



COOLUM STATE SCHOOL Student Code of Conduct

This is a condensed version of the Student Code of Conduct.

The full Student Code of Conduct document is located on the Coolum State School website.

<https://coolumss.eq.edu.au/SupportAndResources/FormsAndDocuments/Documents/Rules%20and%20policies/student-code-of-conduct-full.pdf>

Purpose

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

The Coolum 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 members of 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.

P&C Statement of Support

As President of the Coolum SS P&C Committee, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Coolum 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.

Any parents who wish to discuss the Coolum State School's 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 Coolum State School's P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Principal's Foreword

Coolum State School has a long and proud tradition of providing high quality education to students from Coolum and surrounding areas. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Coolum State School has three core values: Respect, Responsibility and Self Discipline.

Respect	For self and others.
Responsibility	Be accountable for your actions, resolve differences in constructive, non-violent, safe and peaceful ways.
Self Discipline	Contribute to society and civic life and show consistency between your words and deeds.

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

Coolum State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn from. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Student Support Network

Coolum 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 Student Welfare support staff whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Coolum State School to seek assistance or advice. If they are unable to assist they will provide guidance and help to ensure the student is connected to the appropriate representative of the Student Welfare Team. The Student Welfare Team meets weekly.

Role	What they do
Guidance Officer	<p>Provides a comprehensive student support program within the school environment offering short term counselling with students either on a one to one basis or in a small group setting.</p> <p>Support the capacity of schools to effectively cater and meet the legal, educational and personal requirements and perspectives of students, families, staff and external agencies.</p> <p>Collaborate with teachers and parents and advise on behavioural management strategies and practices to best cater for students needs across the school and home sites.</p> <p>Support and advise schools on the mandatory reporting requirements for student protection cases.</p> <p>Support schools during times of critical incidents.</p> <p>Conduct assessments to enable students with a broad range of learning needs including gifted and talented, learning difficulties and students with disabilities (who require verification), to have their educational requirements meet.</p>
Student Welfare Teacher	<p>Provides tier 2 and tier 3 support to individual or groups of students.</p> <p>Assists students with specific difficulties, acting as a mediator or providing a range of support systems and alternate programs.</p> <p>Liasess with parents, teachers and students to improve individual student wellbeing.</p>
Deputy Principal Student Welfare	<p>Leadership of Student Support Network to promote an inclusive positive school culture.</p> <p>Liasess with parents, teachers, students and Student Support Network to improve individual student wellbeing.</p> <p>Monitors attendance, behaviour and academic data to identify areas of additional need.</p>

Whole School Approach to Discipline

All areas of Coolum State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning, as well as a means of maximising the success of academic education programs.

DO THE RIGHT THING

BE SAFE

- ✓ I get a teacher involved in disputes.
- ✓ I model sensible behaviour.
- ✓ I report any concerns.
- ✓ I keep my hands and feet to myself.

BE RESPECTFUL

- ✓ I use polite language and manners.
- ✓ I obey teacher requests.
- ✓ I act courteously at all times.
- ✓ I treat others the way I want to be treated.
- ✓ I care for my property and the property of others.

BE RESPONSIBLE

- ✓ I am responsible for my actions.
- ✓ I co-operate with others.
- ✓ I use common sense.
- ✓ I ask for help when I need it.
- ✓ I am the best person I can be.

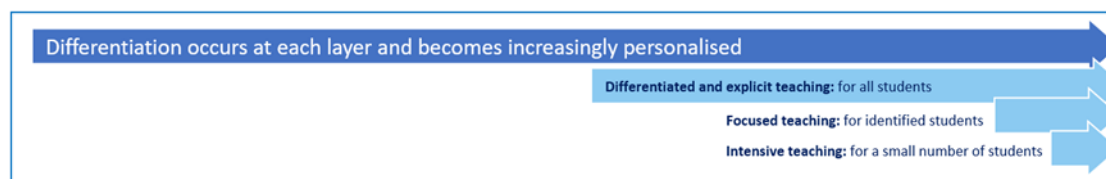
Consideration of Individual Circumstances

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



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

Multi-Tiered Systems of Support

Coolum State School uses a multi-tiered support systems (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. MTSS is based on a problem solving model which allows school staff to match increasingly intensive interventions to the identified needs of individual students.



