



Grovely State School

Student Code of Conduct 2025-2028



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 (Mandated)

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

The Grovely State School Code of Conduct sets out the responsibilities and processes we use in our school to promote strong, respectful relationships and effective teaching and learning to engage students to learn in a safe, calm and predictable environment.

The Grovely State School Student Code of Conduct outlines the high expectations that we have for all of the community and the way we respond to and explicitly teach our expectations.

The Student Code of Conduct seeks to unite us around key principles that reflect our school's beliefs:

- We strive to maintain a clear, fair, and consistent approach to behaviour management, grounded in nurturing principles and restorative practices.
- We place a high value on fostering, nurturing, and maintaining strong and healthy relationships, understanding the importance of these skills throughout life.
- Our goal is to create a safe, respectful, equitable, and joyful school environment where learning opportunities are maximised.
- We equip our staff with the tools they need to support students and help them build positive relationships and feel empowered to support all learners.

Contact Information (Mandated)

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Contact Person:	Eliza Borsht (Principal)

Endorsement (Mandated)

Principal Name: Eliza Borsht

Principal Signature:



Date: 18.12.25

P/C President Name: Ben Malasky

P/C President Signature:



Date: 27.1.26

Contents (Mandated)

Principals Forward.....	4
Consultation.....	6
Learning and Behaviour Statement.....	7
• Student Wellbeing.....	7
• Student Support Networks.....	9
Whole School Approach to Discipline.....	11
• Differentiated and Explicit Teaching.....	13
Legislative Delegations.....	18
• Legislation.....	18
• Delegations.....	19
Disciplinary Consequences.....	20
• Responding to Minor and Major Behaviour.....	20
• Tier 1 Universal Processes.....	23
• Tier 2 Processes.....	24
• Tier 3 Processes.....	26
• Student Disciplinary Absences.....	26
School Policies.....	29
• Temporary Removal of student property.....	30
• Use of Mobile phones and other devices.....	31
• Attendance.....	32
• Communication Policy.....	33
• Preventing and Responding to Bullying.....	34
• Appropriate use of social media.....	37
Restrictive Practices.....	40
Critical Incidents.....	41
Resources – Appendix.....	42 - 52

Principal's Foreword (Optional)

Grovely State School is a vibrant school community where all students are encouraged to actively engage in all facets of school life. We believe every child can learn and reach their potential. We care deeply and commit to the social, emotional and academic development of our students, enacting this through high expectations and authentic relationships.

Our school's success is a result of the efforts and commitment of a dedicated staff team, supported by a Parents and Citizens group and a significant number of volunteers who continually work to improve our school and offerings for students and families. The close cooperation between families and the school is evidenced by very high levels of parent and student satisfaction. Without positive, meaningful relationships across the whole school community it would not be possible to provide a safe and inclusive learning environment for all.

Staff ensure consistency of expectations and approach, they model appropriate relationships and behaviours and focus on the mental, emotional, social and physical wellbeing of students and colleagues.

Our school values are WORK HARD, BE KIND, STAY SAFE.

Explicit teaching of values driven expectations and consistent behaviour response processes support the mental, emotional, social and physical wellbeing of staff and students. Our Grovely Learner Student expectations are developmentally aligned to the Social and Personal Capabilities of the Australian Curriculum, ensuring age appropriate expectations are in place.

The students, staff and parents should know and understand these expectations. They are displayed throughout the school and in each classroom. They should be referred to whenever there are any discussions regarding relationships, behaviour and learning.

As a school, we operate from the belief that all behaviour is communication. Communication of an unmet need or communication of a skill that has not yet been developed. Our role as educators is to support the development of skill building and work to identify and support the need underlying the behaviour. Our deep understanding that all learning and behaviour comes from an emotional base, means that we value and emphasise the explicit teaching of emotions and emotional regulation.

Our philosophy has been designed around the principals from the Berry Street Educational Model (trauma informed practice) SWITCH for Schools, and Positive Behaviour for Learning (PBL).

Eliza Borsht

Principal

Consultation (Optional)

The Student Code of Conduct (2025 – 2028) was developed together after a school wide review of the programs, systems and processes at Grovely State School to ensure alignment to legislation and policies. This review process commenced in 2023 and has been evolving over the last two years to ensure this policy is suitable for our school context.

