



### *Mission*

To develop an inclusive community of innovative, lifelong learners by providing quality teaching and learning, which value positive partnerships and engages students to achieve success.

### *Vision*

We are a supportive and connected community of resilient and collaborative learners who are prepared for the future.



# Enoggera State School

# 2025-2027

## ***Equity and Excellence: realising the potential of every student***

***Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.***

*Queensland Department of Education*

## Purpose

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

The Enoggera 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.

## Contact Information

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Contact Person:	Anne Robinson (Principal)
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## Endorsement

Principal Name:	Anne Robinson
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Principal Signature:	
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Date:	Term 1 2025
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P/C President and-or School Council Chair Name:	
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P/C President and-or School Council Chair Signature:	
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Date:	Term 1 2025
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## Consultation

The Enoggera SS Student Code of Conduct was reviewed after a consultation process where opportunities for feedback from the Leadership Team, Staff, Students and Parents/Carers were provided. The Enoggera P&C and School Council were also consulted through the document review process.

A draft reviewed Student Code of Conduct was prepared and distributed for comment to all members of the school community in Term 3. Suggested changes and feedback will be enacted and then the document will be returned to P&C and School Council in Term 1 2025 for endorsement.

### Review Statement

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

Policy Owner	Enoggera State School		
Document History	Date	Approved By	Due for Review
Version 1.0	1.12.2020		2024
Version 2.0	28.01.2025		2027

# Whole School Approach to Discipline

Enoggera State School uses a 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.



In our school approach, we:

- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used consistently by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices
- provide an opportunity for students to learn from mistakes
- work with outside agencies and parents in partnership to support student behaviour

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

The review of the Enoggera State School Student Code of Conduct is an opportunity to work with parents and students, and gain their support to implement a consistent approach to teaching self regulation and positive choices. The language and expectations of our behaviour approach can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

## Behaviour Expectations

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, should meet the same expectations in place for students.

### The Enoggera Way

Our school community embraces three key pillars that underpin our approach to behaviour management. The three pillars enable students to **learn in a safe, inclusive and orderly environment and promote our high standards of responsible behaviour.**



Below is our matrix with 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 Enoggera State School.

A more detailed list of school rules and expectations can be found in Appendix 4.

Learning	Relationships	Safety
<p><b><i>Be a Responsible Learner</i></b></p> <ul style="list-style-type: none"> <li>✓ Be prepared and organised</li> <li>✓ Persist with tasks</li> <li>✓ Be confident to have a go</li> <li>✓ Pursue excellence</li> </ul>	<p><b><i>Be Respectful</i></b></p> <ul style="list-style-type: none"> <li>✓ Show consideration, courtesy and sincerity.</li> <li>✓ Cooperate and share with others</li> <li>✓ Play fairly and follow rules</li> <li>✓ Resolve conflicts peacefully</li> </ul>	<p><b><i>Be Safe</i></b></p> <ul style="list-style-type: none"> <li>✓ Use equipment properly and safely</li> <li>✓ Follow instructions</li> <li>✓ Be safe towards self and others</li> <li>✓ Care for our school environment</li> </ul>

### Supporting students to demonstrate the Enoggera Pillars

Enoggera SS implements the following proactive and preventative processes and strategies to support student behaviour:

Class Teachers:

- Jointly constructed classroom expectations aligned with school expectations are displayed in each classroom
- Teach students the purpose of the Reflection Room and Reset Room and how it links to the class behaviour plan (Classroom Rules and Behaviour Chart) and the Enoggera State School's 3 Pillars of behaviour
- Explicitly teach students the Reflection Room/Reset Room Template and discuss the expectations around completing the form and reflecting on ways to improve behaviour
- Explicitly teach **the High Five strategy Prep - 2** (See Appendix 2) and **ESS Conflict Resolution Strategies Y3-6** (See Appendix 3) to develop students abilities to solve peer conflict issues
- Develop a classroom system of rewards and positive reinforcement
- Implement the Zones of Regulation strategies and language into the everyday management of behaviour in the classroom
- Provide opportunities for senior students to be role models of the school pillars through Captain positions, Pink Vest Volunteers, Prep Buddy Program, Tech Crew, Student Environmental Club, Camp Australia Council and Student Council.

## Whole School:

- **School newsletter information** enabling parents to be actively and positively involved in school behaviour expectations and to communicate expectations and processes to parents.
- **Pillar Practice** - Messaging on assembly each fortnight by Deputy and/or Student Leaders, highlighting one or more of the pillars and how this expectation can be demonstrated by students. This is shared visually through a Pillar Practice poster that is provided to all classrooms and is based on behaviour data and discussions of the Student Engagement and Behaviour Focus Group.

### **Appendix 8 – Pillar Practice examples**

- Provision of information to staff and discussion to ensure consistency of behaviour expectations.

### **Appendix 4 – School Pillars and Behaviour Expectations** and **Appendix 13 Major/Minor Behaviours**

- Enoggera leadership team and skilled staff provide information to staff, sharing successful practices and strategies. This includes, staff meetings and teacher aide professional development sessions.
- **Individual Behaviour Support Plans** (IBSPs) are developed with students, families and relevant specialists (where appropriate) for students who demonstrate repeated Tier 3 behaviour choices. IBSPs provide a personal framework of positive behaviour expectations and actions and enable staff to provide consistent strategies or adjustments across all learning environments.
- **Individual Student Safety Plans** (ISSPs) are developed with students, families and relevant specialists (where appropriate) for students who demonstrate repeated behaviour that poses safety risks to themselves and others. ISSPs provide a course of action when responding to a student.
- **Reflection Room** process aims to support students to reflect on their behaviour choices and teach them how to make appropriate choices. Students are reminded to attend Reflection Room discreetly by their class teacher. Students who have attend Reflection Room multiple times and who continue to disregard behaviour expectations, will be referred to the Student Support Team for further support and intervention. Reflection room operates at first break every day. **Appendix 1 - Student Reflection Sheets, Know Your Feelings and Self Regulation Strategies resources.**
- Staff members hand out **Gotchas** for each of the pillars to students when they observe them following school rules in either the classroom and non-classroom areas. When students are given a Gotcha ticket, they tear off the bottom of the Gotcha Ticket and drop it in the designated collection box at the school administration block verandah with their name and grade recorded. Students can then take the top part of their Gotcha home to share with their family. Teachers are encouraged to give no more than 10 Gotchas out per day in their class. Teacher Aides can also give out gotchas and are limited to 10 per day. Gotchas are drawn from each year level and announced on assembly with students selecting a prize. Sometimes there are also special Gotchas introduced to focus on a particular behaviour eg Walking Feet, Kindness, Good Manners etc. **Appendix 10 – Gotchas and Special Gotcha**
- **Enoggera High 5** – This is an effective strategy to develop problem-solving strategies for our students that can be used in the classroom, in the playground and for perceived bullying incidents. As staff, we want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills. **Appendix 2 – High 5**

- **Bullying** – Enoggera SS supports the Bullying No Way program and participates in the National Day of Action Against Bullying every year. Students are explicitly taught how to identify bullying and to report to a staff member if they perceive they have been bullied.  
**Appendix 9 – Is It Bullying?**
- **Reset Class** – As part of the Classroom Behaviour Management Flowchart, students will be sent to a Reset Class after warnings, redirection and in class time out. Students are escorted to their reset class for 10 minutes and complete a reflection sheet before returning to their own classroom. Parents are informed of the Reset class visit by the class teacher via email. Teachers must email parents on the day a student has been sent to Reset class. There is a sample email wording for teachers to use. A OneSchool Behaviour incident and record of contact must be entered. **Appendix 5 – Reset Class Process**
- **Zones of Regulation** - Students across our school engage in activities and learning around the 'Zones of Regulation' Program. This program develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us with an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. The students are developing their understanding of four different coloured zones; and how events and challenges can 'trigger' them and place them in these zones. As students learn about triggers, they also learn about self-regulation skills that they can use to help them to manage in each of these zones. If students are frequently in the red, blue and yellow zones, teachers are expected to make contact with parents to discuss possible reasons for this. **Appendix 6 – Zones of Regulation**
- **Catastrophe Scale** – As part of the Zones of Regulation Program, students also learn about "How Big Is My Problem". This is a 5 point scale for students to analyse a problem they are facing and the level of their reaction to match the problem. This program is designed to help students to regulate their reactions appropriately to the level of the problem and develop problem solving skills. **Appendix 7 – How Big Is My Problem?**
- **Conflict Resolution** – Students are explicitly taught skills in how to resolve conflict with their peers. **Appendix 3 – ESS Conflict Resolution**
- **Principal's Awards** – Each Semester, three students from every class are awarded with Principal's Awards in the areas of School Pride, Academic Effort and Positive Behaviours. **Appendix 12 – Principal Awards Criteria**
- **Student of the Week Certificates** - Enoggera SS recognises Students of the Week for achievement in learning via an award being presented at assembly. Throughout the year, most students should receive a Student of the Week certificate. Parents are informed by the office if their child is receiving this certificate on assembly. **Appendix 11 – Certificate**
- **Major/Minor Behaviours** – Behaviours are categorised as major/minor with examples to guide staff. **Appendix 13.**
- **Learning Curve** – Enoggera State school implements the Learning Curve Wellbeing Program as part of our health curriculum/student wellbeing framework from Prep to Year 6. The program involves intentionally and explicitly teaching young people how to develop the skills and competencies to grow their brains' abilities while at the same time teaching them



how to acquire the skills of social-emotional resilience, so that they can live a fulfilling and meaningful life.

