



Eagleby 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

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Endorsement

Principal Name:	Libby Jordan
Principal Signature:	
Date:	1/12/2020
P & C President Chair Name:	Gail Hetaraka
P & C President Chair Signature:	
Date:	1/12/2020

Contents

Item	Page
Our Vision and Purpose	4
Standards of Student Behaviour <ul style="list-style-type: none"> ○ Whole School Approach to the Development of Emotional Intelligence ○ Well Being Overview 	5
Social and Emotional Framework <ul style="list-style-type: none"> ○ Program ○ Mini Lessons Overview 	7
Differentiated Support Strategies <ul style="list-style-type: none"> ○ Choice and Acknowledgement Opportunities ○ Differentiated & Explicit Teaching 	17
Disciplinary Consequences <ul style="list-style-type: none"> ○ The Diamond 	21
School Policies <ul style="list-style-type: none"> ○ Expectations aligned with our Values and Beliefs ○ Consideration of Individual Circumstances 	25
Responding to Bullying	29
Whole School Daily Routines <ul style="list-style-type: none"> ○ Mobile Phones ○ Social Media 	33
Restrictive Practices <ul style="list-style-type: none"> ○ Critical Incidents 	37

Vision and Purpose



Eagleby State School

Our Vision

Our community is a passionate, happy, energetic place that provides a rigorous, fast paced education which embraces and engages all learners. We value and are proud of our rich diversity. Everyone is empowered through high expectations to nurture and inspire global citizens. We are united as we stretch to reach our individual and collective potential.

We deliver a differentiated curriculum that engages every learner to make continual significant gains. We want to inspire children to think beyond their current world and empower students through experiences, so that they become independent, capable, living thinkers. Ownership of effort motivates self-belief and resilience to know that we can achieve anything. Rigorous tasks provide challenge and opportunities for failure, allowing for risk taking and earned accomplishments. Adults and children negotiate a relevant, diverse range of real life learning experiences, facilitated through a variety of learning groupings, contexts and environments. Freedom, movement and play enhance creativity and innovation. Autonomous, self-directed, investigative learning is creating, planning, questioning, debating, being curious, exploring, clarifying, justifying and discovering.

Our active and open community honours each other's perspectives and talents, as we try new things outside our comfort zone in a dynamic environment. We welcome opportunities to showcase our strengths and develop our weaknesses through reflection to enhance cohesiveness. Teams purposefully collaborate through sharing, guiding and mentoring. Adults celebrate the role they play in children's successes. Together our thinking and practice is challenged and developed providing a continual mindfulness of what to applaud, attend to and create.

possibility

We make 10 promises to every child:

- We promise to listen to you and carefully watch what you are learning and how you are learning
- We will help you to ask good questions so that your learning stretches your current thinking
- We will help you to become even better in what you are already good at
- We will always challenge you to try new things even if they may be difficult
- We will help you relate to others without bullying or being bullied
- We will teach you how to cooperate well with others and to be open to their perspective
- We will teach you to recognise failure as part of discovering the way something works
- We promise to always create rigorous tasks that are relevant and that will prepare you for tomorrow's world
- We promise to guide you in using your imagination to be able to wonder about things and make things
- We promise you that you will be well prepared for your next school and for the rest of your life once you have finished at Eagleby State School

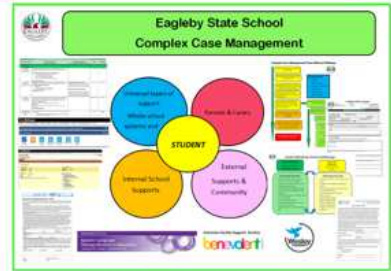
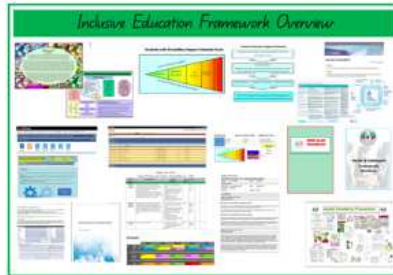
Whole School Approach to the Development of Emotional Intelligence

Every child comes to school passionate, motivated, eager to learn, and full of questions and wonder. We acknowledge our educational responsibility to children and their families. Together we grow confident, happy, and actively engaged future adults, who will innovate, create, and take risks.

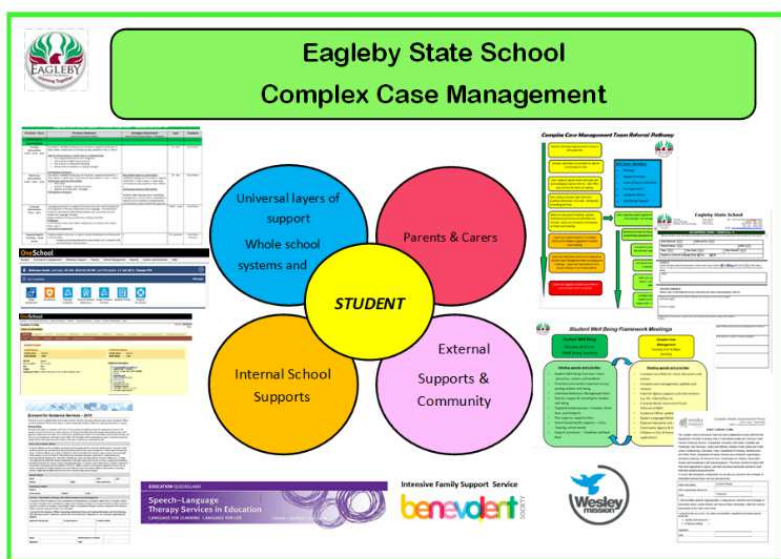
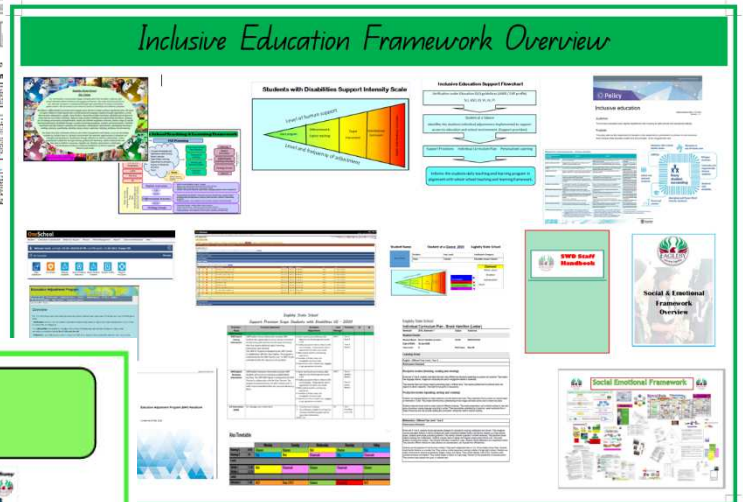
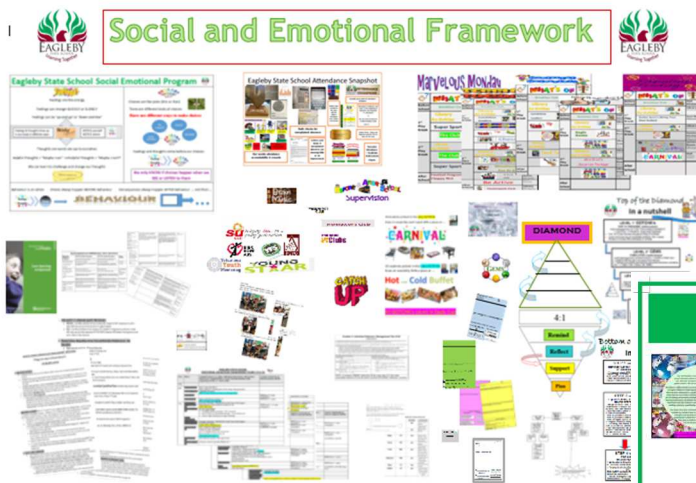
Eagleby State School is an inclusive school with a whole school approach to the development of children. We understand that they need to believe:



