8	50.0	88.9
S2031	This school is well organised.	18	0.0	0.0	0.0	11.1	44.4	44.4	100.0
S2032	This school has a strong sense of community.	17	0.0	0.0	5.9	11.8	35.3	47.1	94.1
S2033	This school celebrates student achievements.	18	0.0	0.0	0.0	0.0	50.0	50.0	100.0
S2034	I would recommend this school to others.	17	0.0	0.0	0.0	5.9	23.5	70.6	100.0
S2035	This is a good school.	17	0.0	0.0	0.0	17.6	17.6	64.7	100.0

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## Student Opinion Survey

Department of Education

### SCHOOL OPINION SURVEY – Student school report, 2019.

#### (1247) Coopers Plains State School

Total agreement presents the aggregation of positive responses, that is; somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S2036	I like being at my school.	40	0.2	4.1	0.0	10.2	40.0	45.6	87.8
S2037	I feel safe at my school.	51	2.0	3.9	5.9	11.8	33.3	43.1	88.2
S2038	My teachers motivate me to learn.	51	3.9	2.0	0.0	3.9	33.3	56.9	94.1
S2039	My teachers expect me to do my best.	51	2.0	0.0	3.9	5.9	25.5	62.7	94.1
S2040	My teachers provide me with useful feedback about my school work.	49	4.1	2.0	2.0	8.2	34.7	49.0	91.8
S2041	Teachers at my school treat students fairly.	50	4.0	6.0	4.0	10.0	40.0	36.0	86.0
S2042	I can talk to my teachers about my concerns.	49	2.0	18.4	6.1	20.4	28.6	24.5	73.5
S2043	My school takes students' opinions seriously.	50	4.0	8.0	6.0	22.0	30.0	30.0	82.0
S2044	Student behaviour is well managed at my school.	47	4.3	14.9	10.6	27.7	17.0	25.5	70.2
S2045	My school looks for ways to improve.	48	4.2	9.0	2.1	10.4	33.3	50.0	85.8
S2046	My school is well maintained.	49	2.0	4.1	4.1	20.4	40.8	28.6	89.8
S2047	My school gives me opportunities to do interesting things.	49	4.1	0.0	4.1	12.2	30.6	49.0	91.8
S2048	I am getting a good education at my school.	52	1.9	1.9	0.0	11.5	50.0	34.6	92.1
S2049	My English skills are being developed at my school.	52	1.9	5.8	3.8	13.5	38.5	38.5	86.5
S2050	My Maths skills are being developed at my school.	52	3.8	9.6	0.0	6.9	46.2	34.5	86.5
S2051	I understand how I am assessed at my school.	48	2.1	4.2	4.2	16.7	43.8	29.2	89.6
S2052	I can access computers and other technologies at my school for learning.	52	1.9	7.7	0.0	6.8	48.1	35.6	90.4
S2053	I am encouraged to use computers and other technologies at my school for learning.	52	1.9	5.8	3.8	17.3	48.1	23.1	86.5
S2054	I use computers and other technologies at my school for learning.	52	1.9	3.8	3.8	11.5	35.5	42.3	90.4
S2055	I enjoy using computers and other technologies at my school for learning.	52	3.8	1.9	3.8	1.9	40.4	48.3	90.4
S2056	I feel accepted by other students at my school.	51	3.9	7.8	11.8	13.7	31.4	31.4	76.5
S2057	My schoolwork challenges me to think.	50	4.0	0.0	2.0	14.0	48.0	32.0	94.0
S2058	My teachers challenge me to think.	49	0.0	2.0	2.0	14.3	38.8	42.9	95.9
S2059	My teachers encourage me to do my best.	51	2.0	2.0	3.9	7.8	27.5	56.9	92.2
S2060	My teachers clearly explain what is required in my school work.	50	0.0	0.0	4.0	10.0	38.0	42.0	90.0
S2061	My teachers help me with my school work when I need it.	50	2.0	2.0	0.0	8.0	38.0	50.0	96.0
S2062	My teachers use a variety of resources to help me learn.	49	2.1	4.2	0.0	14.6	37.5	41.7	93.8
S2063	My teachers care about me.	51	0.0	7.8	2.0	5.8	37.3	47.2	90.2
S2064	My school encourages me to participate in school activities.	50	2.0	4.0	0.0	2.0	42.0	50.0	94.0
S2065	My school encourages me to be a good community member.	49	0.0	5.1	2.0	10.2	38.8	42.9	91.8
S2066	My school celebrates student achievements.	47	0.0	6.4	6.4	14.9	29.0	42.9	87.2
S2067	I would recommend my school to others.	48	2.1	2.1	2.1	20.8	26.2	46.8	88.8
S2068	This is a good school.	49	2.0	4.1	2.0	8.2	36.7	46.0	91.8