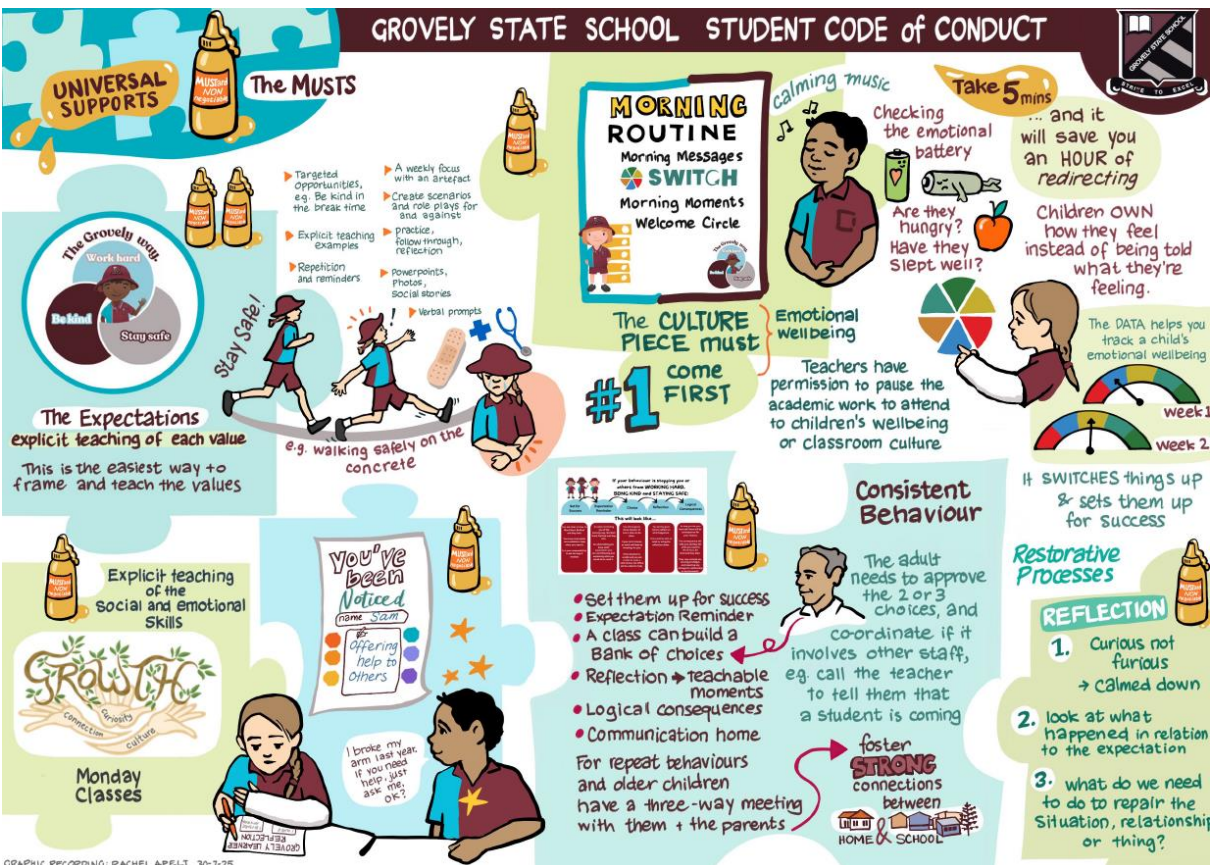
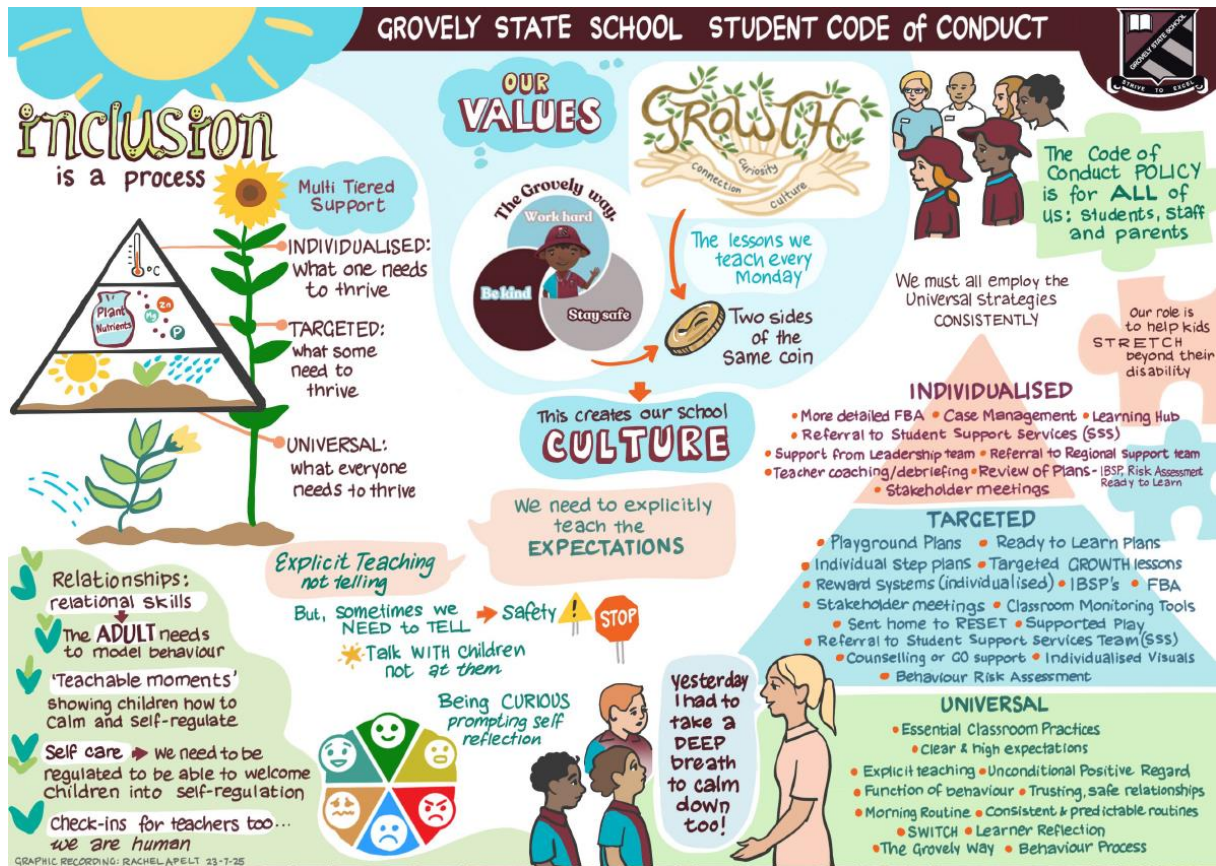
The Grovely State School Student Code of Conduct has been developed after consultation processes where opportunities for feedback was sought from P&C, Positive Behaviour for Learning Team, Student Council, Parents in 2023-2024, Staff and students through:

- 2023 - Whole school and community consultation and review as a response from the Full School review.
- 2023 - Whole school and community consultation of school values.
- 2024 – Development Year for Positive Behaviour for Learning – Quarterly Team Planning Days connected to the models and universal supports.
- 2024 - Positive Behaviour for Learning Parent consultations groups – held in face to face settings at school for parents to provide feedback.
- 2024 - Consultation with student groups
- 2025 - A draft Student Code of Conduct was prepared and distributed for comment to all members of the P&C
- Communication Strategy – across Newsletters, Facebook and face-to-face meetings.