Eagleby State School Well Being Overview



The Well Being Framework has three components: Social and Emotional Framework, Student with Disabilities Framework, and Complex Case Management Supports.

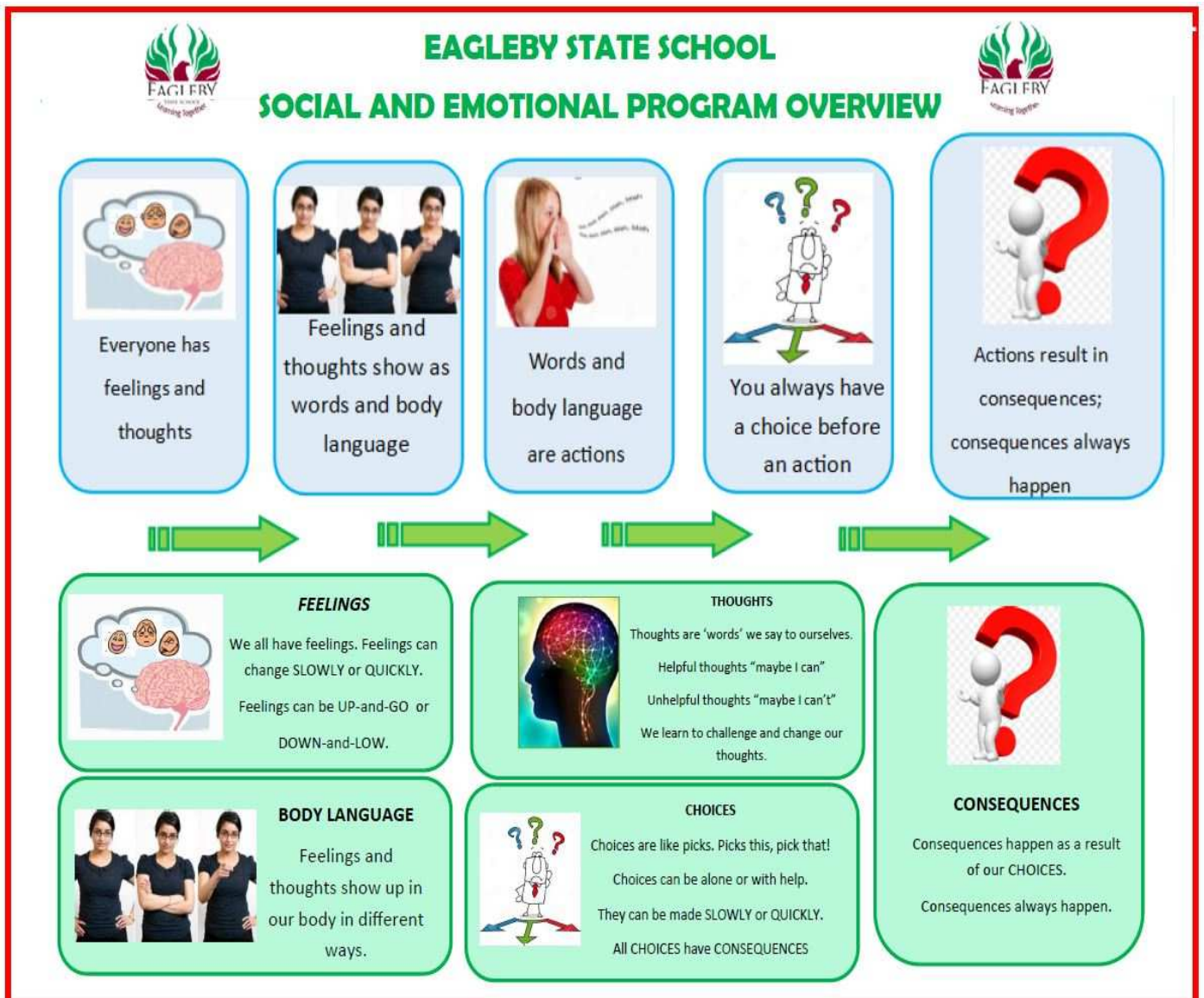


Social and Emotional Framework

Our Social and Emotional Framework teaches children about their feelings, thoughts, actions, and consequences. Learning to think clearly empowers self-control and genuine kindness; children grow to recognise their needs alongside others.

We walk what we talk. Children are immersed in an environment which values individuality and diversity and growth occurs through failure, effort, and success. Children experience community spirit, which builds their character.

Social and Emotional Program





Eagleby State School
Core Values and Beliefs about
children, behaviour and
community

What do we know about Eagleby State
School Children

- They are **capable**
- They are **individuals**
- They **wonder** about the world they live in
- They **mimic** adults and older children
- They **notice and think about** the moments **when they are noticed**
- They have **hopes and dreams**
- They believe that they can **do anything**, especially when adults tell them so
- They **passionately stick up for each other**
- They can **passionately participate in conflict** with each other
- They **deserve the best education in the world**



What does NOT improve intelligence!