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## Staff Opinion Survey

Department of Education

### SCHOOL OPINION SURVEY – Staff school report (all staff items), 2019.

#### (1247) Coopers Plains State School

Total agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Graph should be viewed in conjunction with the corresponding table as NA, DW and 0% are all displayed as zero.

Item Code	Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	n	Strongly Disagree (%)	Disagree (%)	Somewhat Disagree (%)	Somewhat Agree (%)	Agree (%)	Strongly Agree (%)	Total Agreement (%)
S2066	I enjoy working at this school.	19	0.0	0.0	0.0	0.0	31.6	68.4	100.0
S2070	I feel this school is a safe place in which to work.	19	0.0	0.0	0.0	5.3	42.1	52.6	100.0
S2071	I receive useful feedback about my work at this school.	19	0.0	0.0	5.3	5.3	52.6	36.8	94.7
S2072	Students are encouraged to do their best at this school.	19	0.0	0.0	0.0	5.3	42.1	52.6	100.0
S2073	Students are treated fairly at this school.	19	0.0	0.0	0.0	5.3	47.4	47.4	100.0
S2074	Student behaviour is well managed at this school.	19	5.3	0.0	5.3	15.8	42.1	31.6	89.5
S2075	Staff are well supported at this school.	19	0.0	0.0	0.0	10.5	42.1	47.4	100.0
S2076	This school takes staff opinions seriously.	19	0.0	0.0	0.0	0.0	42.1	57.9	100.0
S2077	This school looks for ways to improve.	19	0.0	0.0	0.0	5.3	42.1	52.6	100.0
S2078	This school is well maintained.	19	5.3	0.0	0.0	5.3	47.4	42.1	94.7
S2079	This school gives me opportunities to do interesting things.	19	0.0	0.0	0.0	5.3	52.6	42.1	100.0
S3201	Students with a disability are well supported at my school.	19	5.3	0.0	5.3	10.5	42.1	36.8	89.5
S3202	My school has an inclusive culture where diversity is valued and respected.	19	5.3	0.0	5.3	0.0	26.3	63.2	89.5
S3203	People are treated fairly and consistently at my school.	19	0.0	0.0	0.0	5.3	57.9	36.8	100.0
S3204	My school is well managed.	19	5.3	0.0	0.0	0.0	63.2	31.6	94.7
S3207	I am confident that poor performance will be appropriately addressed in my school.	19	5.3	0.0	5.3	10.5	63.2	15.8	89.5
S3208	I have choice in deciding how to do my job.	19	0.0	0.0	5.3	0.0	42.1	52.6	94.7
S3209	I have the authority necessary to do my job effectively.	19	0.0	0.0	0.0	5.3	42.1	52.6	100.0
S3210	My school inspires me to do the best in my job.	19	0.0	0.0	0.0	0.0	36.8	63.2	100.0
S3211	My school encourages me to take responsibility for my work.	19	0.0	0.0	0.0	0.0	36.8	63.2	100.0
S3212	My school encourages me to undertake leadership roles.	18	0.0	0.0	0.0	11.1	38.9	50.0	100.0
S3213	My school encourages coaching and mentoring activities.	19	5.3	0.0	0.0	10.5	47.4	36.8	94.7
S3222	My workplace culture supports people to achieve a good work-life balance.	19	0.0	0.0	0.0	5.3	52.6	42.1	100.0
S3223	My workplace offers flexible work arrangements.	19	0.0	0.0	0.0	15.8	47.4	36.8	100.0
S3214	I am satisfied with the opportunities available for career development.	19	0.0	0.0	0.0	0.0	57.9	42.1	100.0
S2086	I have access to quality professional development.	18	0.0	0.0	0.0	0.0	61.1	38.9	100.0
S3215	Staff at my school are actively involved in Developing Performance discussions.	19	0.0	0.0	0.0	0.0	52.6	47.4	100.0
S3216	I can access necessary information and communication technologies to do my job at my school.	19	0.0	0.0	0.0	0.0	63.2	36.8	100.0
S3217	Information and communication equipment is well maintained at my school.	19	0.0	0.0	0.0	21.1	57.9	21.1	100.0
S3218	My school provides useful information online.	19	0.0	0.0	5.3	21.1	52.6	21.1	94.7
S3219	My school keeps me well informed about things that are important to my work.	19	0.0	5.3	0.0	10.5	42.1	42.1	94.7
S3220	There is good communication between all staff at my school.	19	5.3	0.0	0.0	10.5	36.8	47.4	94.7
S3221	Staff at my school work as a team to deliver improved outcomes.	19	0.0	5.3	0.0	0.0	47.4	47.4	94.7
S3222	I feel that staff morale is positive at my school.	19	0.0	0.0	5.3	0.0	42.1	52.6	94.7
S3223	Staff at my school are interested in my wellbeing.	19	0.0	0.0	0.0	10.5	31.6	57.9	100.0
S3224	The wellbeing of employees is a priority for my school.	19	5.3	0.0	0.0	10.5	42.1	42.1	94.7
S3225	I can cope with the pressures of my workload.	19	0.0	0.0	0.0	10.5	36.8	52.6	100.0
S3226	I am aware of occupational health and safety procedures at my school.	19	0.0	0.0	5.3	5.3	26.3	63.2	94.7