Review Statement

The Grovely State School Student Code of Conduct will undergo minor updates to reflect changed policies and procedures annually. All changes will be shared with families at P&C meetings and through various communication platforms. The most current version of the document will always be available from the school website.

A full review will be conducted in alignment with the scheduled review processes.



Learning and Behaviour Statement (Optional)

Grovely State School is committed to providing a calm, safe, predictable learning environment for all students. All staff support students to succeed in their life-long learning journey. We expect staff to work collaboratively in response to behaviour incident data to maximise student outcomes. The development of meaningful relationships with students and staff are imperative to this process as we work together to engage students in their learning and growth as an individual. We believe “if they could they would” and we must teach students and give them an opportunity to practise skills to engage positively with school life and learning.

We believe each child can learn and reach their potential. We care deeply and commit to the social, emotional and academic development of our students and enact this through high expectations and authentic relationships. We commit to ensuring our students are self-managed, critical and curious thinkers through working collaboratively to achieve high quality access to learning. We celebrate diversity.

**“We can’t hold kids accountable for things we’ve never told them we expect.
Behaviour should be treated like academics.
Students have to be taught the skills they need”
Eric Green**

Grovely State School uses a multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning, engagement and behaviour. MTSS is a preventative, differentiated support model grounded in practical strategies, targeted planning and data-informed decision-making. In MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Student Wellbeing

Grovely State School offers a range of programs and services to support the wellbeing and engagement of students in our school.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning and have positive, respectful relationships with adults.

The [Student Wellbeing Hub](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and Pedagogy

We build the foundations for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the V9 Australian Curriculum and K-12 Curriculum, Assessment and Reporting Framework.

We acknowledge the positive impact that meaningful relationships between teachers and students can have on students’ academic and social outcomes. As part of the whole school’s curriculum plan at Grovely State School, we teach the personal and social capabilities through age – appropriate GROWTH lessons.

Grovely GROWTH Lessons take place in each classroom on a Monday afternoon. Growth is a whole-school social emotional learning (SEL) program designed for students from Prep to Year 6, aligned with the Australian Curriculum: Personal and Social Capability strand and “The Grovely Way”. A custom-designed SEL program

allows for targeted skill development that responds directly to school data, ensuring that the specific emotional, behavioural, and social needs of students are met with purposeful and relevant strategies. Growth weaves together practices from social work, psychology and occupational therapy to explicitly teach students self-awareness, strategies and the language required to be their best selves, both in and out of the school environment.

The lessons are delivered each week by the classroom teacher, ensuring consistency and application of strategies outside the lesson. Lessons include a mindfulness task, positive connection with others, explicit teaching of a skill and application of the taught skill to develop a positive culture for learning at Grovely State School.

The program is structured into explicit, scaffolded and developmentally appropriate units, ensuring a progression of skills across the year and the primary school experience that align with the four elements of the Personal and Social Capability continuum: self-awareness, self-management, social awareness and social management.

GROWTH equips students not only with the personal and social skills required by the curriculum, but also with the insight and motivation to be thoughtful changemakers in their own communities. By growing inward first, students are empowered to make a lasting, positive impact outward—on others and on their school environment.

We draw upon initiatives such as the Department of Education's Respectful relationships education , SWITCH for Schools, and TRUE Relationships Education (Year 5 and Year 6).

Policy and expectations

Across our community we will always have students with specific health and wellbeing needs. These are supported according to Dept Education policies and procedures.

Specialised health needs

Grovely State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or participating in school based activities. This means that appropriate health plans are developed and followed for students with specialised health needs. We ensure that staff are aware of the student's health condition and that an appropriate number of staff have been trained to support the student's health condition. Parents are responsible for providing the most up-to-date health plans to the school.

Medications

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

For students with long-term health conditions requiring medication, parents need to provide the school with assigned Consent to administer medication form.

Grovely State School maintains a minimum of one adrenaline auto-injector and asthma puffer, stored at school and first aid kits to provide emergency first aid if required.

Mental Health

Grovely State School implements early intervention measures and supports for student where there is reasonable belief that a student has a mental health condition. This includes facilitating the development, implementation and periodic review of supports required. School staff will work with parents and appropriate external agencies when required.

Student Support Network

Grovely State School has a Student Support network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team whose dedicated roles help to ensure our school is inclusive and has a nurturing environment.