Tier 1 - Whole School Behaviour Support – Pro-active Examples

School Rules	<p>3 School rules clearly displayed on surfboards throughout the school. These are located in the large covered play area and adjacent to the walkway leading to the Pat Cavanagh Centre. These serve as reminders to the school community about the behaviour expectations at Coolum SS.</p> <p>Be Safe/Be Respectful/Be Responsible.</p>
Diverse lunchtime opportunities 	<p>Students can choose from a diverse range of lunchtime activities that foster confidence, social skills and resilience. There are many teacher directed activities.</p> <p>E.g. Stem club, Garden club, Games room, Musical, Rockbands, Choirs, Computer lab- Junior and Senior labs, Coolum’s Got Talent.</p> 
Student of the Week	Each teacher acknowledges the efforts of one student in their class. A certificate is then presented on parade and the names of students are published in the newsletter.
Good Ones	Good Ones are given to students by teachers on playground duty for any good deed. Good Ones tickets go into a weekly draw on parade. The winner receiving an icy pole from the tuckshop.
Attendance Awards	Students recognised for an attendance rate of 95% or more over a semester.

Tier 1 - Whole School Classroom Behaviour Support- Pro-active Examples

Parent Communication	Class teachers are encouraged to discuss behavioural concerns with parents and carers. Class teachers are supported by the Student Welfare Team.
Reward system	Individual classrooms all have their own reward systems for acknowledging positive behaviour. Teachers are encouraged to acknowledge positive behaviours and record in OneSchool.
School Camps	Yr 4-6 students participate in an annual school camp. School camps support students social and emotional development.
Year 6/Prep Mentoring	Year 6 classes are teamed up with a Prep class for a range of sharing activities that promote positive role modelling.
Gold, Silver, Bronze awards Yr 3-6	Awards given for academic leadership and behaviour. This is awarded twice a year at the end of the semester. This is recorded on One-School.

Tier 2- Targeted Behaviour Support – Pro-active

Parent Communication	Student Welfare Team communicates regularly with all parents regarding any targeted behaviour supports.
Social Skills Program	Social skills program targeting yr 5 and yr 6 students. Students identified participate in a weekly session over 6 weeks with the Student Welfare Teacher and Guidance Officer.
Social Thinking	Student Welfare Teacher and Deputy Principal teach Social Thinking curriculum to individual classes.
Student Welfare Teacher	Provide regular check ins with specific students Provide support to individual teachers to trial different strategies for individuals or groups of students
Alternate Playground Plan	Targeted students participate in a modified play program monitored by the Student Welfare Teacher.
Alternate Eating Plan	Targeted students eat in an alternate location, monitored by the Student Welfare Teacher.
Conflict Resolution	Student Welfare Teacher supports conflict resolution processes with groups of students. This arises from playground issues and also individual teacher referrals of groups of students.
Student Welfare Team	The student welfare team meets weekly to discuss student welfare and behavioural issues. Each case is documented, reviewed and closed as actions are completed.
Guidance Officer	The Guidance Officer may be involved with a student's behavioural issues at the request of the Student Welfare Committee or the parent. In all cases, parents have to give their written consent for this to occur.

Tier 3 - Intensive Behaviour Support

Parent Communication	Student Welfare team members work closely with parents/carers through regular meetings or phone-calls. It is a team approach to supporting and improving student behaviour.
Individual Behaviour Support Plan	Students with highly complex and challenging behaviours need comprehensive systems of support. These students may require an Individual Behaviour Support Plan. This is developed in consultation with the Class teacher, Student Welfare Team and parent and reviewed regularly. This plan is developed based on data collected in a Functional Behaviour Assessment

It's not what happens to you,
but how you react to it that matters.

Epictetus

Disciplinary Consequences - Playground

Teachers/teacher aides are allocated to the same duty area for every scheduled duty. Teachers/teacher aides are responsible for carrying a megaphone, first aid kit and folder. This folder has a recording sheet for all playground incidents. Following each break, the information recorded in the folders is reviewed and collated. Incidents are either managed by the duty teacher, recorded in One-School by the Behaviour Management teacher aide or investigated by the Student Welfare Teacher. The action is determined by what is recorded in the duty folder. Response to incidents is extremely timely, either on the day or the following day.