- Focusing only on the basics - drill & kill
- Maintaining order through a show of force
- Eliminating or reducing time for the Arts & Sports
- Increasing and intensifying classroom discipline
- Decreasing interaction among students
- Installing metal detectors
- Delivering more heavy handed top down lectures



What DOES improve intelligence


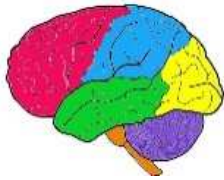
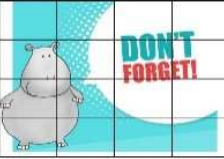

Students to:


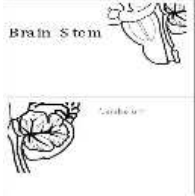
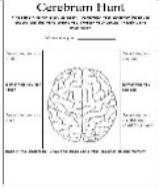
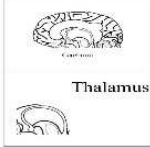

- Know **why**
- Know **themselves**
- Know **differences**
- Know **processes**
- Know that **they can fail & succeed**
- Know that **they can be challenged**
- Know that **they are enough**
- Revisit the **above in a variety of formats and contexts**



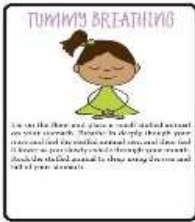





Social and Emotional Program Mini Lessons Overview

Our Eagleby State School mini lessons are taught by classroom teachers and are embedded throughout the school. Children are not born knowing how to 'do life'. In partnership with the community, we teach and guide them to know and understand about themselves and others. We strive to encourage our students to become emotionally intelligent individuals.

Sub Section	Visual	Overview
<p>The Brain</p>		<p><u>Brain Hemisphere Hat–Middle Years</u></p> <p>A construction activity making a hat visual of the different parts and sections of the brain.</p>
		<p><u>Brain Puzzle–All Years</u></p> <p>A colourful puzzle that can be cut out and put back together as a clear visual of the different areas of the brain.</p>
		<p><u>Brain: Amygdala and Hippocampus–All Years</u></p> <p>A PowerPoint presentation with visuals to explain how the amygdala and hippocampus works within the brain.</p>
		<p><u>Brain: Amygdala and Hippocampus–All Years</u></p> <p>To understand these parts of the brain and their effect on our actions. Also shows how to use them regularly in the classroom.</p>

		<p><u>Brain Stem and Cerebellum–All Years</u></p> <p>A PowerPoint presentation with visuals to explain how the brain stem and cerebellum works within the brain.</p>
		<p><u>Brain Stem and Cerebellum–All Years</u></p> <p>To understand these parts of the brain and their effect on our actions. Also shows how to use them regularly in the classroom.</p>
		<p><u>Brain: Cerebrum and Thalamus–All Years</u></p> <p>A PowerPoint presentation with visuals to explain how the cerebrum and thalamus works within the brain.</p>
		<p><u>Brain: Cerebrum and Thalamus–All Years</u></p> <p>To understand these parts of the brain and their effect on our actions. Also shows how to use them regularly in the classroom.</p>
<p>Physical Body</p>		<p><u>Body Balancing Yoga Poses–All Years</u></p> <p>A PowerPoint presentation to teach poses including the Tree, the Mountain, the Warrior, the Airplane, the Deer, and the Eagle.</p>

	 <p>Hot Air Balloon Breathing When a balloon is filled with air, it rises into the sky. In the same way, when you breathe deeply, you fill your lungs with air and your body rises. Breathe in through your nose and exhale through your mouth. Repeat this process several times. This is a simple breathing exercise that can be done anywhere. It is a great way to relax and clear your mind. Try it now!</p>	<p><u>Body Breathing–All Years</u></p> <p>A PowerPoint presentation to teach 14 different types of breathing and when they are useful.</p>
	 <p>CALM DOWN WITH TAKE 5 BREATHING</p>	<p><u>Body Breathing: Questions and Video–All Years</u></p> <p>A PowerPoint presentation outlining questions to ask students so they can notice and reflect on their breathing practice.</p>
	 <p>TUMBLING BREATHING</p> <p>When the floor is just a small, solid mat, you can do a handstand. When the floor is just a small, solid mat, you can do a handstand. When the floor is just a small, solid mat, you can do a handstand.</p>	<p><u>Brain Break Breathing–All Years</u></p> <p>A selection of breathing activities that can be done as a whole class during a brain break or as a transition between activities.</p>
	 <p>Strengthen Your Focus There are many ways to do this.</p> <p>STRENGTHEN YOUR FOCUS</p>	<p><u>Finding Your Centre–All Years</u></p> <p>A selection of activities to teach children to find and balance their centre position. Included are videos and spoken activities.</p>
	 <p>Body: Let It Go</p>	<p><u>Body: Let It Go–All Years</u></p> <p>A relaxing video with links to teach students how to let go of negative emotions, fears, and worries.</p>
	 <p>Breathe Calm Connect</p>	<p><u>Breath, Calm and Connect–All Years</u></p> <p>An extra resource detailing more breathing and yoga poses including ones that can be done with a partner.</p>

Resilience



Beyond Blue: Guide to Resilience—All Years

A teacher resource that includes Understanding Resilience, Building Resilience, and Everyday Strategies to implement.



Defining Resilience through Song—Upper Years

Strategies to build frustration, tolerance, personal resilience, emotion-identification, and self-regulation.



Helpful vs Unhelpful Thoughts

Students learn what helpful and unhelpful thinking is and explore the role of mindfulness in creating flexible thinking.



Self-Identity—Lower School

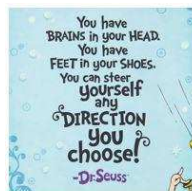
A picture collage for lower school students to identify positive traits and experiences to link with positive feelings.

Relationships

"You will" vs "I will"	
Please sit down.	I'll begin when you are seated.
Please be quiet. Get ready.	I'll be pleased to start as soon as you show me you are ready.
Stop talking and get ready for lunch.	I will take the class down to lunch when your lines are quiet and ready.
Don't talk to me in that tone of voice!	I'll listen as soon as you sound calm.
Get into line.	
Is everyone's project ready?	
Give the scissors to me.	
Don't walk over the grass.	

Golden Statements—Teacher Resource

A resource and reflection tool for teachers in re-training and thinking about the statements 'You will' vs. 'I will'.



Personal Power—All Years

Teachers educating students about their personal power—when to use it, when to take it back, and other resources.

**Mindfulness –
Physical**



Positive Regard–All Years

Unconditional Positive Regard is where a child feels valued regardless of behaviours or cognition. This resource is also a teacher reflection tool.



Teacher Self Care–All Teachers

Way and ideas for teachers to ensure their wellbeing is looked after and a priority.



Balancing Your Centre–All Years

To practice balancing the body as a centring strategy.



Deep Breathing–All Years

Proper breathing is an art. These resources allows the practice of how to breathe well and the benefits of deep breathing.









Movement Breaks and Exercises–All Years

Establish routines and exercises within the classroom that incorporates movement to allow students to settle and refocus.



Finding Your Centre and Focus–Middle/Upper Years

Inspiring videos showing how people physically find their centre, ground themselves, and focus.