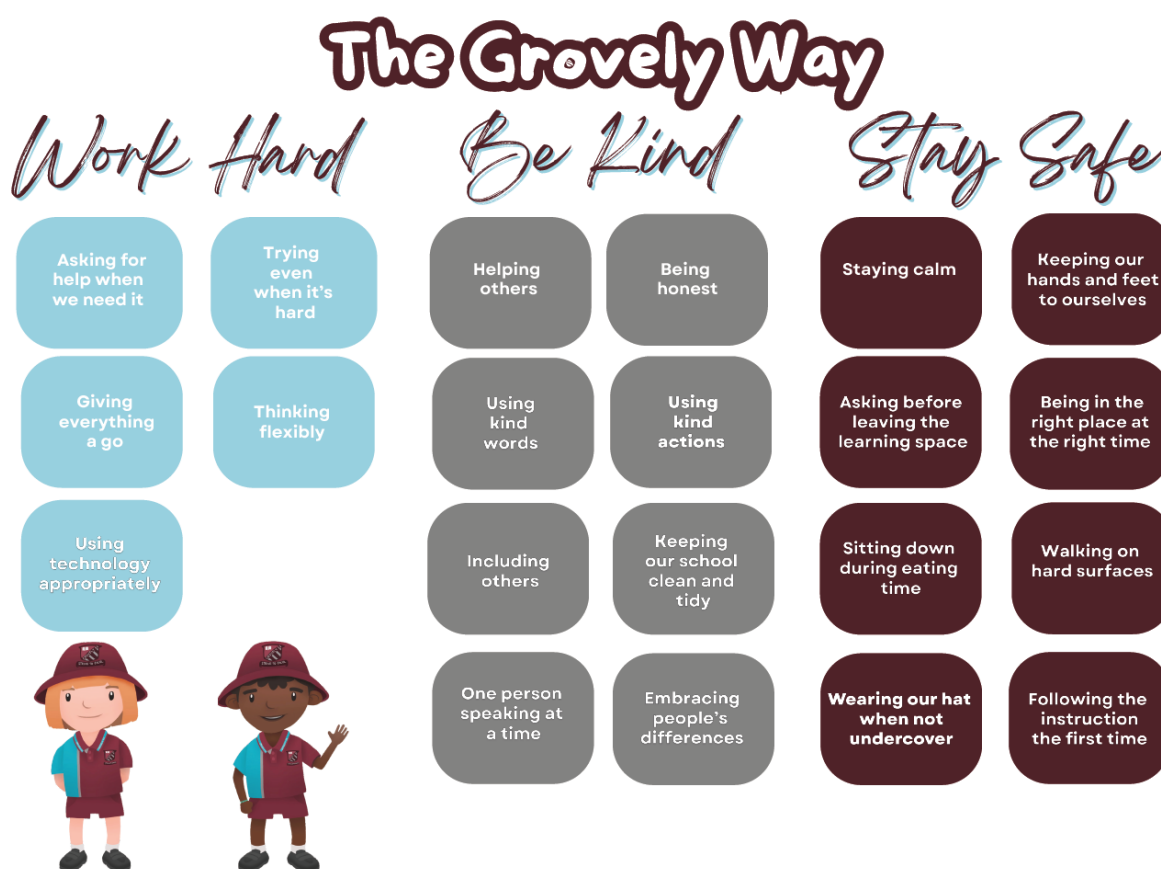
Role	What they do
Principal	<ul style="list-style-type: none"> Leads the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students Forms partnerships with parents, other government agencies, community groups, industry and business Manages resources to achieve goals
Deputy Principals	<ul style="list-style-type: none"> Assists the Principal to lead the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students Improves the educational outcomes of students in their school Nurtures positive relationship between students, teachers, the community and stakeholders Monitors attendance, behaviour and academic data to identify areas of additional need Liaises with parents, teachers, or other external health providers as needed Develops the capacity of teachers, teacher aides and other staff to support student need Leads complex case management processes
Guidance Officer	<ul style="list-style-type: none"> Assists students with specific needs, acting as a mediator or providing information on other life skills Supports complex case management processes Liaises with parents, teachers, or other external health providers as needed as part of their counseling process Advises staff through professional development
Head of Department / Curriculum	<ul style="list-style-type: none"> Ensures all students have access to the Australian Curriculum in alignment with K-12 Framework Manages whole of school curriculum frameworks and implementation schedules to support student learning and engagement Builds capabilities of teachers and support staff to deliver school and curriculum initiatives
Inclusion Team	<ul style="list-style-type: none"> Provides Tier 2 supports for students in an intervention model responsive to student needs Assists with case management processes Ensures students have the adjustments needed in an inclusive model through classroom supports Develops inclusive teaching and learning practices to ensure equitable access to curriculum
Teachers	<ul style="list-style-type: none"> Promotes an inclusive, positive culture of learning and well-being, where students feel safe to come to school Implements a range of strategies and lessons to help support the various needs of students in their class and school as a whole
Teacher Aides	<ul style="list-style-type: none"> Contributes to the provision of a quality educational service by assisting and supporting teachers, students and parents with learning activities and administrative duties in a supportive school environment Works alongside teacher to support a diverse range of student needs
Student Support Services	<ul style="list-style-type: none"> Tier 2/3 intervention Members Deputy Principals, Guidance Officer, Speech Language Pathologist, Principal Review of Referrals to SSS (Student Support Services)

	<ul style="list-style-type: none"> • Review of students who are experiencing very high levels of difficulty engaging in learning due to emotional, social and/or cognitive demands of school and navigate next steps in their case management process
Learning Hub	<ul style="list-style-type: none"> • Provides Tier 2/3 supports for students in an intervention model, responsive to student needs • Assists with case management processes • Ensures students have the adjustments needed in an inclusive model through classroom supports • Develops inclusive teaching and learning practices to ensure equitable access to curriculum
School based psychologist	<ul style="list-style-type: none"> • Provides short term individualised psychology through a school based referral process • Liaises with family members regarding therapy and supports
Chaplain	<ul style="list-style-type: none"> • Provides individual and small group support to students • Monitors the social and emotional wellbeing of students and staff • Liaises with leadership team, parents, teachers and other providers as required to support students and families • Provides support-using programs to target specific supports as required for students and families
Speech Language Pathologists	<ul style="list-style-type: none"> • Provides early intervention, testing and support for students with identified speech language needs • Provides capability development for staff around oral language intervention as a Tier 1 support • Assists in the implementation of school wide learning intervention and support models
Occupational Therapist	<ul style="list-style-type: none"> • Provides early intervention, testing and support for students with identified occupational therapy needs • Provides capability development for staff around Tier 1 interventions
School Administration Officers	<ul style="list-style-type: none"> • Ensures students feel safe and comfortable and want to come to school • Provides supervision for students with medical needs