- **Behaviour Expectations Cue Cards for Staff** – To ensure consistency of expectations in the various playground duty areas, cue cards with expectations have been published for staff. These are provided to supply teachers when they are working in our school on a lanyard. [Appendix 14](#)

### **Student Support Team**

The following Enoggera SS staff provide student behaviour support:

- Teachers
- Support Staff (SUCCESS Team)
- Leadership Team
- Guidance Officer
- Chaplain
- Defence Mentor
- Advisory Visiting Teachers
- DoE Speech Language Therapist; Occupational Therapist; Physiotherapist
- Enoggera Student Services Team
- Student Engagement and Behaviour Focus Group

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health – Child Health Services
- Department of Human Services Child Support
- Police
- External Counsellors ie Autism Hub
- General Practitioner
- Family and Child Connect
- Regional Office Behaviour Support



# BEHAVIOUR MANAGEMENT FLOWCHART



Unacceptable  
Behaviour  
Incident

## FOLLOW UP BY STAFF ON THE SPOT

Breaches of the school rules that do not seriously harm others or self  
Includes low level/minor/ongoing behaviours that disrupt teaching and learning and are not following the Behaviour Pillar expectations

The 10 Essential Skills for Classroom Management are:

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

## WARNING/REDIRECTION

Scan/assess/investigate  
Identify the unacceptable behaviour referring to the **3 pillars** of behaviour  
Ask student/s to name expected behaviour  
Restate and explain the expected behaviour  
Use Class Behaviour Management System/Chart

## STUDENT MANAGES BEHAVIOUR

Acknowledge and encourage positive behaviour choices  
**Praise**  
**Class Reward System**  
**Gotcha Tickets**

## CLASSROOM TIMEOUT+ LOGICAL CONSEQUENCE

Time out of activity for a short time  
Loss of privilege  
Apology  
Restitution  
Restorative Practice  
One School Behaviour Referral

Class Teacher informs Parent via phone call or email if behaviour does not change with supports and consequence in place

## SEND TO RESET CLASS

Student sent to Buddy Class for appropriate amount of time eg 10 – 20 minutes depending on the situation.  
One School Behaviour Referral  
**If student refuses to attend Buddy Class or behaviours continue in buddy class, Admin are to be called for assistance**

Class Teacher informs Parent via phone call or email (template) of referral to RESET Class

## REFLECTION ROOM

Teacher enters the student to the Reflection Room via SharePoint  
One School Behaviour Referral  
**Reflection Room Supervisor emails parents informing of behaviour and reflection process**

Reflection Room Supervisor emails parents informing of behaviour and reflection process

## REFERRAL TO STUDENT SUPPORT TEAM (SST)

Students demonstrating continual minor behaviours that are not changing with classroom management, RESET class and Reflection Room referrals OR 3 major behaviours are to be referred to SST with parent permission

Behaviour  
Requires Immediate  
Attention

## REFERRAL TO LEADERSHIP TEAM

Breaches of the school rules that significantly affect/harm others or self  
Behaviour is a safety risk

Enter Incident onto One School and refer to the Leadership team for investigation and response

Investigation in line with Student Discipline Procedure to determine consequences. Parents informed via phone call by Principal/DP

## Suspension

When a "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".



# CLASSROOM BEHAVIOUR MANAGEMENT FLOWCHART



Define and Teacher Behaviour Pillars and Classroom

Model Practice and Reinforce

Observe and identify behaviours of concern and

Implement Essential Classroom Management

Unacceptable  
Behaviour  
Incident



**STEP 1**

## FIRST WARNING/REDIRECTION

Scan/assess/investigate  
Identify the unacceptable behaviour referring to the **3 School Pillars**  
Ask student to name expected behaviour  
Restate and explain expected behaviour  
Use Class Behaviour Management System/Chart

**STEP 2**

## SECOND WARNING/REDIRECTION

Restate the unacceptable behaviour referring to the **3 pillars** of behaviour.  
Ask student/s to name expected behaviour  
Restate and explain the expected behaviour  
Use Class Behaviour Management System/Chart

**STEP 3**

## CLASSROOM TIMEOUT+ LOGICAL CONSEQUENCE

Time out of activity for a short time  
Loss of privilege; Apology; Restorative Practice  
*One School Behaviour Referral*

**STEP 4**

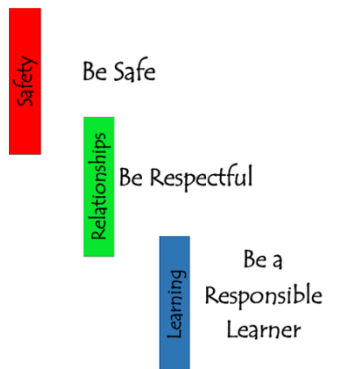
## SEND TO RESET CLASS

Student walked to RESET Class with 2 classmates for appropriate amount of time eg 10 – 20 minutes depending on the situation  
Teacher calls RESET Teacher to inform student is arriving  
*One School Behaviour Referral and email to parent (template)*  
If student refuses to attend RESET Class or behaviours continue in RESET class, Admin are called for assistance.

**STEP 5**

## REFLECTION ROOM

Teacher enters the student to the Reflection Room via SharePoint  
*One School Behaviour Referral*  
**Reflection Room Supervisor emails parents informing of behaviour and reflection process**



Behaviour  
Requires Immediate  
Attention

## REFERRAL TO LEADERSHIP TEAM

Breaches of the school rules that significantly affect/harm others or self.  
Behaviour is a safety risk.  
Call for assistance.

# PLAYGROUND BEHAVIOUR MANAGEMENT FLOWCHART



Define and Teacher Behaviour Pillars and Classroom

Model Practice and Reinforce

Observe and identify behaviours of concern and

Active

Unacceptable  
Behaviour  
Incident

## Active Supervision

- ▶ Be Highly Visible
- ▶ Be on Time
- ▶ Move Around
- ▶ Look Around/Scan and Assess
- ▶ Positively Interact
- ▶ Make Eye Contact
- ▶ Pre-Correct/Pre-empt
- ▶ Give Choices
- ▶ Target Hot Spots/Activities/Specific Students



STEP 1

### FIRST WARNING/REDIRECTION

Scan/assess/investigate  
Identify the unacceptable behaviour referring to the **3 School Pillars**  
Ask student to name expected behaviour  
Restate and explain expected behaviour

STEP 2

### SECOND WARNING/REDIRECTION

Restate the unacceptable behaviour referring to the **3 pillars** of behaviour  
Ask student/s to name expected behaviour  
Restate and explain the expected behaviour

STEP 3

### LOGICAL CONSEQUENCE

Pick Up Rubbish; Apology; Restorative Practice;  
Moved to a different area to play; Separate Students;

STEP 4

### PLAYGROUND TIMEOUT

Yellow Card Warning – sit out of play. Student sent to a nearby seat for appropriate amount of time out of play.  
Red Card Warning – go to office/Reflection Room for remainder of break time.  
*One School Behaviour Referral*  
If student refuses to follow directions, runs away or behaviour continues in playground refer student to Reflection Room

STEP 5

### REFLECTION ROOM

Teacher enters the student to the Reflection Room via SharePoint  
*One School Behaviour Referral*  
**Reflection Room Supervisor emails parents informing of behaviour and reflection process**

Safety

Be Safe

Relationships

Be Respectful

Learning

Be a Responsible Learner

Behaviour  
Requires Immediate  
Attention

### REFERRAL TO LEADERSHIP TEAM

Breaches of the school rules that significantly affect/harm others or self.  
Behaviour is a safety risk.  
Call/send card to office for assistance.