		<p><u>Grounding Games–All Years</u></p> <p>A collection of games that can help refocus and settle individuals and the whole class.</p>
<p>Mindfulness – <i>Centring and Grounding</i></p>		<p><u>Classroom Culture and Feelings Awareness–All Years</u></p> <p>To improve awareness and self-awareness of classroom culture and how they contribute to the feelings in the room.</p>
		<p><u>Noticing and Feeling–All Years</u></p> <p>To allow students to freely communicate how they feel about their learning while learning belly breathing for de-escalation.</p>
		<p><u>Problem Solving with Role Play–All Years</u></p> <p>Learn the benefits of being present, centred, and grounded when problem solving, communicating, and negotiating.</p>
		<p><u>Stress Responses–All Years</u></p> <p>This lesson will help students identify stress and also pinpoint the physical body responses to stress.</p>
		<p><u>Mindfulness Resources–All Years</u></p> <p>A collection of resources for mindfulness, including a glitter jar and websites.</p>



Grounding Techniques – Middle/Upper/Teachers

Cards and ideas that can assist when a person is in a heightened state to help calm their body and mind.



Differentiated Support Strategies

Essential Skills



The *Essential Skills for Classroom Management* is a support tool to help teachers develop the micro skills of managing positive and negative behaviours. Behaviour Management coaching is available to teachers through the **SAS** Support Team (Student Action Strategy Team) or the **SET** (Social Emotional Teacher).

Individualised Student Support

Eagleby State School is committed to educating all students. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The **Well Being** Team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student
- works with all stakeholders to achieve continuity and consistency

Individual Management Plans (IMP)

A member of the **Well Being** Team meets with Teachers and Specialists to identify specific support strategies used for students with intensive needs. This is documented in the Individual Management Plan and assessed and reviewed when necessary with the **Complex Case Management Team** and other contributors and stakeholders.

Play Support and Intervention

A range of play strategies and interventions are provided to students that require additional supervision and support during playtimes. These strategies include but are not limited to:

- play passes, play plans, check in systems

External Agency-in school support

- **Mentors**—Mentors are adult community members who meet with students individually for one hour per week. They are there to be a significant adult in a student's life over a long term period from Years 1–6. They may play games, teach life skills (e.g. cooking), help with reading or other school work, reinforce Social and Emotional concepts or talk about life in general.
- **Psychology student placements**—supervised by the Guidance Officer
- **Extensive Agency Support Programs** for families and in-school support



Choice and Acknowledgment Opportunities

We encourage students participating, putting in effort, and making great choices and we reward students that display appropriate behaviour. Classroom Gotchas earn an invitation to the Hot and Cold Buffet, Playground Gotchas earn a place at Carnival while formal classroom diamond awards acknowledge exemplary choices.

Eagleby State School Acknowledgements for Great Choices



The Golden Heart & Bottom
The Golden Heart & Bottom is awarded to the class with the highest attendance for the week.



The Golden Brain
Whole Class listening during P – 6 Assembly



The Rubik's Cube
The Rubik's Cube is awarded to the class with the greatest attendance for a three week period. It is presented at the P – 6 Assembly.



Student of the Week Awards
Are presented at assembly each week.

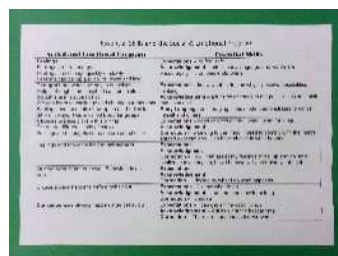
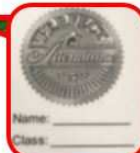


Attendance Tokens
Students earn tokens for each full week they attend school. Tokens are traded for a range of activity rewards.



Hot and Cold Buffet
Raffle draw from Classroom Gotchas for morning tea with Assembly Host.

Carnival
Raffle draw from Playground Gotchas for special events at Friday morning tea e.g. water pistols play, bump it, laser tag.



Play Adventures

Play is the time when students learn different life skills. The Play Adventures have been created to support students during playtime which provides real-life opportunities for learning that may not otherwise occur. The school chaplain, community volunteers, and various staff members offer a variety of activities to help students learn that there are many different ways to have healthy, fun, and positive experiences at school or at home.