Minor and major behaviours

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

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

Minor behaviours are those that:

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

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem 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 or restitution.
- Persistent minor behaviour issues are to be written into behaviour folders.
- A re-direction procedure. The staff member takes the student aside and:
 1. names the behaviour that student is displaying.
 2. asks student to name expected school behaviour and identify what they will do to change their behaviour.
 3. states and explains expected school behaviour if necessary.
 4. gives positive verbal acknowledgement for expected school behaviour.
- If a child fails to respond to redirection, then their name should be entered into behaviour folder.

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 Administration or Student Welfare Teacher because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration.

Possible Consequences for Inappropriate Playground Behaviour

Level of Consequence	Examples of Inappropriate Behaviour
<p>Managed by Duty Teacher (Minor)</p> <p>Teachers use their discretion when deciding consequences.</p> <p>Teachers' may choose:</p> <ul style="list-style-type: none"> • Rule reminder • Immediate consequences eg. sitting out/walk with me) • Record incident in duty folder-tick if One-School entry is required 	<ul style="list-style-type: none"> • Out of bounds • Verbal/Physical Harassment • Throwing food • Playing contact games • Ignoring teacher instructions • Swearing • Rough play • Being mean to others • Exclusion of others from games • Climbing trees • Playing with sticks • Not wearing hat • Threatening other students • Disrupting other students' play • Running around the buildings • Tripping, pushing, wrestling • Spitting • Not walking with bikes, scooters or skateboards in school grounds
<p>Referral to Student Welfare Teacher or DP Student Welfare (Major)</p> <ul style="list-style-type: none"> • SWT or DP investigates and records on One-School • One-School data is reviewed for individual students when new entries are made • Repeated behaviour incidents may result in detention or an Alternate Playground Program. This is determined by Student Welfare Teacher or Administration Team 	<ul style="list-style-type: none"> • Continuation of the above • Repeated negative behaviours • Minor Fighting • Leaving school grounds • Repeated bullying or teasing • Repetition of above by recidivists • Continually demonstrating above behaviours
<p>Additional Comment</p>	<p>Teachers need to be factual when recording incidents in the playground duty folder and ensure all components of the record sheet are completed.</p>

Student Disciplinary Absences may be used after consideration has been given to all other responses.

Disciplinary Consequences – Classroom

Class teacher provides in class responses to low level or minor behaviour. Eg. Non verbal cues, whole class practising of routines, ration of 5 positive to 1 corrective, rule reminders, corrective feedback- state what is expected. If a variety of pro-active strategies have been applied and the behaviour continues an appropriate alternate process will be adopted by the teacher.

Process	Parent/Carer Communication
Warning/s from staff to student.	
Managed by Class Teacher <ul style="list-style-type: none"> Move to a single seating position within classroom. 	Phone call to parent/carers by class teacher. A note must go home to parents/carers and return signed. One School contact with Behaviour Record.
Managed by Class Teacher <ul style="list-style-type: none"> Move to the Buddy Class for a maximum of one full session. Reflection sheet must be completed before returning to class. Refusal to move to buddy class -contact the Student Welfare Teacher or Deputy Principal Student Welfare.	Phone call to parent/carers by class teacher. A copy of the <i>Behaviour Reflecton Sheet</i> is sent home to be signed and returned. One School contact with the Behaviour Record.
Managed by Student Welfare Teacher /Deputy Principal <ul style="list-style-type: none"> Removal of student from their classroom to direct supervision by Student Welfare Team for a maximum of 5 days. Reflection sheet must be completed by the student before returning to class. Students may participate in a gradual re-entry. Individual Behaviour Support Plan may be developed. 	Phone call to parent/carers by Student Welfare Teacher/Deputy Principal. A copy of the <i>Behaviour Reflection Sheet</i> is sent home to be signed and returned. One School contact with Behaviour Record. Parent meeting encouraged.
First Suspension (1-5days) Subsequent suspensions may be 6 – 20 days.	Formal letter and phone call. Re-entry meeting recommended.
Suspension with Proposal / Recommendation to Exclude	

Behaviour Reflection Sheet (Pictorial)

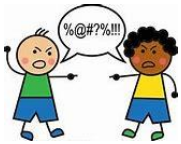
Name:

Class:

Date:



What happened?