## Parents and staff

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

### Thoughtful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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. You are respectful in language and tone of email communication.	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><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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 difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, (parents, staff and students) and ask if there is anything you 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

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

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

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

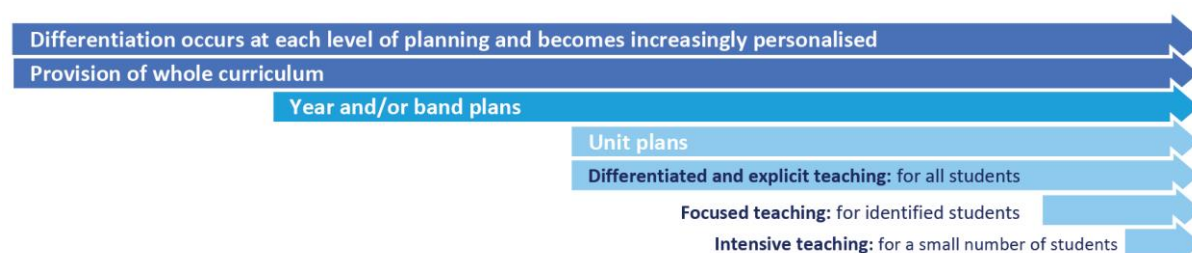
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal to discuss the matter.

## Differentiated and Explicit Teaching

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

Teachers at Enoggera 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 (tiers) 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. In our behaviour 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 our school pillars and behaviour expectations as a basis for developing their behaviour standards. The pillar posters are 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.

## **Focused Teaching**

On average, 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 Enoggera State School to provide focused teaching. Focused teaching is aligned to our Behaviour 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.

Enoggera State School has a range of Student Support Team (SST) staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## **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.



## Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

### Differentiated

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
- 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
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives

- Reminders of incentives or class goals
- Redirection
- Visual Prompts
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection room referral
- Loss of playground time
- Completion of work at lunch time
- Reset Room

### **Focussed**

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. Individual Student behaviour plan)
- Targeted skills teaching in small group
- Reflection Room referral (see appendix)
- Behavioural contract
- Counselling and guidance support
- Teacher coaching and debriefing
- Referral to Student Support Team
- Stakeholder meeting with parents and external agencies

### **Intensive**

School leadership team work in consultation with Student Support Team 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
- 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)



## 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 Enoggera 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 Enoggera 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### Arrangements

The invitation to attend the re-entry meeting will be communicated in writing. Re-entry meetings are short, taking less than 20 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s and the Class Teacher where possible.

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

### 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

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

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

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. This **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 Enoggera 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 Enoggera 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. 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 at Enoggera State School

- ensure property is not brought onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Enoggera 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 Enoggera 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 Enoggera 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.

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and handed in to the office on arrival at school and collected at the end of the school day. Devices should not be used at school at any time.

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 Enoggera State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

When using devices at school it is **unacceptable** for students at Enoggera State School to:

- communicate with people outside of the school
- use 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 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 devices at exams or during class assessment unless expressly permitted by school staff.
- Recording classroom lessons or activity, parent/teacher interviews or capturing images of any member of the school community.
- Sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to the QPS. Students receiving such text messages should keep the message as evidence and immediately bring the matter to the attention of the leadership team.
- Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

## **Confiscation**

Personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

## **Away for the Day Policy**

The local school policy, in accordance with the Student use of mobile devices procedure, explicitly states:

- The requirement for all students (except for those with recorded exemptions) to keep their mobile phones and wearable devices switched off and 'away for the day'. Students cannot access their mobile phones or wearable devices on school grounds from the time students arrive at school until the conclusion of the school day.
- Students must hand in their phones and wearable devices at the school office from the time they arrive on school grounds. Students should not use their phones after collecting them until they have left the school grounds.
- Enoggera State School will securely store student devices in the office throughout the day while students are on the school grounds.
- Formal exemption from this policy for students who require access to their mobile phone or wearable device during school hours for medical, disability and/or wellbeing reasons can be sought through the Principal. Formal paperwork is completed to request an exemption from the policy stating the reasons, conditions and evidence for the exemption (eg digital licence on device, usage agreement, loss/damage responsibility) and is uploaded into OneSchool.

### **Appendix 15 – Mobile Phone Exemption**

- Students are not permitted to take phones and personal devices when attending representative sport, camps and excursions.



## Preventing and responding to bullying

Enoggera 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.

Enoggera State School has a **Student Council**, with diverse representatives from each year level, meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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



The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce Report](#), and at Enoggera State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## 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.

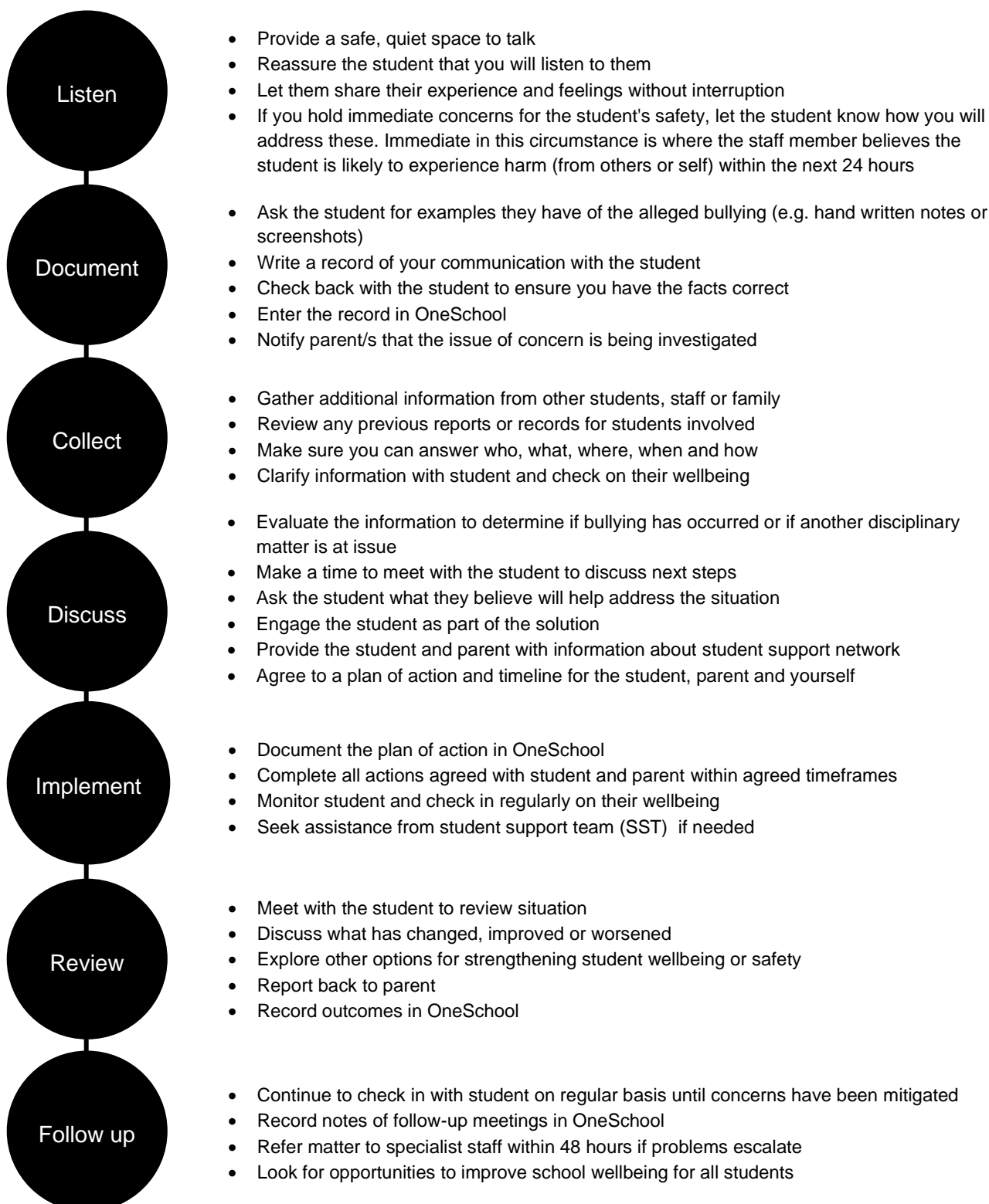
Behaviours that do not constitute bullying include:

- 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 Enoggera 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 Enoggera 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.