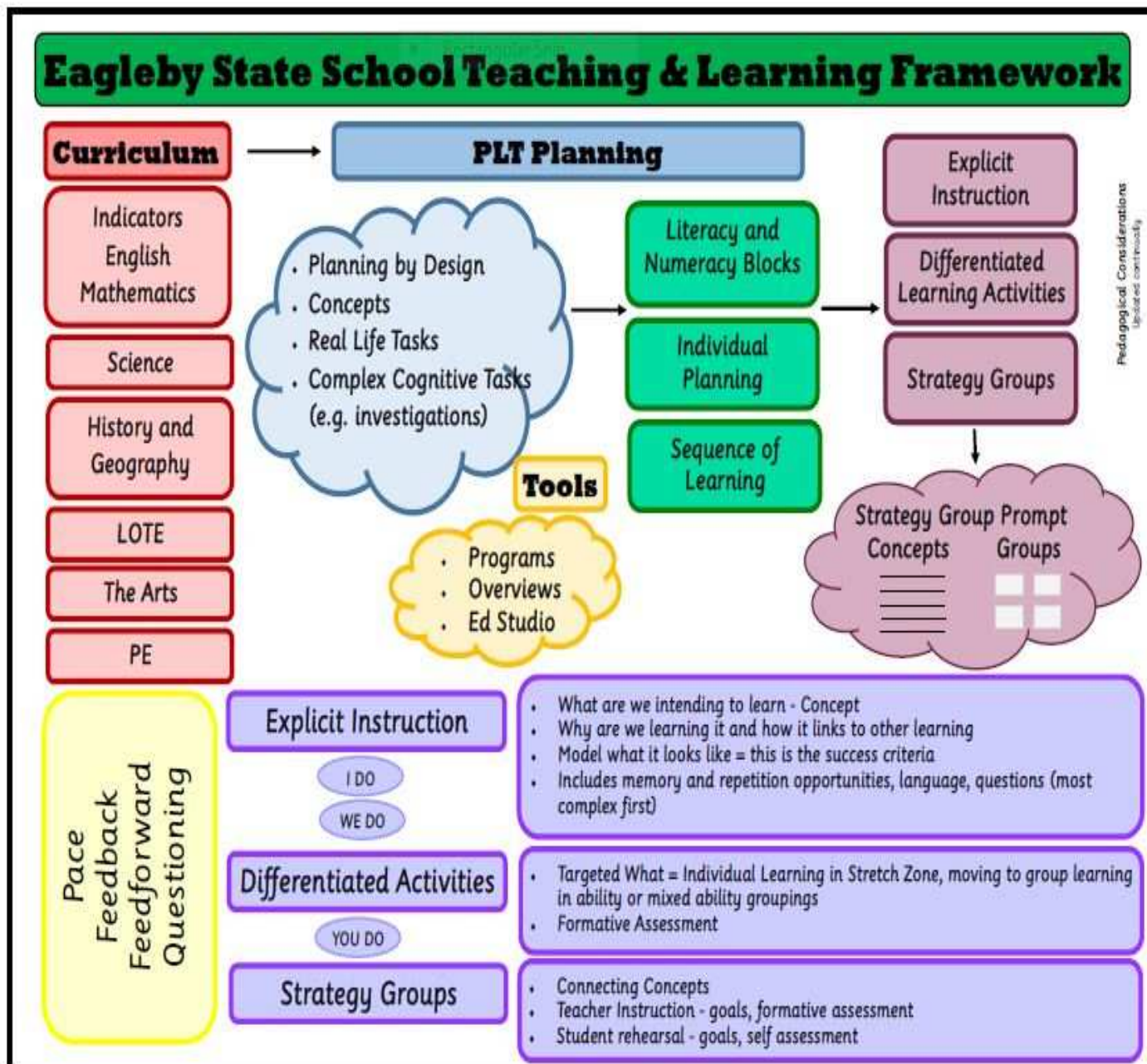


Catch-Up Learning

Students presenting with regular absenteeism are provided with incentives to come to school on time and are given supervised opportunities to catch up on their learning at playtime. Catch-Up Learning opportunities are provided on Tuesdays and Thursdays at 2nd Break. Catch-Up Learning is supervised by a member of the leadership team in a designated classroom. Teachers are responsible for monitoring the students in their class that are to attend Catch-Up Learning.

Differentiated and Explicit Teaching

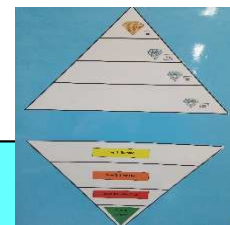
The Teaching and Learning Framework differentiates learning for all students in ability and mixed-ability groups throughout each learning day. Strategy groups are used for all students to ensure that difficult concepts for any student provides an opportunity for further understanding and rehearsal in a small group.



The Diamond

A Diamond is in every learning space. Every learner in the space has their name on the Diamond. Children move their name up and down the Diamond as instructed by the classroom teacher as a consequence for positive and needing support behaviours. This assists every child's awareness of how they are managing themselves.

Going Up the Diamond



GOTCHA's frequent and immediate

1 x GOTCHA = 1 HOUSE pt
(lucky draw incentives)

- **PLAY GOTCHAs** Carnival Kids games Friday at 2nd Break
- **CLASS GOTCHAs** Hot and Cold Buffet MORNING TEA in Deputy Principal or Principal office Wednesday at 1st Break



Gems



- All students start the year in the middle of the Diamond
- Gems are earned by the students for **consistent, sustained** positive behaviour and learning, over a number of days.
- For each 10 gems and recorded (make sure it is a highly visible) the student will earn the reward 'Going up the Diamond'

Diamond Steps



Step 1 is achieved when 10 Gems are recorded on the Gem chart.

Step 2 is achieved when a further 10 gems have been awarded (20)

Step 3 a further 10 gems recorded on the gem chart (30)

Step 4 TOP of The Diamond is achieved when a total of forty 40 gems have been awarded.

- Students who have reached the top of the diamond (40 gems) earn a certificate, acknowledgement at assembly and a letter that is sent home recognising their achievements.

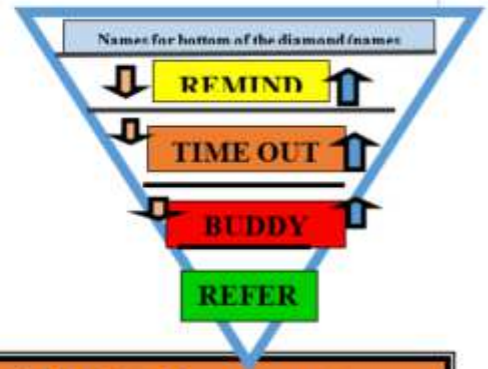
Diamond Pin

- If a student reaches the **Top of the Diamond 3 times** in one year they will be awarded with a **Diamond pin**. Receiving a Diamond badge is a valued and highly regarded achievement for consistent full time learning.





Going Down the Diamond



STEP 1 - Remind (1 min max) NO REFERRAL

1. Remind students of the expectation or desired behaviour. Utilise essential skills
2. If student responds to reminder acknowledge and reinforce using positives. No further action is required, when desired behaviour is consistent move student back to the middle of the Diamond
3. If undesired behaviour continues or expectations aren't met move student **DOWN THE DIAMOND** to **TIME OUT**

STEP 2 Time out

(1 minute for each year of age approx.)
NO REFERRAL

1. Direct student to time out space
(Space can be a desk or carpet spot in the room away from distractions) *NOT A CHILL OUT SPACE.*
2. Re-engage the student in the learning at the end of time out, quick concise direction,
3. Move student **DOWN THE DIAMOND** if behaviour continues
4. Students moves back up the diamond when they have consistently displayed desired behaviour/ expectations



STEP 3 BUDDY CLASS (5 -10 mins)

1. Arrange Buddy classes as per list
2. Ring the assigned class and confirm they are available and are able to accept the student. If not arrange Back up Buddy class
3. Send the student with a responsible peer
4. Students return to class after buddy class (do not send students before transition times unless they return to you before break, end of day etc)
5. Buddy class teacher acknowledges student but does not problem solve or discuss
6. Buddy class **IS** the consequence, students do not then need play consequences
7. **UNSETTLED STUDENTS** are not sent to Buddy class

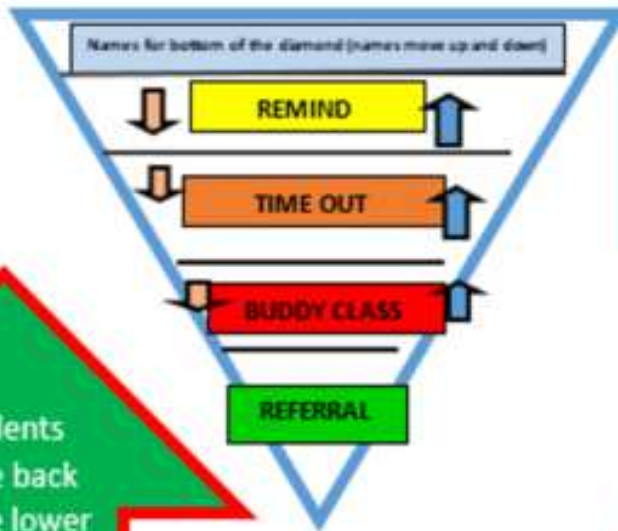


STEP 4 REFERRAL Diamond referral

1. When a student moves down the diamond to referral step, **Write referral and send to office**
2. **ADMIN** investigate and prioritise accordingly
3. Consequences will be decided they may be problem solving, support / play consequences/ re-engage to learning.