Who has been affected by what you did?

You

Another Student

A Teacher

Someone else



What rule did you break? Next time I will



What do you need to do to make things right?



What will you say?

Teacher Signature:

Date:

Student Signature:

Date:

Dear Parent/Caregivers

Please discuss this sheet and the circumstances with your child and then return it to his/her teacher.

I have read and discussed this Behaviour Reflection Sheet with my child.

Signature/s:

Date:

Behaviour Reflection Sheet (Written)

Name:

Class:

Date:

This is what I did

This is the rule I broke

Who has been affected by what you did?

What do you need to do to make things right?

What I will do next time

Teacher Signature:

Date:

Student Signature:

Date:

Dear Parent/Caregivers

Please discuss this sheet and the circumstances with your child and then return it to his/her teacher.

I have read and discussed this Behaviour Reflection Sheet with my child.

Signature/s:

Date:

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 Coolum 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.

School Policies

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Bullying
- Preventing and responding to bullying

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 Coolum 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.
-
- 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).

Use of mobile phones and other devices by students

We understand that mobile phones fill a need for some families, especially in relation to the occasional issues that arise before or after school with safety and communication. There are a number of issues associated with mobile phones at school. These include security, interruptions to class programs, inappropriate use or overuse. Due to these issues, we prefer that students do not bring mobile phones to school. The school holds no responsibility for lost or stolen phones. If a student has a wearable mobile phone device. The phone component must be not be used while the student is on the school site.

If however, you do require your student to have a mobile phone at school the following procedures apply:

1. Your child must secure their phone in their school bag for the entire day.
2. Students who breach this requirement will have their phone held in the front office.
3. Should you need to get in contact with your child, this should be done through the Front Office. One of our Front Office staff will get the message to your child.



We hope you appreciate the stance the school has to take on mobile phone use and actively support the above school procedures.

Bullying

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

IS IT BULLYING?

NOT NICE When someone says or does something **unintentionally** hurtful and they only do it **once**.

THAT IS NOT NICE.

MEAN When someone says or does something **intentionally** hurtful and they do it **once**.

THAT IS MEAN.

BULLYING When someone says or does something **intentionally** hurtful and they **keep doing it, over a period of time**, even if you tell them to stop or show them that you are upset.

THAT IS BULLYING.

IS IT BULLYING?

NOT NICE When someone says or does something **without thinking** and it is hurtful but they only do it **once**.

THAT IS NOT NICE.

MEAN When someone says or does something **on purpose** that is hurtful and they do it **once**.

THAT IS MEAN.

BULLYING When someone says or does something **on purpose that is** hurtful and they **keep doing it**, even if you tell them to stop.

THAT IS BULLYING.

If you feel hurt by words or actions, or if you see someone being hurt by words or actions...

Ask them to:

STOP
Tell them to STOP what they are doing and use the STOP signal.

Then:

Walk
Walk away from the problem behaviour.

If the behaviour doesn't stop:

Talk
Talk to an adult.

Don't forget that your teacher is a great person to help you.

It is only when we know about bullying that we can do something about it.

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

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

Preventing and responding to bullying

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. When parents are positively engaged with their child's education this 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.

Types of Bullying

There are three broad categories of bullying:

Direct physical bullying

This form includes hitting, tripping, and pushing or damaging property.

Direct verbal bullying

This form includes name-calling, insults, homophobic or racist remarks, or verbal abuse.

Indirect bullying

This form of bullying is harder to recognise and often carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:

- Lying and spreading rumours
- Playing nasty jokes to embarrass and humiliate
- Mimicking
- Encouraging others to socially exclude someone
- Producing Offensive Graffiti
- Damaging someone's social reputation and social acceptance
- Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress someone.
- Verbal / non-verbal threatening behaviours