## Enoggera State School - Bullying response flowchart for teachers



## Cyberbullying

Cyberbullying is treated at Enoggera 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. It is important to note however, that staff cannot control incidences of cyberbullying when students are allowed home access to sites that are inappropriate – ie 13years+ social media sites. Parents are advised not to allow their children access to or accounts on these sites. 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 Enoggera State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

# Enoggera State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

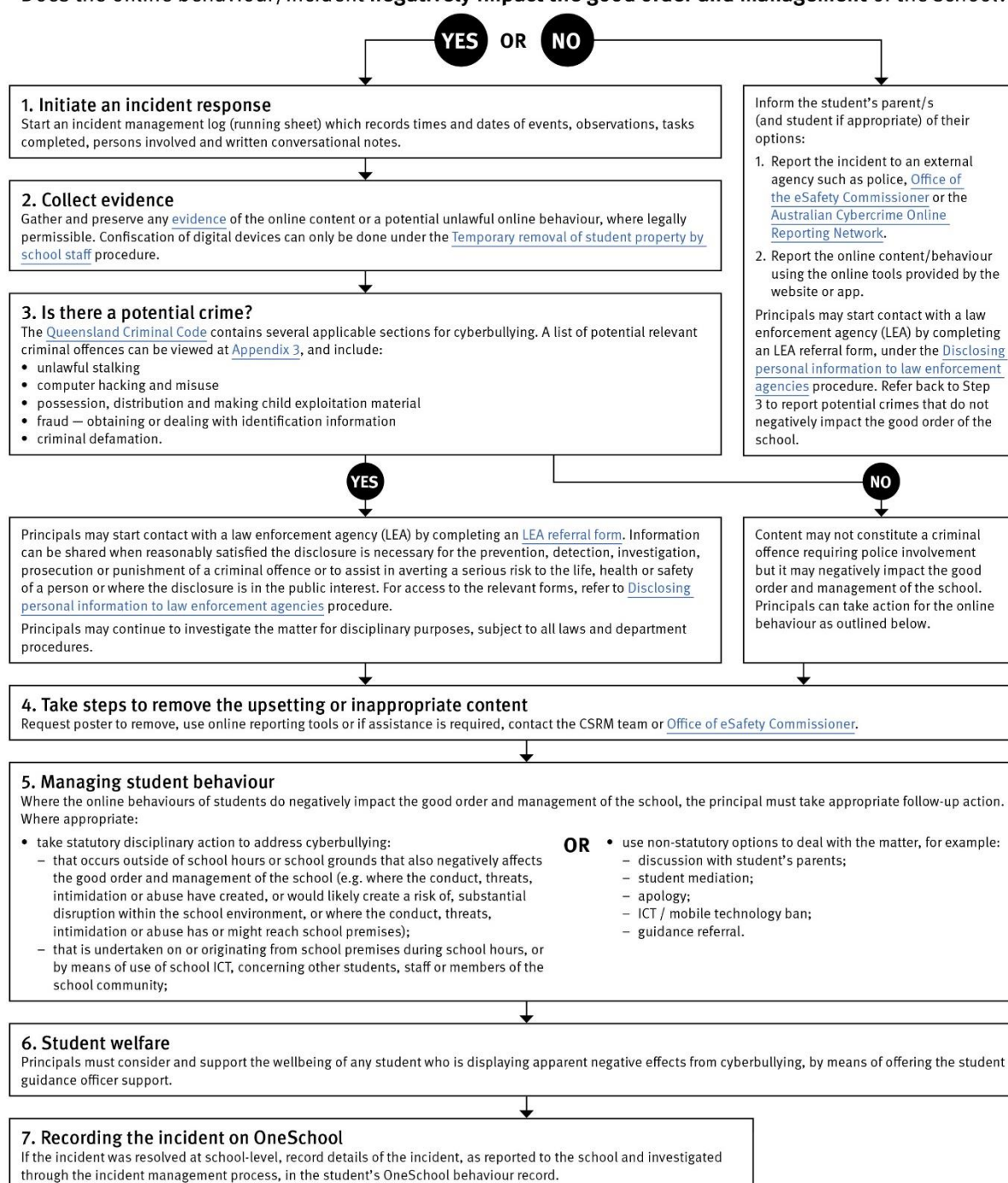
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Team section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Enoggera 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 will be in line with the whole school disciplinary consequences referred to earlier.

## Enoggera State School – Anti-Bullying Contract

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

## Enoggera State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as:

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

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

I agree to support my child to:

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

Parent's signature

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Date

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## 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 comments general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

### Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school Principal.

### Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service

to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

### **Restrictive practices procedure.**

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

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

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

## Critical Incidents

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

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

## Related Procedures and Guidelines

### School Dress Code – Uniform, Hair and Jewellery

A state school's Principal may develop a dress code for the school's students that is to apply when the students are attending, or representing, the school. The dress code may provide for the following—

- (a) standards of what is acceptable in relation to the clothing worn by the students, including headwear and footwear;
- (b) standards of what is acceptable in relation to other aspects of the personal presentation of the students.

Enoggera State School has developed our School Dress Code in consultation with the school community, including staff, students and the P&C Association. We firmly believe that the school uniform contributes greatly to the tone of the school, encourages students to take pride in the school and their appearance, and it ensures identification outside the school confines. Thus, to ensure student safety and to promote a high standard of dress at Enoggera State School, the following regulations apply to students at all times, unless approved by the Principal (for example, on designated Free Dress Days).

See **APPENDIX 16 – ESS DRESS CODE POLICY 2024**

#### Uniform

<b>Summer</b>	<b>Winter</b>
ESS logo polo shirt ESS sports polo shirt (on designated Phys Ed and Sports Days) ESS shorts or skorts All black joggers and white socks ESS logo hat One piece swimwear, sunsafe shirt and swim cap	As per summer SS logo jumper SS logo long-sleeved shirt
Optional: Plain royal blue shorts or skorts, from alternative retailer Plain royal blue sunsafe hat, from alternative retailer	Plain royal blue jumper (no hood), from alternative retailer Plain royal blue trackpants, from alternative retailer Black opaque tights to be worn under shorts or skorts

### Hair

Hair should be worn in a tidy manner, and should not obstruct vision, with long hair (past shoulders) being tied up with appropriate hair accessories. Hair accessories are to be simple and align with school uniform colours. Students wishing to colour their hair may do so as long as the new colour results in a natural look. Bright wash out colours may be permitted for special events such as sports days and fundraising activities, with Principal approval.

### Jewellery

Watches, studs and sleepers are acceptable but only one ear-ring per ear is to be worn whilst at school. No other form of jewellery or adornment is to be worn, except for medical, cultural or religious purposes. A letter from the parents/caregivers requesting permission is required. Staff will not be held responsible for jewellery worn by students. Jewellery is not permitted in the pool.

### Shoes

Students are expected to wear closed-in shoes (all black) and plain white socks.

### Other

Nail polish and make-up/cosmetics are not permitted.

## **Breaches of School's Dress Code**

Students will not be educationally disadvantaged for not wearing a school uniform to school; however, failure to abide by the school's dress code may result in the following consequences:

1<sup>st</sup> breach during a school term - Verbal warning

2<sup>nd</sup> breach during a school term – Contact made with parents

3<sup>rd</sup> and subsequent breaches during a school term- Administration Team to follow up

In addition to the above consequences, students in breach of the dress code may be issued with the following instructions:

Breach	Consequence
Uniform breach	Required to change into a school uniform, either provided by parent or provided by school (small stock of second-hand uniforms) OR Prevented from attending an activity where he/she is representing the school OR Prevented from participating in an activity where safety is an issue
Incorrect jewellery	Required to take off jewellery, which will be held in school office for collection at the end of the school day
Nail polish, cosmetics or incorrect hair accessories	Required to remove
No hat or inappropriate hat	Required to play in undercover areas
No shoes or inappropriate shoes	Restricted to classroom and office areas

## 2024 Enoggera SS Junior Reflection Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Draw and tell why you are in the Reflection Room

**What  
Zone  
were  
you in?**

Which Behaviour Pillar did you not follow and why?

LEARNING	RELATIONSHIPS	SAFETY
----------	---------------	--------

<p>How did you <b>feel</b> during this incident?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  SAD   CRYING   ANGRY   DISAPPOINTED   SHOCKED   EMBARRASSED   NERVOUS   HAPPY   SURPRISED   SLEEPY   TIRED         </div> <hr/> <p>How do you <b>feel</b> now?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  DISAPPOINTED   HAPPY   SAD   SURPRISED   ANGRY   NERVOUS   EMBARRASSED   SLEEPY   TIRED         </div>	<p>What <b>self-regulation strategies</b> could you have used?</p> <div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> <div style="text-align: center;"> </div> </div>
--	--

What could you do to help fix what happened?

Your child attended the Reflection Room today. Please take the time to discuss this issue with your child.  
Our Behaviour Team emailed this information to you. There is no need to return this form.