Referral Process



Classroom Referral

Repeated minor behaviours

May look like:

- Refusal to follow instructions
- Refusal to engage in learning

Students move down the diamond for as a consequence for each behaviour noticed.

Students move back up the lower half of the diamond when desired behaviours are noticed.

Classroom Referral

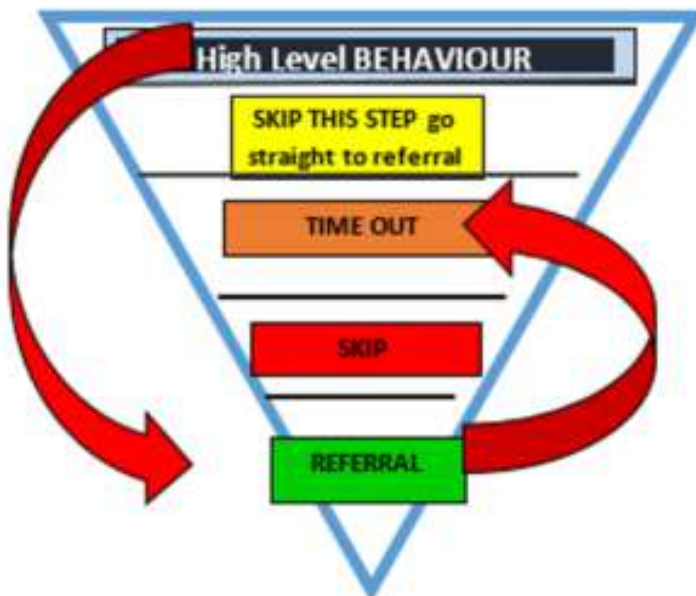
IMMEDIATE REFERRAL

May look like:

- Verbal threats to others and swearing
- Yelling at peers or adults
- Leaving classroom without permission

Major behaviour require an IMMEDIATE referral making it possible to skip the steps on the Diamond.

The referral can be written as a direct consequence from that one behaviour. After informing the student that are a receiving a referral the time outstep can be used as a cool down strategy. Their name sits on the referral step



Use Time out as a cool down/reset strategy
Student name sits on the referral step

Playground Referral and Behaviours

Minor Playground behaviour and incidents can be managed by the teacher on duty in the moment using a range of strategies and essential skills. E.g. sit out for 5 minutes, direct to other play area, problem solve and guide students in play choices.

Major Playground incidents require a referral if they cannot be managed at the time. Reports given by students also need to be written up as referrals to enable Well Being Team to investigate and support students and teachers as needed.



All referral are completed on the same referral form.

Red Alert Referral

When a student IS in **the moment** risking harm to themselves and or others.

- 1) A student is risking harm to self when they are **physical with the environment including furniture, walls etc.**
- 2) A student is risking harm to others when **they are directly and indirectly physical to other students or adults** i.e. direct physical contact or the throwing of objects.
- or 3) When the student has left the learning area and is at risk.

RED ALERT Process – What to do

- o Ensure all students and adults are safe in the environment you are in.
- o Stay low and calm with your body and voice
- o Call the office on to ask for **RED ALERT / CLASS NAME / LOCATION / WHO**
- o Follow the instructions of the leadership team member that responds to the incident.

Expectations aligned with our Values and Beliefs

Our staff are committed to delivering a high quality of education for every student and believe all adults in the school, whether visiting or working, can also demonstrate behaviour which is aligned to our Values of Compassion, Honesty, Optimism, and Community. These values support what we know the are outcomes of emotional intelligence, a strong mind, healthy body, and successful future.

Students

Below are examples of what these expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Eagleby State School.

Compassion

- Be kind
- Listen to others
- Recognise when others need support
- Look for opportunities to help others
- Be willing to apologise sincerely
- Listen to fellow students' questions and comments in class

Honesty

- Be truthful
- Own your part in all circumstances
- Respect others' space and belongings
- Be prepared
- Hand in items you find to the teacher

Optimism

- Notice the good in a person, situation, or outcome
- Recognise when an opportunity is a chance to learn something new
- Wonder what might happen other than what is expected
- Be open to change
- Breathe and take a moment when things are not fair so that you can assist in finding a solution

Community-minded

- Take different roles for group work activities
- Encourage fellow students to do their best
- Say 'please' and 'thank you'
- Stick up for someone who needs it
- Make a new friend
- Give someone a compliment



- Put rubbish in the bins provided
- Use G-Rated language at school
- Put mobile phones in the office as soon as a student arrives at school; phones are collected when students are leaving the school

Strong Mind

- Persist when things are challenging
- Demonstrate self control when things are not going to plan
- Allow others to get what they want
- Do your own work
- Learn from your mistakes
- Follow teacher directions
- Ask for help when you need it

Healthy Body

- Eat healthy food
- Exercise
- Maintain good hygiene
- Get enough sleep

Successful Future

- Rehearse all of the above

Parents and staff

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

Thoughtful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.



Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive, and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair, and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural, and historical events.

Accountable

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions, or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student, or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students, or other parents.

Co-operative

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social, and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social, and behavioural progress at school.