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## School Disciplinary Absences

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

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

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

**COOPERS PLAINS STATE SCHOOL DISCIPLINARY ABSENCES**

Type	2017	2018	2019
Short Suspensions – 1 to 10 days	5	8	7
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

## Learning and Behaviour Statement

Everyone brings their own sets 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 sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

### Multi-Tiered Systems of Support

Coopers Plains 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	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (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.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p>

- 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).

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.

- 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 (their FBA) and should include strategies to:

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

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

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

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students. 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 and Support Network

Coopers Plains 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 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 Coopers Plains State School, we provide Respectful Relationships programs.

## **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*

Coopers Plains 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*

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

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

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

### *Mental health*

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

### *Suicide prevention*

Coopers Plains 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, Coopers Plains State School 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, Coopers Plains State School 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, Coopers Plains State School 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

Coopers Plains 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 Coopers Plains State School 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 Learning Engagement Officer- Kate Atkinson.

Role	What they do
Principal	<ul style="list-style-type: none"> <li>• PBL behaviour team /LEO</li> <li>• Student Code of Conduct</li> <li>• Use PBL language when discussing behaviour</li> <li>• Analyse and distribute termly behaviour data</li> <li>• Determine PBL rules of the week with LEO</li> <li>• Suspension and re-entry meetings</li> <li>• Communication with parents and carers</li> </ul>
Deputy Principal	<ul style="list-style-type: none"> <li>• Complex Case Management</li> <li>• Action the Responsible behaviour Plan/Student code of Conduct</li> <li>• Completion of Behaviour Risk Assessment Tool – Safety or Wellbeing – <b>With LEO</b></li> </ul>