## 2024 Enoggera SS Senior Reflection Sheet



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Explain why you are in the Reflection Room**

What happened? \_\_\_\_\_

When & Where? \_\_\_\_\_

Why? \_\_\_\_\_

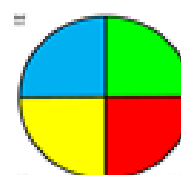
**Circle/highlight which Behaviour Pillar you did not follow.**

LEARNING	RELATIONSHIPS	SAFETY
<p>Following instructions</p> <p>Be prepared and organised</p> <p>Persist with set tasks to completion</p> <p>Be confident to have a go</p> <p>Pursue excellence</p> 	<p>Get along with others</p> <p>Show courtesy and sincerity</p> <p>Treat others with consideration and respect</p> <p>Play fairly and follow rules</p> <p>Resolve conflicts peacefully</p> 	<p>Use equipment properly and safely</p> <p>Respond to instructions promptly</p> <p>Protect safety of self and others</p> <p>Care for our environment</p> <p>Move around the school safely</p> 

How did you **feel** during this incident?

How do you **feel now**?

What **self-regulation strategies** could you have used?






























What Zone were you in?

**How can you improve your behaviour moving forward?**

Repair Relationships	Show Respect	Take Responsibility

Your child attended the Reflection Room today. Please take the time to discuss this issue with your child.  
Our Behaviour Team emailed this information to you. There is no need to return this form.

Yellow Zone	Blue Zone	Green Zone	Red Zone
 FRUSTRATED  CURIOUS  EXCITED  SCARED  SILLY  CRANKY Annoyed Confused Crazy Distracted Sneaky Bored Bossy Impulsive Hot	 UNCOMFORTABLE  DISAPPOINTED  SHY  SAD  SORRY  INSECURE  GUILTY  SENSITIVE Tired Upset Sick Hungry Worried Stressed Unsure Lonely	 HAPPY  FRIENDLY  KIND  BRAVE  PROUD  HOPEFUL  GRATEFUL Focussed Good Fine Stable Calm Safe Relaxed Positive Helpful	 MAD  HURT  LEFT OUT  JEALOUS  EMBARRASSED  SURPRISED Rude Mean Angry Loud Violent Argumentative Non-compliant Aggressive



## KNOW YOUR FEELINGS



# Self-Regulation Strategies

**Positive Self-Talk**



Practice mindfulness activities



Practice self-reflection



ASKING FOR HELP IS AN ACT OF COURAGE



just smile and walk away...



Practice breathing techniques



JUST breathe



Drink water.



stop and think



Stop



Count to 10



Create a share journal



Create a calm down area



CALM Corner



Use a Tool from the Calm Box





# ENOGGERA STATE SCHOOL HIGH FIVE



### What is High Five?

- It is an effective strategy to develop problem-solving strategies for our students
- A whole school approach that can also eradicate bullying
- A 5 step problem solving strategy that can be used in the classroom, in the playground and for perceived bullying incidents

### As a Staff:

- We want to teach our children the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to practise these skills
- We want to promote pro-active strategies to prevent incidents becoming bullying

### How to Implement High Five:

- High Five program takes 4/5 sessions to implement. This could include the use of role play to show what it looks like, sounds like, feels like
- Use the Y chart (looks like, feels like, sounds like)
- All steps are modelled and taught through role play
- Each class will have a High Five chart showing steps for teaching/modelling problem-solving strategies

### Do the High Five:

#### 1. Ignore

- Pretend you didn't hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths
- Use role play to show what it looks like, sounds like, feels like

#### 2. Talk Friendly

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

#### 3. Talk Firmly

- As per Talk Friendly
- Use an assertive voice, slightly raised



- Tell them to stop it
- Re-state your “I” statement. eg. I said . . .
- State the consequences of continued bullying

#### **4. Walk Away**

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

#### **5. Report**

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

#### **Asking the teacher for support:**

Teacher dialogue should take the following format:

- ❖ Is this a serious problem?
- ❖ Is this your problem?
- ❖ What have you tried already to solve it? (Have you tried the High Five?)
- ❖ Do you want a solution?
- ❖ What sort of solution do you want?

#### **Reporting straight away:**

- If the issue involves health or safety- children to report straight away to a teacher
- They are not to solve problem themselves. e.g. Incidents of physical danger - Child running out of school gates

#### **Role of Teacher:**

- Investigate, discuss incident with child and problem solve
- Refer to the Responding to unacceptable behaviour flowchart
- Serious or ongoing cases should be referred to Administration



## ESS Conflict Resolution Strategies

*Which strategy will you choose?*

### *Ignore/Avoid*

Do not pay attention to the problem.

*Let it go!*

### *Apologise*

Remember to say 'Thank You' when someone says 'Sorry'

### *Negotiate/Compromise*

Come up with a solution that everyone agrees with.

Is everybody OK?

### *Chance*

Luck decides who wins.  
Toss a coin or draw straws.


### *Get Help*

Seek advice from a friend or teacher

## Appendix 4

School Rules and Expectations reference guide:

### ENOGGERA STATE SCHOOL BEHAVIOUR PILLARS

Learning	Relationships	Safety
<p><b>Be a Responsible Learner</b></p> <p><b>Follow instructions</b></p> <ul style="list-style-type: none"> <li>➤ Be an active listener</li> <li>➤ First time</li> </ul> <p><b>Be prepared and organised</b></p> <ul style="list-style-type: none"> <li>➤ Show interest</li> <li>➤ Arrive on time</li> <li>➤ Have books and equipment ready</li> </ul> <p><b>Persist with set tasks to completion</b></p> <ul style="list-style-type: none"> <li>➤ Attempt all tasks straight away</li> <li>➤ Stay on task</li> <li>➤ Ask for help when needed</li> </ul> <p><b>Be confident to have a go</b></p> <ul style="list-style-type: none"> <li>➤ Be an active participant in all learning activities</li> </ul> <p><b>Pursue excellence</b></p> <ul style="list-style-type: none"> <li>➤ Do homework regularly</li> <li>➤ Take pride in your work</li> <li>➤ Read every day</li> </ul>  <div> <div>Learning</div> <div>Be a Responsible Learner</div> </div>	<p><b>Be Respectful</b></p> <p><b>Show consideration, courtesy, sincerity and respect</b></p> <ul style="list-style-type: none"> <li>➤ Be inclusive and friendly</li> <li>➤ Arrive on time after breaks</li> <li>➤ Use polite language</li> <li>➤ Listen to others</li> <li>➤ Be honest</li> <li>➤ Respect personal space and privacy</li> <li>➤ Use manners</li> <li>➤ Move quietly around the school when others are learning</li> <li>➤ Respect others' right to learn</li> <li>➤ Respect your own and others' equipment</li> <li>➤ Line up quietly</li> <li>➤ Talk quietly before assembly starts</li> </ul> <p><b>Cooperating &amp; share with others</b></p> <ul style="list-style-type: none"> <li>➤ Help others</li> <li>➤ Wait your turn on playground equipment</li> </ul> <p><b>Play fairly and follow rules</b></p> <ul style="list-style-type: none"> <li>➤ Follow the class rules</li> <li>➤ Take responsibility for actions</li> <li>➤ Display good sportsmanship</li> <li>➤ Abide by the school uniform policy and wear the school uniform with pride.</li> </ul> <p><b>Resolve conflicts positively</b></p> <ul style="list-style-type: none"> <li>➤ Implement conflict/ resolution strategies</li> </ul> <div> <div>Relationships</div> <div>Be Respectful</div> </div>	<p><b>Be Safe</b></p> <p><b>Use equipment properly and safely</b></p> <ul style="list-style-type: none"> <li>➤ Use facilities and equipment appropriately</li> <li>➤ Follow teacher directions</li> </ul> <p><b>Protect safety of self and others</b></p> <ul style="list-style-type: none"> <li>➤ No hat/no playing in sunny areas (covered areas only)</li> <li>➤ Keep hands and feet to yourself</li> <li>➤ Only eat your own food</li> <li>➤ Sit while eating</li> <li>➤ Wash hands before eating</li> <li>➤ Look after your team mates / friends</li> </ul> <p><b>Care for our school and environment</b></p> <ul style="list-style-type: none"> <li>➤ Keep learning areas clean and tidy</li> <li>➤ Demonstrate school expectations on school excursions and camps.</li> <li>➤ Put rubbish and food scraps in the bins</li> <li>➤ Report any damage to school or personal property</li> </ul> <p><b>Move around the school safely</b></p> <ul style="list-style-type: none"> <li>➤ Running only on grassed areas and on the multi-purpose court.</li> <li>➤ All ball games (with the exception of handball) to be played on the multi-purpose court or oval.</li> <li>➤ Ask permission to enter or leave classrooms (take a buddy) and eating areas.</li> <li>➤ Stay away from areas deemed out of bounds</li> <li>➤ Toilet play is not OK</li> </ul> <div> <div>Safety</div> <div>Be Safe</div> </div>