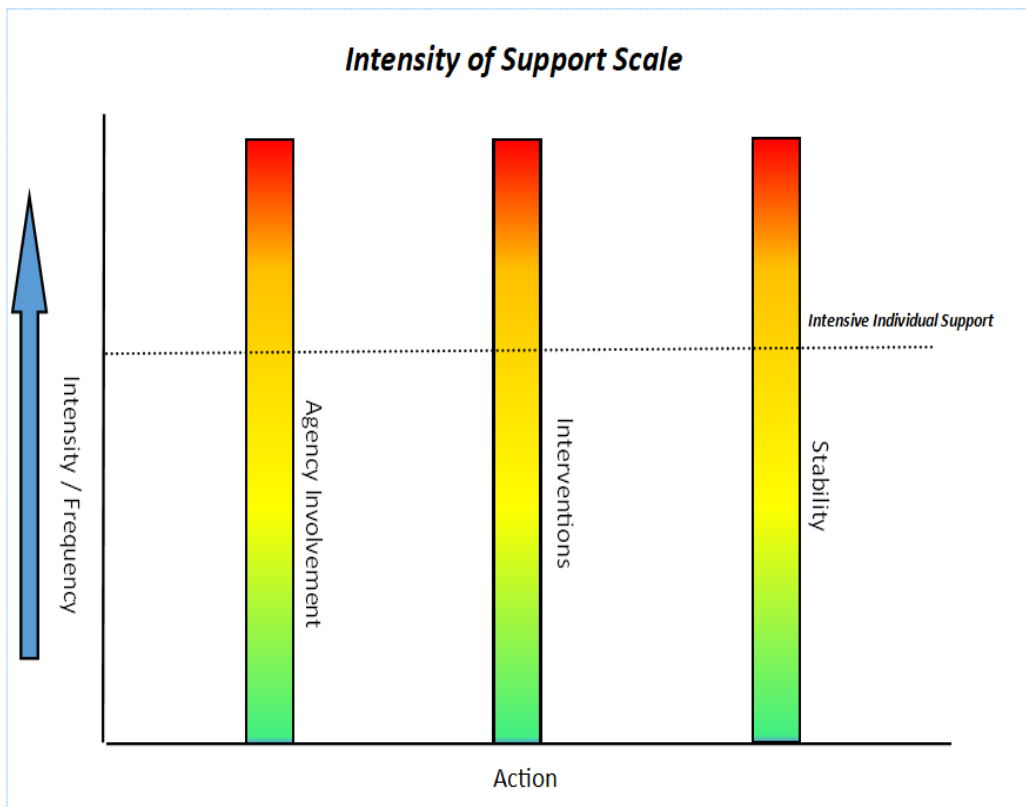


You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school-related complaint.
You respect school, student, and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students, or families.

Kind

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student, or colleagues.	We will work closely with families to accommodate their personal needs including work commitments, finances, and family structure.
You help your child to see the strengths and benefits in diversity and differences in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when other parents, staff, and students need help and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Consideration of Individual Circumstances



The Well Being of All Children and Our Community

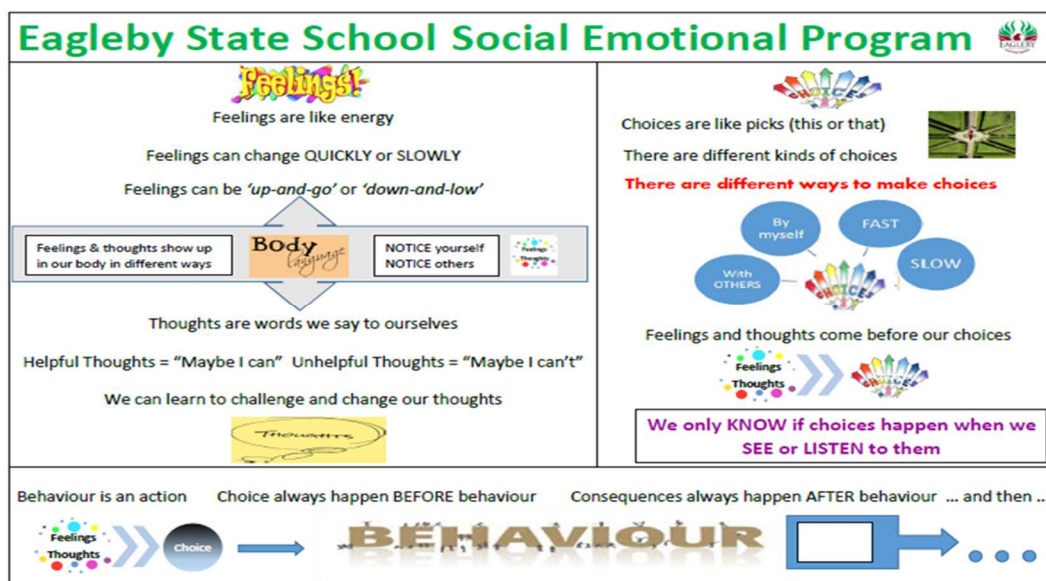
Eagleby State School's response to Bullying

When our children are born and we hold them close, we want their lives to be filled with happiness, friends, and acceptance so that their life is joyful and safe. There are very few people with natural charisma, that are popular everywhere they go, and that are always loved by the crowd. We need to challenge this ideal that our child needs to be one of those people to have a good life. They don't. **They can be like most of us, someone that some people like being with and some people don't.** Learning they are OK and 'enough' can set them free to be themselves and to know that their experiences are part of being a human, and that we all have them.

One of the most difficult lessons as a parent can be to accept that for our **children to grow so that they will be strong, capable adults, they need to have times of conflict, times of isolation, and times when they are challenged by another person's behaviour towards them.** All of these experiences provide invaluable opportunities to grow. It is natural for all of us as parents to want to rescue our children from 'life', but **happiness comes from children growing to be emotionally resilient through problem solving for themselves and discovering that they can do it.** These experiences provide children with empathy when they begin to understand why a 'bully' is doing something and to understand that they have choices in how they treat others.

It is crucial that our students, parents, and community all work together to ensure the 'growing well' message goes beyond local and school activities.

Within our extensive Social and Emotional Framework sits our program which provides a clear and structured approach to supporting and teaching students about their thoughts, feelings, body language, choices, and consequences, so that they can understand others, communicate well, and resolve conflict. This has been created over the last four years and is unique to our school.



What is BULLYING and what is NOT BULLYING

The term bullying is often used in unhelpful ways when people do not understand the difference between 'bullying' and social development. **Bullying** is when someone does something that causes distress to you; you tell them clearly what it is that you want them to stop doing and what it is you want them to start doing; the person continues to do the action that causes you distress. This is when someone is bullying you.

Conflict between two children who are growing in their negotiation skills to get what they want is not bullying. Conflict must be a part of every child's experience for them to grow well. When a group of children do not include a child into their game, it is not bullying; it is **isolating** someone to maintain their group dynamic. Humans do this all the time when choosing their friendship groups. When someone randomly pushes past another person as they move too quickly through a crowd, or in trying to get their school bag first, it is not bullying, but **random acts** of rudeness with no particular person being targeted. Bullying is when a person targets another person and when they have been clearly told to not do something to someone that causes them distress.

Conflict example:

Pete and Larry were having a great time playing at Pete's house. Larry suggested they play the PlayStation. Both boys decided that they would go first. Before they knew it, they were talking angrily and both had hold of the console. They pushed and pulled trying to take hold of it independently. Connie came into the room and was surprised by what she saw. Connie said, 'Pete and Larry, what is going on?' Pete replied, 'We are playing the PlayStation and I am going first.' Larry piped up and said, 'No Pete, I am going first and Pete is being a bully.' Connie realised both boys were confused. They were in a 'conflict' situation as both of them wanted the same thing, a go at the PlatStation first. No one was being a bully; they were just having a power struggle, but cared about each other as friends. Connie replied, 'Boys you can sort this conflict out. How about flipping a coin to see who can go first?' Pete replied, 'OK, neither of us are getting a turn this way. All we are getting is fighting.' With this response, Pete flipped a coin and they agreed it was Larry's turn first. Suddenly the conflict was finished and they had found a win-win solution. Conflict is when there is an equal balance of power between parties.