	<ul style="list-style-type: none"> <li>• Completion of Escalation Safety Plan <b>with LEO</b></li> <li>• Completion of IBSP plans <b>with LEO</b></li> <li>• Playground duty</li> <li>• Use PBL language when discussing behaviour</li> <li>• Record behaviour incidents on OneShool – majors and minors</li> </ul>
Learning Engagement Officer	<ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors the social and emotional wellbeing of students</li> <li>• coordinate transition to secondary for students moving from Year 6 to Year7</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• 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</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• <b>Social and/or emotional support</b> — assisting students to develop knowledge, understanding and skills that support learning, positive behaviour and constructive social relationships through social skills programs.</li> <li>• <b>Mentoring</b> — acting as a role model for students and assisting in the development of supportive relationships for, with, and among students.</li> <li>• <b>Educational support</b> — assisting with classroom activities (under the direction of a teacher) where involvement by the chaplain/student welfare worker provides further social, emotional or spiritual support for those students who may be at risk of disengagement</li> </ul>

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

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Coopers Plains State School, we believe that Positive Behaviour for Learning (PBL) is creating a positive whole school learning approach for all students. Our staff support and encourage students to improve social and emotional skills and behavioural difficulties through shared expectations with a focus on the positive rather than the negative behaviours. Behaviours are taught through lessons driven by data.

The development of the Coopers Plains State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used across all settings, including the home. The keys to success are communication, collaboration, consistency and positivity.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the Principal or the Learning Engagement Officer.

### **PBL Expectations**

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

### **Students**

Below are examples of what these PBL expectations look like for students at Coopers Plains State School. Expectations are displayed in all areas of the school to help the school community understand the expectations.

#### **Respect**

- Use appropriate language
- Care for property
- Follow staff instructions
- Encourage & support others
- Tolerate individual differences
- Walk quietly around the school

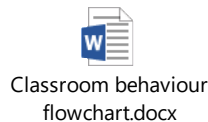
## Safety

- Keep hands, feet and objects to myself
- Walk in the classrooms
- Use equipment for intended purpose
- Ask permission to leave room
- Wear shoes and sun-safe hat
- Follow staff instructions

## Learning

- Be on time and organised
- Persist with best efforts on tasks
- Listen and participate actively
- Work towards achieving goals
- Be on task

## Classroom and Playground PBL Flowcharts

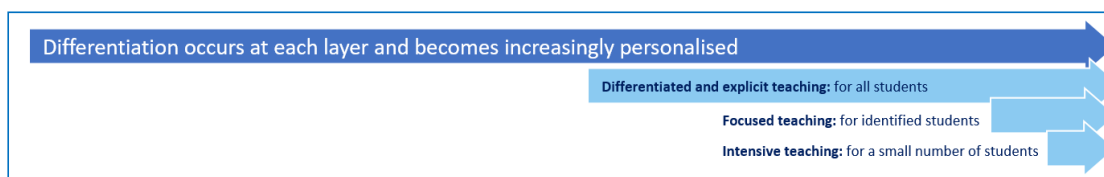


## Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework,

Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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



Schoolwide  
Expectations Matrix.doc

Link to Classroom management through the lens of PBL -:

<https://learningplace.eq.edu.au/cx/resources/file/72d63227-d42f-4511-b08e-96950f481d77/1/index.html>

## Focused Teaching

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

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

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

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

Coopers Plains State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation
- Functional Based Assessment.

- Learning Engagement Officer
- Individualised Friendship Groups
- Chaplaincy Program
- Guidance Officer

For more information about these programs, please speak with the Principal, Kirrily Newton and Learning Engagement Officer, Kate Atkinson.

## 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.

## 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 Coopers Plains 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 and rule reminders may be used by teachers to respond to low-level or minor inappropriate behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 5% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback 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. 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 inappropriate behaviour.