### RESET Classes

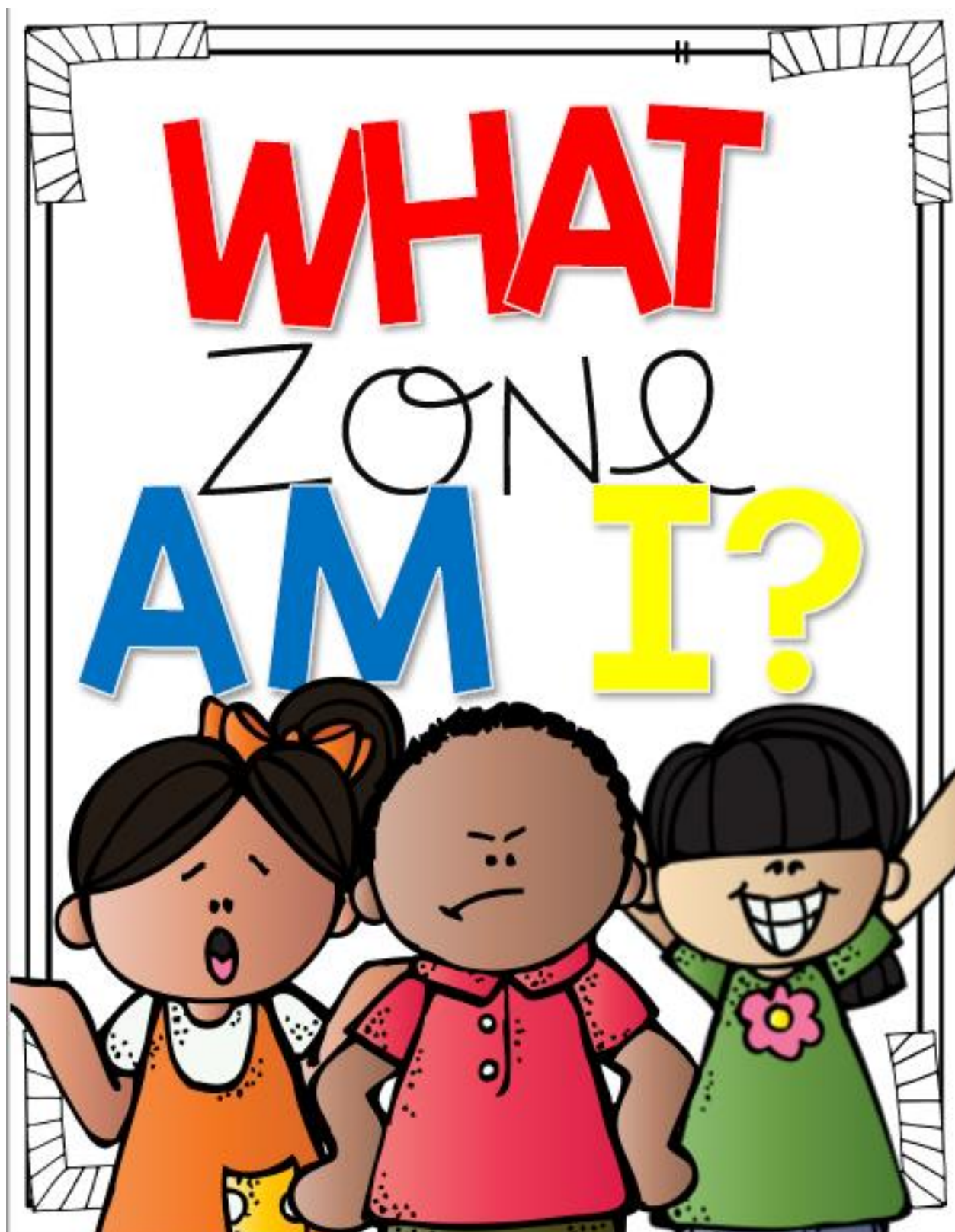
#### SEND TO RESET CLASS

- Choose **2 classmates** to walk the student to RESET Class.
- If **student refuses** to go to RESET class, **contact admin** via the office on 320.
- If **student runs away** from classmates while transitioning, classmates return to the Class Teacher and inform this has happened. Class Teacher to **contact admin** via office on 320.
- **Contact the RESET Teacher** via phone to inform of the **student** coming to RESET; the **reason** for being sent and **duration** (10 – 20 minutes) of RESET. If documented RESET teacher is not there, contact an alternate teacher (teacher next door to RESET Teacher). If not available, contact office for RESET in office.
- Class Teacher to **Record in OneSchool as behaviour incident** when possible.
- Class Teacher to **Email parent** using template provided to inform the student has been sent to RESET **on the day** it occurred
- **Upon arrival**, RESET Teacher acknowledges the student and the behaviour they have been sent for and instructs student where to sit. **Provide with a reflection sheet** and encourage student to attempt to fill it out but if they refuse, do not enforce them to complete the sheet.
- Students must **sit quietly in the designated area** until their time is completed. The **Reflection Sheet (even if not completed)** should be sent back to the classroom and home





Zones of Regulation







# How Big is My Problem

**5**

## Emergency

Earthquake, Tornado,  
Fire, Danger, Security Risk



**4**

## Gigantic Problem

Harassment, Fighting,  
Someone is Injured,  
Someone Destroying Property



**3**

## Big Problem

Parent Contact,  
Minor Accident,  
Verbal Argument with Someone



**2**

## Medium Problem

Not Feeling Well,  
Someone is Bothering You,  
Forgetting Assignment,  
Need Something



**1**

## Little Problem

Runny Nose,  
Need to go to Bathroom,  
Dropped Something Accidentally



**0**

## Glitch

Not Getting Called On,  
Not Getting to Pick First,  
Someone Bumped into You



Term 4 WEEK 4

# PILLAR PRACTICE

WEEK 4

The graphic features a large roll of toilet paper with three bees on it. The first bee is labeled 'trustworthy', the second 'Be Respectful', and the third 'Be Responsible'. To the left is a sad toilet icon and a blue sign with male and female symbols. To the right is a large blue 'Toilet' sign, a red octagonal 'TROUBLE' sign held by a grey figure, and a happy toilet icon holding a 'TRUST' sign. A bee is also flying in the top right corner.

Please help solve the problem behaviours in our toilets!

WEEK 10 Term 4

# PILLAR PRACTICE

WEEK 11

The graphic shows a road leading to a sunset with the text 'ALMOST THERE, BUT NOT QUITE YET...'. Below this is a yellow banner that says 'REMEMBER'. To the left is a green sign that says 'GREEN Choices!' with a green smiley face. To the right is a red sign that says 'SPECIAL SAFETY GITCHES USING WALKING FEET' with an illustration of feet. At the bottom left is a blue speech bubble that says 'Keep Learning' and a bee holding a 'Be Respectful' sign. In the center is a sad yellow emoji saying 'GOODBYE!'. To the right is a sign that says 'Keep Hands and Feet To Yourself' with illustrations of hands and feet. At the bottom right is a sign that says 'Enjoy SCHOOL HOLIDAYS'.



## IS IT BULLYING?

Enoggera SS

When someone says or does something  
*unintentionally* hurtful and they do it  
once, that's  
**RUDE.**

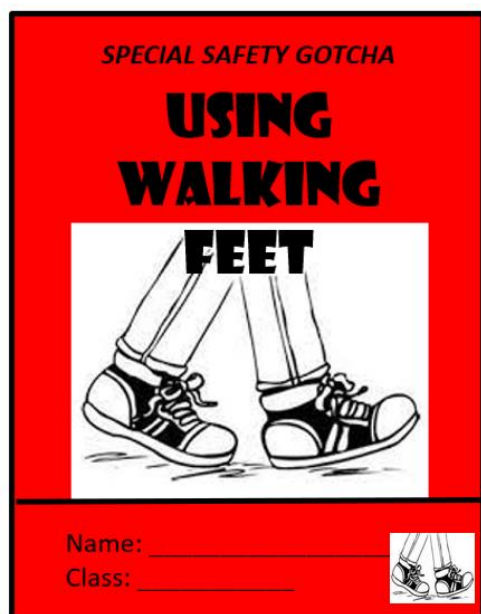
When someone says or does something  
*intentionally* hurtful and they do it once,  
that's  
**MEAN.**


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're upset —  
that's  
**BULLYING.**




Keep it Simple & Smart

dreamstime.com





**ENOGGERA  
STATESCHOOL**  
Where every child thrives



## Student of the Week Awarded to

.....


For

.....


.....