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

Prevention

- All students are taught the expected behaviours attached to each of the three school rules.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.
- Year 3-6 Students complete an Anti Bullying Compact during National Day of Action Week.
- The National day of Action against Bullying and Violence is an annual focus for staff and students at Coolum SS. This day is acknowledged during a school parade that delivers important messages about bullying.
- Student Welfare Teacher and Deputy Principal Student Welfare deliver lessons in all yr 3-6 classrooms following this national day. P-2 teachers use Coolum SS program that uses specific literature to build understanding of bullying and friendly behaviours.
- Stop, Walk, Talk strategy is explicitly taught to students and the poster is displayed in all classrooms.
- Prep students each year receive a fridge magnet of the Is it Bullying? poster that is displayed in every classroom.
- Is it Bullying? poster is a key visual all teachers refer to when defining bullying at Coolum SS.
- A Respectful Relationships program is implemented throughout the year. Each term every year level participates in a minimum of one focused lesson on Respectful Relationships.
- Respectful relationships are promoted via school parades and newsletter items.
- Student counsellors share back year level ideas that promote *Respectful Relationships*.
- Cybersafety is promoted in year 4 via a health unit.
- Cybersafety is reinforced in year 5 with a program implemented by the Student Welfare Deputy and the Student Welfare Teacher
- Cybersafety is further reinforced in year 6 with a visit from Coolum Police for their annual presentation.

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

Please note that bullying behaviours are often not brought to the attention of staff and as a result continue for a period of time. Parents and teachers need to encourage all students to come forward if they feel they are being bullied.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Class Teacher

Student Welfare Teacher

School Administrators

Day
one/two
Document

- 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/two
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/three
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
two/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

Cyberbullying

Cyberbullying is treated at Coolum SS 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.

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.

Behaviour Matrix 2021 (Years 3 - 6)

Very High	High	Sound	Developing	Support Required
<p style="text-align: center;">Excellent (Gold)</p> <ul style="list-style-type: none"> • Independently and consistently self-managed in all areas. (including effort in all KLAs) • Assists others • Uses common courtesies in all situations • Takes a leadership role in playground • Shows respect and consideration for others in all situations • Cooperates with others and shares ideas • Displays empathy to others • Displays exceptional sportsmanship • Uses appropriate conflict resolution strategies • Copes with change and supports others • Works well with all staff and visiting teachers • Able to work with limited supervision • Independently and consistently follows classroom rules 	<p style="text-align: center;">Very Good (Silver)</p> <p style="text-align: center;">Consistently</p> <ul style="list-style-type: none"> • Self-managed in most areas. (including effort in most KLAs) • Uses common courtesies in most situations • Interacts appropriately in the playground • Shows respect and consideration for others • Cooperates with others • Displays positive sportsmanship • Copes responsibly with change • Works well with all staff and visiting teachers • Able to work with limited supervision • Consistently follows classroom rules 	<p style="text-align: center;">Satisfactory (Bronze)</p> <p style="text-align: center;">Usually</p> <ul style="list-style-type: none"> • Self-managed (including effort in KLAs) • Sometimes requires teacher and/or parent support • Uses common courtesies in most situations • Interacts appropriately in the playground • Shows respect for others • Cooperates with others • Displays positive sportsmanship • Copes with change and visiting teachers • Able to work with limited supervision. • Occasional support required • Usually follows classroom rules 	<p style="text-align: center;">Needs Attention</p> <ul style="list-style-type: none"> • Requires teacher/parent support while working towards self-management (co-managed) • Been withdrawn from the playground or lessons for short periods (< a day) • Needs reminders to use common courtesies • Needs support to interact appropriately in the playground • Shows respect and consideration for others, when prompted • Cooperates with others when closely supervised • With support, copes with change • Has difficulty working well with staff and visiting teachers • Has been withdrawn when a TRS is in • Needs reminders to follow classroom rules 	<p style="text-align: center;">Unacceptable</p> <ul style="list-style-type: none"> • Requires admin support while working towards self-management (co-managed) • Regular visits to buddy class • Withdrawn from the playground or lessons (a day or more) • Has an individual management plan • Been sent home • Been withdrawn to the office for extended periods (a day or more) • Received a suspension • Needed regular reminders to use common courtesies • Regularly needed prompts to interact appropriately in the playground • With prompts, struggles to show respect and consideration for others • Cooperates with others only when closely supervised • Unable to cope with change • Has difficulty working well with staff and visiting teachers
Expected Behaviours				

To get an award in a category, a student must demonstrate a majority of the criteria under that Award Level (Gold, Silver or Bronze)