Whole School Approach to Discipline (Mandated)

Discipline is not about punishment. At Grovely State School, we believe that a restorative approach to discipline is more effective than punishment. Discipline is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. The goals of discipline is to support students to develop the skills they need to support their success. Our staff take responsibility for making their expectations clear, for providing explicit and supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. Our staff demonstrate unconditional positive regard and employ calm, safe, predictable routines.

Student expectations aligned to the school values are illustrated below:



(A4 copy included in the appendix for referral)

Staff

The Queensland Government is committed to high ethical standards for all public officials. As a State School, all staff members are expected to comply with the standards of conduct outlined in the [Code of Conduct for the Qld public service](#).

Parents and Visitors

Our school has adopted the Department of Education's Parent and Community Code of Conduct, which clearly communicates the conduct expected of parents, carers and visitors while they are on our stat school grounds, at school activities, and interacting with others in the school community.



Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents¹ and other members of our diverse community into schools across Queensland.

Working together with their school community², school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	<ul style="list-style-type: none"> • be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns 	<ul style="list-style-type: none"> • using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	<ul style="list-style-type: none"> • (parents) ensure their child attends school ready to learn • support the Student Code of Conduct 	<ul style="list-style-type: none"> • taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	<ul style="list-style-type: none"> • recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy. 	<ul style="list-style-type: none"> • valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

¹The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

²The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.



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Consideration of Individual Circumstances (Mandated)

Staff at Grovely 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 logical consequence such as a restorative conversation.

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 equitable. 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 School Disciplinary Absence 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.

During the enrolment interview process, or when circumstances change for families, parents are encouraged to share critical information to school staff so appropriate support and care can be provided.

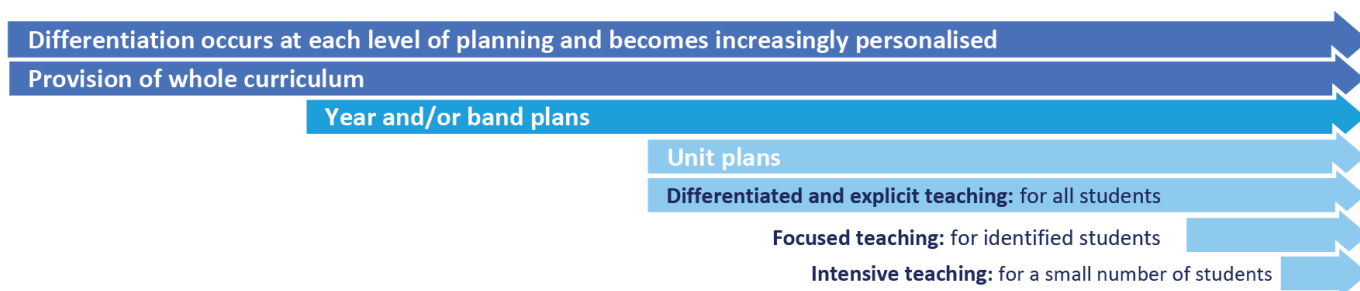
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's 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 relevant Deputy Principal to discuss the matter.

Differentiated and Explicit Teaching (Mandated)


Grovely State School uses Multi-Tiered Systems of Support (MTSS) as the foundation for our integrated approach to both learning and behaviour, through relational and restorative practices.

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



Tier 1 Universal Supports and Strategies

All students (100%) of students in the school receive an inclusive and differentiated curriculum which is responsive to their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum, the General Capabilities Personal and Social capability strand and the 'Grovely Way' Expectations.

Differentiated and Explicit Teaching	Universal Prevention
<p>Grovely 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.</p> <p>Teachers at Grovely 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.</p> <p>Every classroom in our school uses the same 'Grovely Way' chart for developing their teachable moments and behaviour standards. Using this chart, and school wide PPT lessons, the class teacher works with all students to explain exactly what each of the expectations and its associated rules look, sound and feel like within the school and within their classroom.</p>  <p>"Switch4Schools" is our whole-school initiative designed to support students in developing emotional literacy and self-regulation. This approach empowers students to recognize and understand their own levels of alertness and readiness for learning, equipping them with the tools they need to manage their emotions effectively throughout the school day.</p> <p>The core objective of "Switch4Schools" is to guide students in identifying their emotional states and understanding how these states impact their learning and interactions. By fostering this awareness, we aim to help students make more informed choices about how they engage with their environment, peers, and the learning process.</p>	<p>Our collective understanding:</p> <ul style="list-style-type: none"> • We understand that relationships are the key to success • We establish a connection with all of our students (some take longer than others) • We understand that 'telling them' is not 'teaching them' • We understand that a dysregulated adult will never regulate a dysregulated child • We understand that checking in with our students is an important part of setting up our learning environments each and every day • We understand that building our students self awareness (teaching emotions) is a vital step towards their ability to self-regulate <p>This enacted look like:</p> <ul style="list-style-type: none"> • Aligning to the schools values and expectations • Starting each day with our Grovely SS Morning Routine – see appendix for poster • Checking in with students through daily emotional regulation check in via SWITCH • Checking in at additional times – SWITCH IN, SWITCH OUT via the SWITCH app • Teaching targeted lessons around expected behaviours to ensure student's understand these in classroom and playground contexts – utilising the weekly focus PPT provided to staff. • Displaying the Emotional Wheels and referring to these when nessessary • Displaying 'Grovely Way' Posters on display and referring to these when nessessary • Explicitly teaching and providing opportunities for students to engage with SWITCHES via the app or through hands on activities • Introducing, unpacking and drilling down into the school values with our students and co-constructing a classroom agreement with our class that is referred to daily • Providing a space in the classroom for 'calm down' and de-escalation • Recognising and reinforcing appropriate behaviour by using the 'You've been noticed slips' • Teaching the GROWTH lesson each week and referring to the concepts throughout the week in morning circle