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")

- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Whole school rewards incentives
- Reminders of incentives
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “First – then”)
- Prompt student to take a chill out
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Follow Classroom and Playground flowcharts

### **Focused**

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

### **Intensive**

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists



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

## Consequences for inappropriate or unacceptable behaviour

A Coopers Plains State School makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour incidents are also recorded on OneSchool.

At Coopers Plains State School, all behaviour is managed and responded to in accordance with the Minor and Major behaviour consequences flowchart

### Minor and major behaviours

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

- **Minor** behaviour incidents are handled by staff members at the time it happens
- **Major** behaviour incidents are referred directly to the school Administration team

**Minor** problem behaviours are those that:

- are minor breaches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

**Minor** problem behaviours may result in the following consequences:

- a minor consequence logically connected to the inappropriate behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction process where a staff member takes the student aside and:

### In the Classroom:

Usual sequence of consequences:

- Reminder of the school rule;
- Verbal warning;
- Time Out within the classroom;

- Move to Buddy Class;
- Contact with Principal.

Student given opportunity to complete work not done as a result.

#### In the playground

Usual sequence of consequences:

- Reminder of the school rule;
- Verbal redirection
- Time Out if appropriate

Students who require support with their playground behaviour will be supervised in Supportive/Supervised Play where they be given instruction in appropriate behaviours in a play situation.

**Major** behaviours are those that:

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

**Major** behaviours result in an immediate referral to school Administration because of their seriousness. When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member issues Orange Card and the student walks to Administration, alerts appropriate administration staff. The staff member who issued the Orange Card records a report of the student's behaviour on OneSchool.



Major unacceptable behaviours may result in the following consequences:

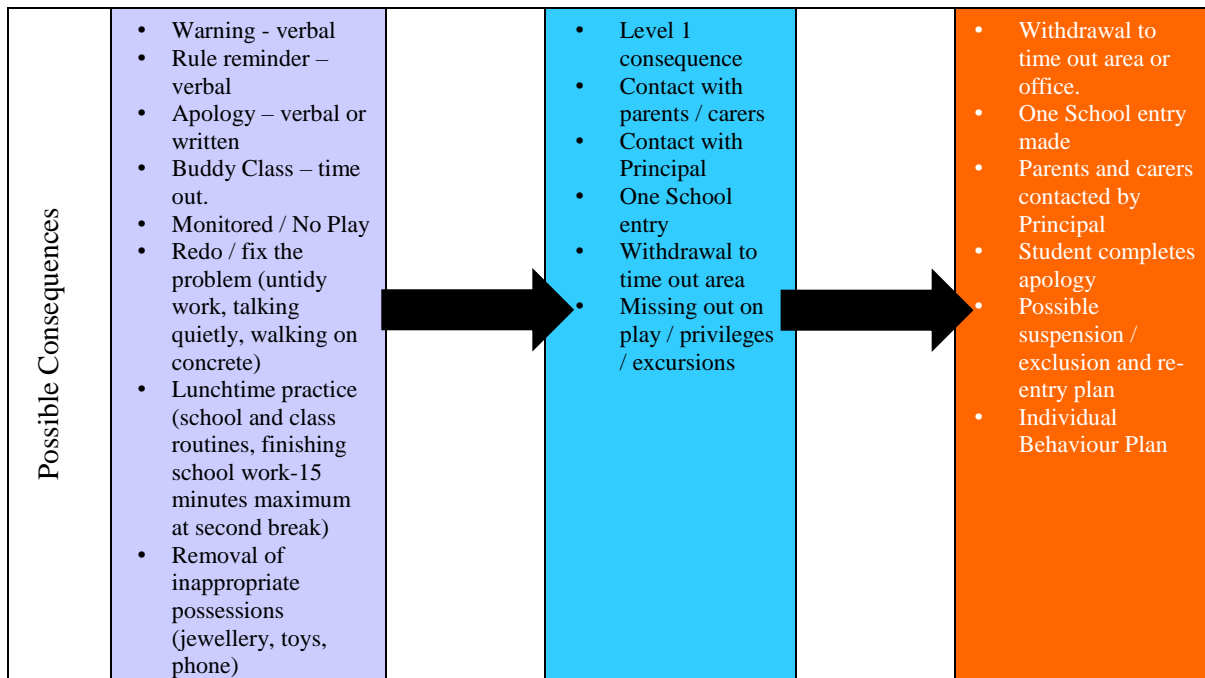
- **Level One:** Time out, Detention (see Safe, Supportive and Disciplined School Environment procedure for guidelines), loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to Targeted Behaviour Support