We teach students about feelings, thoughts, body language, and choices. We teach in the moment as circumstances present themselves; this compliments our specifically targeted Social and Emotional mini lessons. Some of the language used:

Feelings:

- Everyone has feelings
- Feelings can change quickly and feelings can change slowly
- Feelings can be 'up and go'
- Feelings can be 'down and slow'
- Feelings often present as body language, however, we need to remember that we are all



different and so we need to check-in with others about what their body language really means

Thoughts:

- Thoughts are words inside our head
- We can never know for sure what others are thinking so we need to ask
- We can have lots of thoughts
- We can have no thoughts
- We can have the same thought as others
- We can have a different thoughts to others
- There are two kinds of thoughts:
 - ◆ Helpful thoughts mean that I feel I can do it
 - ◆ Unhelpful thoughts mean that I feel I cannot do it

Body Language:

- Body language is when our feelings and thoughts show in our body
- We can never know for sure others feelings or thoughts so reading body language is useful
- We need to notice our own body language
- We need to notice the body language of others
- We are all different and so how we show our feelings and thoughts in our body language can also be different. We need to check-in with others about what their body language really means.

Choices:

- We all have choices
- Our choices determine what happens
- It can be helpful to think about what is going to happen before making a choice
- All choices have consequences; some consequences help us to feel happy and some consequences help us to feel frustrated.

Bullying is when someone does something that causes distress to you and when you have already told them to stop.

Conflict is when two people want different things and so need to negotiate. Isolation is when someone is not included in what a group is doing. Humans are complex creatures. We all want to belong and we also want our children to belong, feel safe, and be happy. Children need to be able to fully participate in the consequences of their choices without being rescued from their mistakes.

The adults in our community can together create an atmosphere which models problem solving to children as they grow to understand their own and others feelings, thoughts, body language, and choices, so that they grow to be emotionally resilient, kind, and generous adults.



Is it bullying?

When someone says or does something unintentionally hurtful and they do it once?

That is...|

Rude

When someone says or does something intentionally hurtful and they do it once?

That is...

Mean

When someone says or does something intentionally hurtful and they keep doing it – even when you tell them to stop or show them that you are upset

That is...

Bullying



Whole School Daily Routines

Before school

- Students can arrive at school after 8:15 am. The undercover area is supervised from 8:20 am.
- Students that are not with a family member or carer are required to stay seated in the undercover area until the bell goes and need to keep their bags with them.
- If the student is supervised by a family member or carer until 8:50 am they are able to sit together outside their class area until the bell goes.
- **Before School Breakfast Club:** 8.15 am to 8.40 am every day
- **Before School Prep Playground:** Prep and Year 1 students are permitted to play on the adventure playground in the Prep area before school if a family member or carer is with them and actively supervising them. *(Parents and carers are not to supervise other people's children at this time as this can be burdensome and safety is compromised—in some of our cultures parents, carers, aunties, and uncles are the same).*

Eating Breaks

- Eating Break is from 11:00 am to 11:10 am (1st Break)
- Staff manage and organise their own eating duty roster supervision. Up to 3 classes can be managed by one teacher. More than 3 classes requires 2 teachers.
- Each classroom teacher supervises their own students transition to the eating area
- Students remain seated while eating
- When the 11:10 am bell rings supervising teachers actively manage the students leaving the area ensuring all rubbish is put in the bin and lunch boxes are placed in their class crate/tub.
- Students who wish to continue eating can remain in the undercover area.
- There is no set eating time for 2nd Break so students are welcome to sit in the undercover area and eat.
- Tuckshop is to be eaten in undercover eating areas (top or bottom undercover).

Active Supervision on Duties

- First play duty is from 11:10 am-11:40 am and 2nd Play duty is 1:10 pm-1:40 pm
- The duty teacher meets the students at the designated meet-up point and facilitates active supervision in all duty areas by keeping interaction to a minimum.
- Active supervision *requires movement and observation of the whole play space. It includes moving, monitoring, and noticing.*



- Teachers are required to wear a hat on duty, carry the duty folder, and be aware of the duty evacuation procedure.
- Manage behaviour issues that require support using chill out, problem solving etc.
- Students on a **play pass** may receive particular attention to their play experience and be acknowledged for their positive behaviour.
- **END OF PLAY**—transition to toilets/drink/class line-up areas
- **First Aid Slip**—Students who need access to the health room will be given a First Aid Slip by the duty teacher.
- **EMERGENCY Process**—A runner is sent to the office to request urgent support; everyone is kept calm; students are all instructed to go back to play so that the student requiring support and specific attention is not crowded.

Wet weather plays

- Wet weather means solid rain with a prediction that it is on-going for playtime
- **EATING**—teacher stays with class
- **Toilets**—students are sent in pairs (A teacher aide will be on roaming duty at this time to supervise student movement)
- **Play time**—teachers across a double space will need to split the total break time. Specialist and Co-Teachers are allocated to specific blocks to ensure each teacher in the block receives a break. Please refer to the wet weather duty roster.

Student movement during learning times

- **Going to the toilets/getting a drink**—students attend to these activities in pairs. The number of times students go and how long they are away from class is monitored.
- **Movement outside the classroom**—small groups of 2-3 students are sent together. Reasons might include jobs, messages, notes to the office, or students going to Buddy classes etc.
- Peer escorts are rotated to minimise the amount of time any one student is out of class.

Transitions

All transitions require the active supervision of the classroom teacher. These transitions include:

- Beginning of the day
- End of day when students collect their bags at the bag racks
- Outside the classroom as students exit the school grounds



- Eating time—walk with students to eating area
- Line-ups—be at class line-up area by 2nd bell
 - Years 3, 4, 5 and 6: Bottom covered area
 - Years 1 and 2: Top covered area
 - Prep: outside their rooms
- Friday Sport—teachers transition to the undercover area and dismiss at 2:50 pm bell.

Use of mobile phones and other devices by students

Responsibilities

Mobile phones are to be handed into the office at the commencement of each day. Student collect their mobile phone at the end of the day.

Appropriate use of social media

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected.

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 and emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general, and avoid posting anything that could identify individuals.

What about other people's privacy?

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

What if I encounter problem content?

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

- Refrain from responding
- Take a screen capture or print a copy of the concerning online content



- If you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns.
- Block the offending user
- Report the content to the social media provider.



Restrictive Practices

School staff at Eagleby State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly.

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 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
6. Aims to reduce or eliminate the use of restrictive practices

Critical Incidents

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 or on the road etc). 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.