Class                      Signature                      Date

## Appendix 12 – Principal's Awards Criteria



### Our Class Goals




**DEMONSTRATING ACADEMIC EFFORT**

- ☒ I am remaining on tasks
- ☒ I am listening carefully
- ☒ I am asking for help when I need to
- ☒ I am learning my number facts
- ☒ I am doing my homework regularly
- ☒ I am attempting challenging tasks
- ☒ I am improving my book neatness
- ☒ I am reading every night






### Our Class Goals




**DEMONSTRATING POSITIVE BEHAVIOURS**

- ☒ I am following the class rules
- ☒ I am cooperating & sharing
- ☒ I am calm and quiet
- ☒ I am coping with change
- ☒ I am respectful of my peers
- ☒ I am respectful of all school staff: Specialists and Teacher Aides
- ☒ I am respectful in all learning Environments: EPAC and Library






### Our Class Goals



**DEMONSTRATING SCHOOL PRIDE**

- ☒ I wear my school uniform with pride
- ☒ I help others in the playground
- ☒ I help to keep my school grounds Clean
- ☒ I help to keep my classroom clean
- ☒ I am well behaved on school excursion
- ☒ I listen carefully on assembly
- ☒ I get involved in school activities





# Major and Minor Behaviours

## Minor and major behaviours

**Minor** behaviours are those that:

- are minor breeches 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; and
- do not require involvement of specialist support staff or Administration.

**Major** behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm.



The following tables outline examples of minor and major problem behaviours and the consequences of these behaviours:

Examples of <b>major</b> and minor problem behaviours		
	Minor	Major
Relationships	<ul style="list-style-type: none"> <li>Speaking rudely to others</li> <li>Inappropriate language – written or verbal</li> <li>Lying - Minor dishonesty</li> <li>Minor unfair behaviour – changing rules or rudeness to other players</li> <li>Littering</li> <li>Minor bullying / harassment</li> <li>Petty theft</li> </ul>	<ul style="list-style-type: none"> <li><b>Major</b> use of Inappropriate language – written or verbal</li> <li>Verbal abuse / directed profanity</li> <li>Lying - <b>Major</b> dishonesty</li> <li>Throwing objects</li> <li>Possession of weapons; including knives</li> <li><b>Major</b> bullying / harassment</li> <li>Stealing / <b>major</b> theft</li> </ul>
Safety	<ul style="list-style-type: none"> <li>Not being punctual (eg: lateness after breaks)</li> <li>Not in the right place at the right time.</li> <li>Low intensity failure to respond to adult request</li> <li>Non compliance</li> <li>Unco-operative behaviour</li> <li>Minor physical contact (eg: pushing and shoving)</li> <li>Mobile phone (or other personal technology device) not handed in to the office in the morning</li> <li>Not wearing a hat in playground</li> <li>Not wearing school uniform (Appendix 6)</li> </ul>	<ul style="list-style-type: none"> <li>Leaving class or school without permission</li> <li>Serious physical aggression or fighting</li> <li>Possession or selling of drugs</li> <li>Possession of a knife at school</li> <li>Use of a mobile phone (or other personal technology device) in any part of the school for voicemail, email, text messaging or filming purposes without authorisation.</li> <li>Inappropriate online behaviour, in or out of school, which impacts on the good order of the school.</li> </ul>
Learning	<ul style="list-style-type: none"> <li>Minor disruption in class</li> <li>Minor defiance</li> <li>Not completing set tasks that are at an appropriate level</li> <li>Not completing homework</li> <li>Calling out in class</li> </ul>	<ul style="list-style-type: none"> <li><b>Major</b> disruption in class</li> <li>Wilful property damage or vandalism</li> <li><b>Major</b> defiance – refusing to follow teacher direction</li> </ul>



Positive behaviour (Starting Point for all students)	Rewards for positive behaviours
Displays positive virtues and behaviour	<ul style="list-style-type: none"> <li>• Student of the Week</li> <li>• Gotchas based on the three pillars</li> <li>• Classroom rewards:               <ul style="list-style-type: none"> <li>-intrinsic and extrinsic</li> <li>-individualised for each classroom</li> </ul> </li> </ul>
Minor behaviour issues.	Consequences for minor behaviours
If Reflection Room referral given then: <ul style="list-style-type: none"> <li>• Parents receive a copy of Reflection Sheet (Appendix 6) for signing</li> <li>• Incident must be entered on OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection room referral</li> <li>• Loss of playground privileges</li> <li>• Natural consequences</li> <li>• Completion of work at lunch time</li> <li>• Written and verbal apologies</li> </ul>
Major behaviour issues or persistent minor behaviour issues.	Consequences for major behaviours
If Reflection Room referral given then: <ul style="list-style-type: none"> <li>• Parents receive a copy of Reflection Sheet (Appendix 6) for signing</li> <li>• Incident must be entered on OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection room referral</li> <li>• Loss of school badge</li> <li>• Confiscation of property; to be returned at the end of the school day</li> <li>• Attendance at sport, school camps or excursions revoked.</li> <li>• Parent interviews.</li> <li>• Written and verbal apologies</li> </ul>
High level major behaviour issues or continuous major or minor behaviour issues.	Consequences for high level major behaviours
<ul style="list-style-type: none"> <li>• Incident must be entered on OneSchool</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection room referral</li> <li>• Loss of school badge</li> <li>• Confiscation of property; to be returned at the end of the school day</li> <li>• Attendance at sport, school camps or excursions revoked.</li> <li>• Case Management process developed</li> <li>• Parent interviews</li> <li>• Written and verbal apologies</li> <li>• Suspension or Proposal or Recommendation to Exclude used as a last resort.</li> </ul>

### MULTICOURT

- \*Hat must be worn – not permitted to go to bags or classroom to get hat if forgotten
- \*No kicking games
- \*Basketball/Netball/Throwing games permitted
- \*Report any issues to teacher on duty
- \*Do not leave school grounds to retrieve balls
- \*Walkway between Library and multicourt out of bounds
- \*No climbing the boundary fence
- \*Handball played on courtyard outside the multicourt
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office
- \*If locked, send student to office for key



### SENIOR PLAYGROUND

- \*Hat must be worn - not permitted to go to bags or classroom to get hat if forgotten
- \*Rostered Play Area in T1
- \*Two students at a time on monkey bars and no hanging upside down or swinging high
- \*Travel in one direction on equipment when logical
- \*Do not go on top of monkey bars or climbing equipment
- \*Report issues to duty teacher
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office
- \*For serious injury, send emergency card with student to the office and immobilise the student



### SENIOR OVAL

- \*Hat must be worn - not permitted to go to bags or classroom to get hat if forgotten
- \*Rostered Play Area in T1
- \*No chasing games through soccer games
- \*EPAC stairs to Laurel St out of bounds
- \*Students can play in long jump pit sand but cannot pour water in the sand
- \*Teacher can retrieve ball from footpath if supervision is still possible
- \*Students do not leave school grounds
- \*Teachers do not cross road to retrieve balls – report to office
- \*Report issues to duty teacher
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office
- \*For serious injury, send emergency card with student to the office and immobilise the student



### TOILETS

- \*Food not permitted in toilets
- \*Walking to and from toilets
- \*Ask to go to toilet during eating times
- \*No play in or around toilets
- \*Listen for screaming or banging doors in the toilet
- \*Toilet buddy during learning times
- \*EPAC toilets are for adults only – not for student use
- \*Inappropriate behaviour in toilet - use red card and send student to office immediately
- \*Running into toilets when playing chasey is a logical consequence of sitting out of play for designated time



### JUNIOR FORT and GARDEN

- \*Rostered Junior Play Areas
- \*Hat must be worn - not permitted to go to bags or classroom to get hat if forgotten
- \*No hats at office to borrow
- \*One person only on monkey bars & slippery slides
- \*No hanging upside down
- \*Slide down the slide only
- \*Report injuries and issues to the teacher on duty
- \*Do not touch the sprinklers
- \*Keep hands and feet to self
- \*No chasing or tag games on fort or on rocks in the garden
- \*No climbing trees or running along benches
- \*Pink Vest Volunteers x2
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office



### JUNIOR OVAL

- \*Rostered Junior Play Areas
- \*Hat must be worn - not permitted to go to bags or classroom to get hat if forgotten
- \*No hats at office to borrow
- \*Running games on grass between fort and sandpit
- \*Soccer played on the oval with nets
- \*Grass area between sandpit and fort stops at the ball hoop
- \*Limited soccer balls on field for safety
- \*Balls from class kits only (not from home)
- \*Monitor Grandstand area – students not to climb on or through railing
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office



### SANDPIT

- \*NO hat necessary
- \*Shoes and Socks stay ON
- \*Rostered Play Area
- \*Pink Vest Volunteers x2
- \*Toys packed in tub
- \*Cover put on at end of 2<sup>nd</sup> break
- \*Pack up 2 mins before bell
- \*NO before school access
- \*Empty sand from shoes in sandpit area if necessary
- \*Cleaners lock at end of day
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office
- \*No burying of hats, shoes, self or others
- \*No throwing sand at others
- \*No water brought to the sandpit