AND/OR

- **Level Two:** Parent contact, referral to C.A.T.E, referral for specialist behaviour services, suspension from school, behaviour improvement strategies.
- **Level Three:** Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a Behaviour Plan or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence of unacceptable behaviour.

The following table outlines examples of minor and major behaviour incidents

	Level 1		Level 2 (minor)		Level 3 (major)
Safety	<ul style="list-style-type: none"> <li>Running on concrete/in classroom</li> <li>Rocking on chair</li> <li>Touching others</li> <li>No hat or shoes</li> <li>Being out of supervised areas</li> <li>Sharing food</li> <li>Playing in toilets</li> </ul>	<p style="text-align: center;"><b>Persistent Level 1 behaviour moves to Level 2</b></p> 	<ul style="list-style-type: none"> <li>Unsafe use of equipment</li> <li>Throwing objects</li> <li>Dangerous actions-putting self at risk-eg sliding down stair rails/sitting on port racks</li> <li>Putting others safety at risk- eg tripping others, pushing and jostling on the stairs.</li> </ul>	<p style="text-align: center;"><b>Persistent Level 2 behaviour moves to Level 3</b></p> 	<ul style="list-style-type: none"> <li>Possessing weapons</li> <li>Throwing objects at others</li> <li>Inappropriate use of internet / social media or phone, including cyber bullying</li> <li>Leaving school without permission</li> <li>Threats of violence against teachers or students</li> <li>Major dishonesty that impacts on others</li> <li>Putting others personal/health safety at risk</li> <li>Inappropriate touching of another person</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Not focussing on set tasks;</li> <li>Wasting learning time</li> <li>Being loud/noisy/calling-out</li> <li>Disrupting others</li> <li>Not prepared</li> <li>Homework not complete</li> <li>Untidy work area</li> <li>Equipment not returned</li> </ul>		<ul style="list-style-type: none"> <li>Disrupting learning</li> <li>Disrupting teaching</li> <li>Inappropriate use of the internet</li> <li>Leaving the classroom without permission</li> </ul>		<ul style="list-style-type: none"> <li>Refusal to attend to program of instruction</li> <li>Leaving the classroom without permission (out of sight)</li> </ul>
Respect	<ul style="list-style-type: none"> <li>Not using manners</li> <li>Littering</li> <li>Raising your voice</li> <li>Not sharing/turn taking</li> <li>Pushing into line</li> <li>Not following instructions</li> <li>Disobeying school rules</li> </ul>		<ul style="list-style-type: none"> <li>Rudeness / back chatting</li> <li>Name calling / swearing / inappropriate actions</li> <li>Disobedience / non-compliance</li> <li>Teasing or passing on comments</li> <li>Excluding others</li> <li>Entering the personal space of others</li> <li>Minor physical violence (kicking, hitting, rough play)</li> <li>Minor vandalism</li> </ul>		<ul style="list-style-type: none"> <li>Major vandalism</li> <li>Bullying</li> <li>Non-physical intimidation or harassment (staring, following, warning gestures)</li> <li>Repeated disobedience / non-compliance</li> <li>Swearing or yelling at others</li> <li>Serious physical violence (fighting, punching, biting, spitting etc)</li> </ul>



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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Coopers Plains State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

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

### **Reasonable adjustments**

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

## School Policies

Coopers Plains State School has 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 Coopers Plains 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 Coopers Plains 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 Coopers Plains 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 Coopers Plains 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 Coopers Plains State School**