### ASTROTURF

- \*Hat must be worn - not permitted to go to bags or classroom to get hat if forgotten
- \*No hats at office to borrow
- \*All year level area
- \*Walking only
- \*Skipping, bubbles, ribbons, quoits in this area
- \*Equipment located in sports room under A Block
- \*Sit on raised garden edges
- \*Stay out of gardens
- \*Hang skipping ropes on hooks
- \*No tag/chasing games
- \*Logical consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office



### UNDER BUILDINGS

- \*NO hat necessary
- \*Walk on concrete
- \*Logical Consequences for behaviour issues
- \*Red Time Out cards for immediate consequence and removal to office
- \*No jumping over or standing on benches
- \*No hat play area
- \*Refer to map for out of bounds areas
- \*Front garden and Stop, Drop and Go path out of bounds
- \*Tuckshop on Wednesday and Friday
- \*Ping Pong table is rostered and part of Orange Duty Area
- \*Use of moderate voices



## Appendix 15 – Application for Exemption – Away for the Day Policy



### Enoggera State School

235 South Pine Road, Enoggera Q 4051  
P.O. Box 217, Alderley Q 4051  
Telephone: (07) 3550 1333  
Fax: (07) 3550 1300  
ABN: 58 285 114 324  
Email: [the.principal@enoggerass.eq.edu.au](mailto:the.principal@enoggerass.eq.edu.au)



## Application for exemption for a child or young person to use a personal mobile device at Enoggera State School

The Principal will consider a request for an exemption from the *Student Use of Mobile Devices* procedure for one or more of the following reasons:

- to monitor or manage a medical condition in accordance with the *Managing students' health support needs at school* procedure
- to use a mobile device as an agreed reasonable adjustment for a student with disability or learning difficulties
- to use the mobile device as an augmentative or alternative communication system or as an aide to access and participate in the environment
- to use a mobile device as an agreed adjustment for a student with English as an Additional Language or Dialect

### How to complete this form:

- **Part A** is to be completed and signed by the parent, or by the young person if it would be inappropriate in the circumstances to require the signed consent of the parent (i.e. the young person is living independently of their parents). All supporting material should be attached to the application for consideration.
- **Part B** is to be completed by the Principal of the state school for consideration and approval.

### Please note:

- If the Principal declines to approve the application, an information notice outlining the decision, reasons for the decision and information about seeking an internal review of this decision will be given.

Please type or print clearly and **COMPLETE ALL SECTIONS**



# Application for Exemption

## Privacy Notice

The Department of Education is collecting the information on this form to determine if a student is entitled to an exemption from using a mobile device at a Queensland State School. Information from this form may also be disclosed to third parties as required or authorised by law. If you have concerns about the handling of your personal information, please contact the school Principal in the first instance.

**(Please type or print clearly and COMPLETE ALL SECTIONS)**

Part A - To be completed by the parent/carer and/or young person			
Name of student in full			
Date of birth			
Year level			
Name of parent/carer			
Reason/s for seeking exemption <i>Why does you/your child need to access a personal mobile device at school?</i>  (Please provide details or attach supporting documentation)			
Signature of parent/carer		Date	
Signature of student (only if an independent student)		Date	

Please forward the completed application form and any attachments/evidence to the school principal [principal@enoggerass.eq.edu.au](mailto:principal@enoggerass.eq.edu.au) for consideration and approval. Written notification of the decision regarding this application will be sent to the parent/carer and/or young person.

**Part B - To be completed by the school principal (internal purposes only)**

**Application for exemption from:**

**Decision (please tick whichever is appropriate)**

☐

I do not grant an exemption for this student for the following reasons:

☐

I grant an exemption with the following condition/s:

☐

I grant an exemption with the following change/s to what has been requested:

Signature of Principal

Date

Name of Principal



## Appendix 16 – Dress Code

### UNIFORM

Enoggera State School students wear their school uniform to demonstrate pride and a sense of belonging, as we are a school team who are proud of our achievements. Our school colours are blue and white. We highly recommend you continue to support our dress code and purchase the correct uniform as below, as well as encourage your child to wear it with pride. Parents should ensure their child's personal appearance and presentation is clean, tidy and appropriate for the school setting.

### COMPULSORY UNIFORM

#### Summer :

- ESS logo polo shirt
- ESS sports polo shirt (may also be worn as a daily school shirt)
- ESS shorts or skirts
- **All** Black joggers and white socks
- ESS logo hat
- One piece swimwear, sunsafe shirt, swim cap

#### Winter

As per summer:

- ESS logo jumper

#### Optional:

- Plain royal blue shorts or skirts, from alternative retailer
- Plain royal blue sunsafe hat, from alternative retailer
- Plain royal blue jumper (no hoods), from alternative retailer
- Plain royal blue trackpants, from alternative retailer
- Black opaque tights to be worn under shorts or skirts

### FOOTWEAR

Students are expected to wear **ALL** black closed-in shoes (no boots) and plain white socks that cover the ankles. Black joggers -velcros or lace up are preferable as these shoes can be worn for all activities including sports activities and play. Work place health and safety requirements prohibit thongs, sandals or bare feet at school at all times.

### JEWELLERY

Watches, studs and sleepers are acceptable but only one ear-ring per ear is to be worn whilst at school. No other form of jewellery or adornment is to be worn, except for medical, cultural or religious purposes. A letter from the parents/caregivers requesting permission is required. **Staff will not be held responsible for jewellery worn by students. Jewellery is not permitted in the pool.**

### HAIR/MAKE-UP/NAIL POLISH

Hair should be worn in a tidy manner, and should not obstruct vision, with long hair (past shoulders) being tied up with appropriate hair accessories. Hair accessories should be kept simple and align with school uniform colours.

All hair colours and styles should be of a natural look. Bright wash out colours may be permitted for special events such as sports days and fundraising activities, with Principal approval.

Nail polish and make-up/cosmetics are not permitted at school.

## Enoggera State School



*Achieve SucceSS at ESS!*



**2024 STUDENT DRESS CODE**

### RATIONALE

Enoggera State School community has collaboratively developed a **Student Dress Code** that supports the wearing of a school uniform to:

- Promote a sense of belonging and school pride.
- Promoting a safe environment for learning by enabling ready identification of students and non students in the school
- Promoting an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school
- Promotes a supportive environment and fosters mutual respect among individuals at school by minimising visible evidence of economic, class or social difference.
- Promotes a positive image of the school in the community and among potential enrolments
- Contributes to the physical safety of students, if the requirements relating to footwear, general appearance, clothing and jewellery are followed.

The **Student Dress Code** applies to all Prep – Year 6 students when:

- Attending or representing their school
- Travelling to and from school
- Engaging in school activities out of school.

### P&C UNIFORM SHOP

All uniforms are available through the P&C uniform shop or through the QKR app, where you can process payment. Uniforms will then be available for collection or sent home with your child.

### ASSISTANCE FOR FAMILIES

The P&C operates a Uniform Shop from the school site for the convenience of parents. The Uniform Shop sells new items. The school willingly assists families with the provision of donated second hand uniforms as available and required. We make every effort to ensure all students who attend our school have access to a school uniform and are happy to provide assistance to parents to meet this goal.

### NON-COMPLIANCE

In the event of non-compliance, consequences may be imposed as outlined in our school's Student Code of Conduct. Consequences include:

- imposing a detention for a student during lunch or after school
- preventing student from attending, or participating in, any school activity for which student is representing school, or
- preventing student from attending or participating in any school activity that is not an essential school educational program. Eg. School leadership program

### INAPPROPRIATE DRESS

- Non-uniform items such as jeans, cargo pants, multi-coloured jackets and other 'street wear'.
- Baseball caps, singlet tops and sleeveless shirts are unacceptable as they do not conform to our "Sun Smart" policy.
- Bike pants/leggings are not considered suitable attire for school, however girls may wear net-ball-style undergarments under skirts.

### FREE DRESS DAYS

These days may be held from time to time and are usually fund raising days co-ordinated by the Student Council. On these days the following applies:

- Sun safe clothing - no singlet tops, sleeveless shirts, exposed midriffs or mini skirts.
- Shorts must cover upper thighs.
- Closed in footwear-no thongs or sandals
- No makeup, fingernail polish or jewellery (other than what is listed as allowed).
- Appropriate messages on T-shirts – no offensive language, drawings or messages are acceptable.

The **Student Dress Code** has been formally endorsed by the Enoggera State School Parents & Citizen's Association and complies with Education Queensland policy SMS-PR-022: "Student Dress Code". Our school community expects that all students will wear the full school uniform with pride every day.

### REVIEW

The **Student Dress Code** will be reviewed on an annual basis in consultation with staff and the Parents & Citizen's Association.