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

## **Use of mobile phones and other devices by students**

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

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

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

### **Responsibilities**

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

It is **acceptable** for students at Coopers Plains State School to:

- use mobile phones or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects



- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Coopers Plains State School to:

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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs

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

## Preventing and responding to bullying

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

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

### 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.

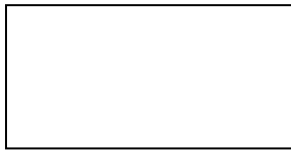
**Behaviours that do not constitute bullying include:**

- 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 Coopers Plains State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

## Bullying response flowchart for staff



### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal- Kirrily Newton- 3323 9222

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

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

Day four  
Implement

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

Day five  
Review

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

Ongoing  
Follow up

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

## 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.

## **Cyberbullying**

Cyberbullying is treated at Coopers Plains 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 Coopers Plains 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.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

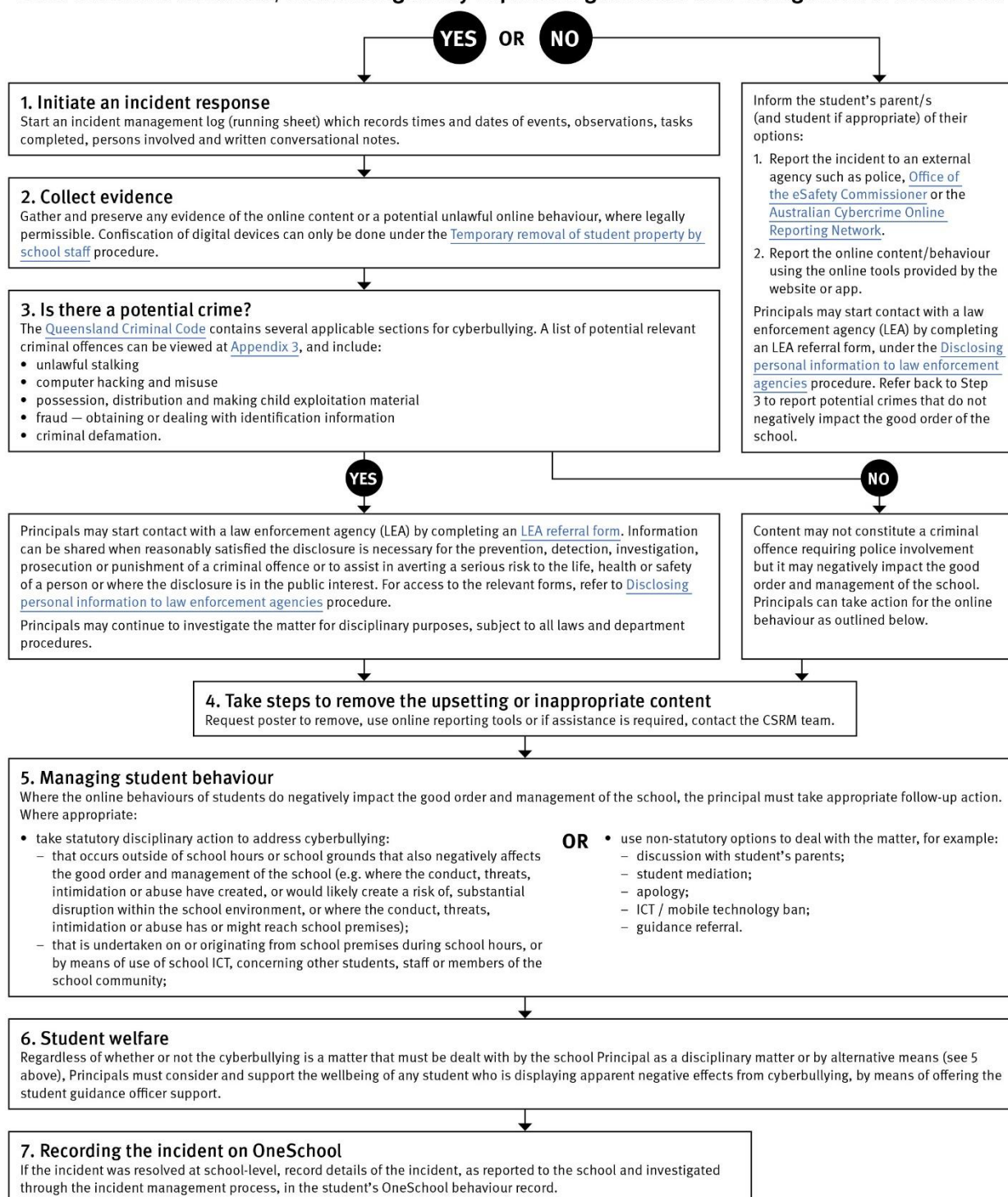
### Explicit images

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

### Help

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

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



## Restrictive Practices

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/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

This section of the Code of Conduct details the actions staff and students will take in the event of a critical incident

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

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

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

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

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

moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future.

## EMERGENCY EVACUATION PROCEDURES

### 1. EVACUATION

**Alert sound:** Whooping sound, increasing in volume.

**Alert meaning:** There is an emergency situation which requires all classrooms to be evacuated.

#### *Evacuation during lesson time:*

On hearing the alarm:

- In an orderly fashion, assemble the students (and other adults) to exit the room.
- Class to form one line.
- If possible, teacher to take class roll.
- Teacher to walk at the end of the line to the practiced assembly point (OVAL).
- Try to avoid walking under buildings.
- Students that were working with another teacher at the time of an alarm will be taken to the assembly point with that teacher.
- Support staff (teacher aides, specialist teachers that do not have a class at the time of an alarm) will check the bathrooms on their way to the oval.
- Assemble in an orderly fashion on the far side of the oval
- Admin staff to collect staff list and visitors register.
- Roll call your class once arriving at the oval.
- Staff and visitor roll will be called by the Principal.
- Remain in the assembly area until advised by the Principal.

#### *Evacuation during play time:*

On hearing the alarm in the playground:

- As practiced, all students will make their way in an orderly fashion to the assembly point on the oval.
- Teachers on duty will direct students to the assembly point.
- All teaching staff not on duty to check play areas, library, classrooms and bathrooms on their way to the oval.

- If teachers are in their classroom they should collect their roll and head to the assembly point.
- Assemble in an orderly fashion on the far side of the oval
- Admin staff to collect staff list and visitors register.
- Roll call your class once arriving at the oval.
- Staff and visitor roll will be called by the Principal.
- Remain in the assembly area until advised by the Principal

## 2. LOCK DOWN

There are 2 types of lockdowns:

### A. Hard Lockdown

**Alert sound:** Beeping sound, increasing in volume.

**Alert meaning:** There is a danger in the school which requires all students to be out of sight and, if possible, supervised.

- Upon hearing the alarm promptly bring all students, staff and visitors into the closest classroom.
- Students to sit under their desks in an area that is least exposed.
- Lock all doors and windows.
- Teachers and adults to sit under desks.
- Teacher to call roll to ensure all students are present.
- Students with other teachers at the time of an alarm are to remain with that teacher.
- Maintain a calm atmosphere.
- Stay put until advised via a message over the school PA system, followed by a clearance phone call.
- DO NOT allow students to go to the bathroom, DO NOT call the office for updates, DO NOT put yourself in danger.

### B. Soft lockdown

**Alert:** Each teacher will receive a phone call, or a message will be broadcast from internal phone speakers.

**Alert meaning:** There is a disturbance in the school and all students and teachers should remain indoors and continue to work.

- Close doors and windows without causing concern among students.
- Follow any instructions conveyed during the initial phone call/phone message.
- DO NOT allow students to go to the bathroom.
- Once all is clear admin will contact each classroom via telephone.