As educators, our role extends beyond traditional teaching; we are also facilitators of emotional growth and self-regulation. Through consistent support and guidance, we help students learn strategies to manage their emotions, allowing them to "switch" between different states of alertness to find the optimal level for focus and learning. This approach not only enhances their academic performance but also contributes to their overall well-being and development as emotionally intelligent individuals.

GROWTH Lessons

The lessons are delivered each week by the classroom teacher, ensuring consistency and application of strategies outside the lesson. Lessons include a mindfulness task, positive connection with others, explicit teaching of a skill and application of the taught skill to develop a positive culture for learning at Grovely State School.

The program is structured into explicit, scaffolded and developmentally appropriate units, ensuring a progression of skills across the year and the primary school experience that align with the four elements of the Personal and Social Capability continuum: self-awareness, self-management, social awareness and social management.

- Utilising the Essential Skills for Classroom Management
- Planning for movement and brain breaks

If school data indicates concerns for school climate, instruction, reinforcement and discipline, a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Tier 2

Targeted instruction and supports for some students are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable identified students to meet the required academic and behavioural standards.

They 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.

Focussed Teaching	Targeted Interventions
<p>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 with multiple opportunities to achieve the intended learning and expected behaviour.</p> <p>Deputy Principals and Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Grovely State School to provide focused teaching.</p> <p>Staff make data informed and student centred decisions by integrating all relevant engagement data sets, assessing progress, adapting strategies and using feedback to drive measurable improvements in student outcomes across engagement, wellbeing and academic performance.</p> <p>Focused teaching is aligned to the Australian Curriculum, the General Capabilities Personal and Social capability strand, the Grovely Way Expectations and the GROWTH lessons.</p> <p>Student progress is monitored by the classroom teacher/s and Inclusion Team to identify those who:</p> <ul style="list-style-type: none"> no longer require the additional support require ongoing focussed teaching may now require intensive teaching (Tier 3) and be identified through data and/or referred to the Student Support Services Team (SSS). 	<p>Tier 2 supports build on the GROWTH lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of the 'Grovely Way' Expectations.</p> <p>The types of interventions offered at this level will vary, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need) <p>Tier 2 supports:</p> <ul style="list-style-type: none"> Playground Plan – specific locations approved to play; duty staff aware of student plan Individual Step Plan/Flow Chart with clear steps and processes for students requiring this Tier of support, inclusive of the process for calling for assistance Ready to Learn Plan - a snapshot of a student's needs, look for, triggers, language to use and working strategies Function of Behaviour and IBSP - supports are based on the underlying reasons for a student's behaviour as assessed through a Functional Behaviour Assessment (FBA) and should include strategies to: <ul style="list-style-type: none"> PREVENT problem behaviour TEACH the student an acceptable replacement behaviour REINFORCE the student's use of the

	<p>replacement behaviour</p> <ul style="list-style-type: none"> • CORRECTION to manage the problem behaviour in difficult times. • Guidance Officer – short term intervention <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
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Tier 3

Research evidence indicates that even in an effective, well-functioning school there will always be a small population of students who require individualised services and intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, delivered to individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful.

Focussed Teaching	Targeted Interventions
<p>Some students may require intensive teaching for a short period, for particular lagging skills (etc behaviour, communication, self management, emotional awareness). 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.</p> <p>Students who require intensive teaching are assigned an individual Case Manager that will oversee the coordination of their Individual Support Plan, and communicate with stakeholders and directly consult with the student.</p>	<p>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.</p> <p>Students who require intensive teaching may be referred to the school's Student Support Services Team and assigned an individual Case Manager that will oversee the coordination of their Individual Support Plan, and communicate with stakeholders and directly consult with the student. The team may</p>

	<p>refer this student to the Regional Services Team and the Senior Guidance Officer will be consulted.</p> <p>Tier 3 supports are based on the underlying reasons for a student's behaviour as assessed through a Functional Behaviour Assessment (FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • CORRECTION to manage the problem behaviour in difficult times. <p>Types of FBA's that may be undertaken to support Tier 3:</p> <ul style="list-style-type: none"> ○ A comprehensive FBA includes a more thorough process for data collection, teaming, and problem solving. ○ an intensive FBA and wrap around plan includes personnel from outside agencies and rigorous problem-solving procedures. <p>If the school data indicates that more than 2- 5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>
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Legislative Delegations (Optional)

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)

Disciplinary Consequences (Mandated)

The disciplinary consequences model, Multi-Tiered Systems of Support (MTSS), used at Grovely State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations

Responding to Minor and Major Behaviours

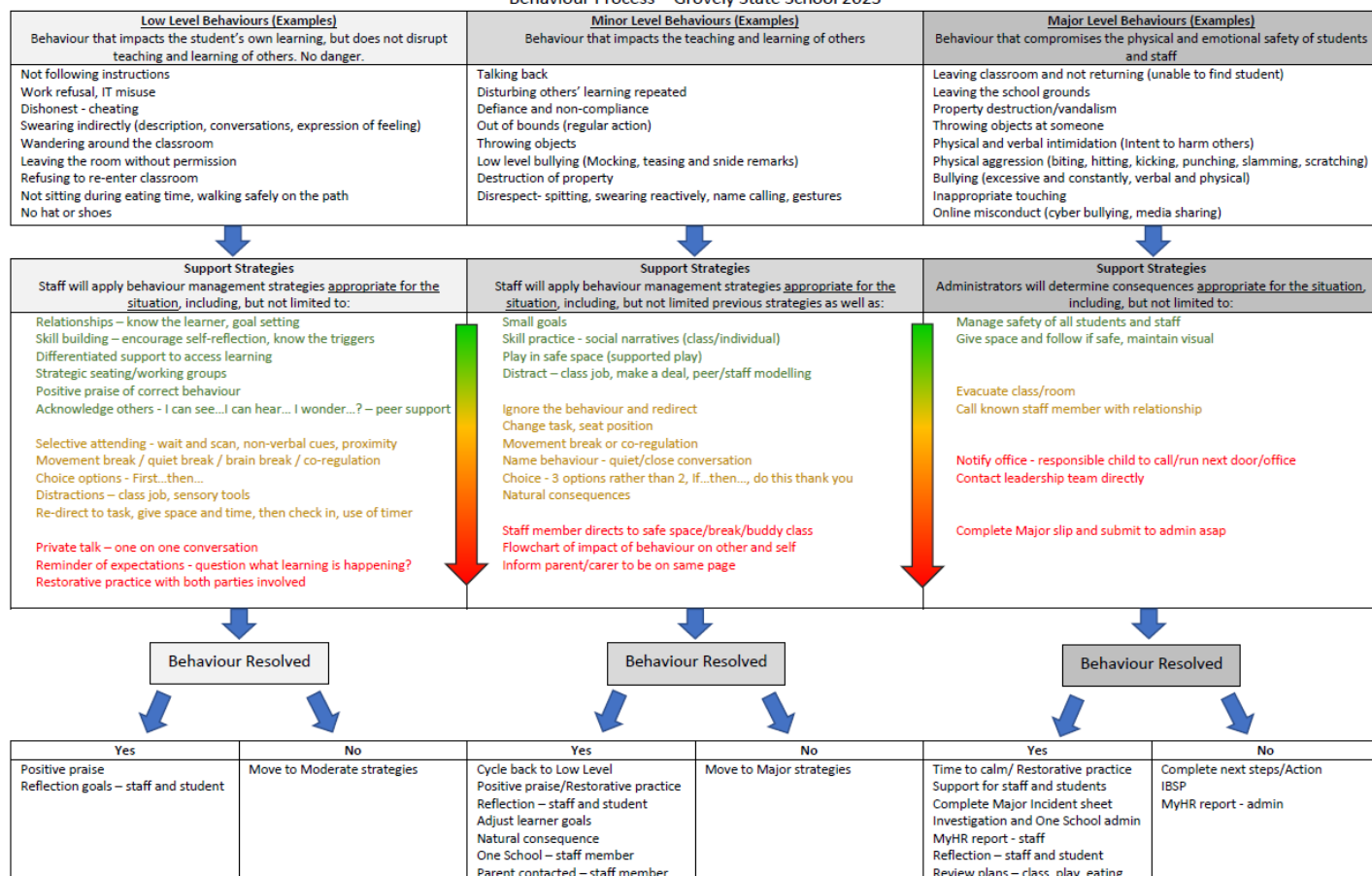
Our approach to managing student behaviour focuses on clarity, consistency, and the pivotal role of adult responses in shaping positive outcomes. When responding to behaviour incidents, it is essential that staff members accurately determine whether the behaviour is minor or major, ensuring that responses are appropriate and effective. The following guidelines provide a structured framework for this process.

Low Level Behaviours – Behaviour that impacts the student's own learning, but does not disrupt teaching and learning of others. No danger.

Minor Behaviours – Behaviour that impacts the teaching and learning of others.

Major Behaviour – Behaviour that compromises the physical and emotional safety of students and staff.

Behaviour Process – Grovely State School 2023



A4 copy included in Appendix for referral.

Major and Minor Behaviours by Behaviour Category <i>**When entering any behaviour incident into OneSchool only select <u>ONE</u> category.</i> <i>**Select the category for the <u>INITIAL</u> behaviour</i>				
Behaviour Category	Definition of Behaviour	Low Level Behaviour (only impacts the child) (no entry required)	Minor Example (impact's the teacher's ability to teach and/or other student's ability to learn)	Major Example (impact's the physical, emotional and cyber safety of self, students, staff or community)
Abusive Language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<p>Student is heard to swear.</p> <p>Saying things in the heat of the moment without the intention to follow through.</p> <p>Using disrespectful language towards self</p>	<p>Use of swearing with intent to disrupt others</p> <p>Repeatedly name calling</p> <p>Repeatedly putting down another student's ability to complete their work</p>	<p>Targeted and directed swearing.</p> <p>Verbal threats of physical harm</p> <p>Use of swearing and/or other abusive language directed with intent to disrespect and/or intimidate others</p>
Defiance	Student refuses to follow directions given by school staff.	Student does not act on instruction that impacts their learning and/or engagement within expected time frame, in line with student's Personalised Learning Record	Student does not act on instruction to cease behaviour that disrupts the learning and/or classroom and/or wider school environment within expected time frame, in line with student's Personalised Learning Record.	Student does not act on instruction to cease behaviour that places self or other individual at risk of physical or emotional harm within expected time frame, in line with student's Personalised Learning Record.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.		<p>Repeatedly talks over peer and/or staff member.</p> <p>Uses gestures eg the middle finger to non-verbally communicate disrespect.</p>	

Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling or screaming; noise with materials; and/or sustained out-of-seat behaviour.		Making noises which disrupts others learning/ activity eg disruptive loud talking or shouting. Deliberately creating noises with materials or body.	Disruption to the extent that learning area needs to be evacuated.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching etc). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Student accidentally physically harms another person (eg. bumps into them causing injury).		Serious physical contact towards another person occurs and the intent was to harm another.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Damaging personal property (eg. pencil, worksheet, workbook, lunchbox)	Scratching or writing on desk or classroom furniture or walls. Graffiti on buildings or facilities. Intentional breakage of school property. Deliberately messing up other students work. Damaging teaching materials. Damaging property belonging to another person.	Graffiti including intimidating language. Breaking property with the intention of it causing physical risk to others.

Consistency Across the School

By using the Grovely Way Behaviour Flow Chart for Classroom and Play, we create a unified approach to behaviour management. This consistency helps students understand the expectations and consequences of their actions, and it reinforces the school's commitment to fairness and transparency.

Support and Reflection

Regardless of the severity of the behaviour, the ultimate goal is to support the student in understanding the impact of their actions and to guide them toward more positive behaviours in the future. This may involve reflective conversations, restorative practices, or targeted interventions designed to address underlying issues.

Grovely State School takes into consideration individual circumstances when applying disciplinary consequences for behaviour. Supports for students are mapped directly to the multi tiered approach and each layer provides a progressively more personalised level of support.

Tier 1 Universal Processes

Staff provide in-class or in-school disciplinary responses to low-level or minor problem behaviour when interacting with students. This may include the following strategies, supports and Non- Negotiables:

Essentials Skills Classroom Management

The Balance Model of Behaviour Management

- Behavioural Ratio of 5 positive to 1 negative commentary or feedback to class.
- When a teacher is said to be “in balance” in the classroom, they have: clearly articulated their expectations to students and established an evenness (balance) in their use of verbal and non-verbal language to acknowledge appropriate behaviour and correct inappropriate behaviour.

‘Grovely Way’ Behavioural Expectations

- ‘Grovely Way’ Expectations - taught, made visible, periodically reviewed, referred to regularly, and retaught as needed.
- Classroom rules developed from ‘Grovely Way’ Expectations; few in number — as a rule of thumb, 1–3 rules for each expectation.
- Classroom specific expectations, EXPECTATIONS in CLASS XXX proforma, is developed to be an age-appropriate resource to reinforce expected behaviours.
- It provides students with instant and visible feedback on their behaviour.
- Active Supervision
- Meet n Greet at the door / Line Up area

Differentiated Teaching and Learning

- Content — the curriculum (what students will learn); Process — the way the content is presented (how students will learn); Product — the ways students are able to demonstrate their knowledge (what students produce); Learning environment — the way the classroom environment supports differentiation of the content, process and product (Tomlinson, 2020).
- Active engagement - provide positive choice of task order (e.g. “Which one do you want to start with?”) This, Then

Positive Reinforcement

Whole school:

- Acknowledgement ‘You’ve been noticed’ slips
- Principal’s Morning Tea (each month) one student from each class is selected to attend the morning tea. Teachers recognize those students who have demonstrated the school values and expectations.
- Academic celebrations P - 6 – Term 3
- Sharing achievements with our community for example, via Facebook, Newsletters, classroom displays.

Class: (these are some additional rewards systems in place)

- Do-Jo Boards
- Class marble jars
- Class point system

Individual:

- Individualised reward systems/ charts based on student needs.

**** Positive reinforcements are never removed as a consequence for problem behaviour. ****

Grovely State School implements the following positive, proactive and preventative process and strategies to support student behaviour:

- behavioural expectations and foci are explicitly taught in classrooms, presented by student leaders at assemblies, and shared with community via Social Media, Newsletters
- school-wide behaviour data is shared with staff and analysed at Year Level Meetings and at Staff Meetings
- comprehensive induction programs include the Grovely Student Code of Conduct and processes and expectations
- Personalised Learning Records (PLR) are maintained for students who present with Tier 2 or Tier 3 level behaviours. This PLR includes differentiated engagement strategies and personalised behaviour plans (IBSP).

Staff are provided with a range of professional development opportunities including and not limited to:

- OneSchool data entry
- Analysis of class, year-level and school-wide behaviour data
- Essential Skills for Classroom Management
- Classroom Profiling
- SWITCH4Schools
- Understanding Functions of Behaviour
- Understanding Complex Behaviour
- Trauma informed practices

Tier 2 Processes

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 Deputy Principal for determination of a disciplinary response and/or consequence.

Class teacher/staff is supported by other school-based staff to address in-class disengagement. This may include P-6:

- When a student needs to be withdrawn from the classroom, wherever possible, the Leadership Team or support staff member responding, takes the class, and leaves the classroom teacher to support the student to withdraw from the classroom.
- Referral to Student Support Services Team (SSS)
- Targeted skills teaching in small group
- Playground Support Plan
- Supported play space at lunchtimes

- Counselling and guidance support
- Self-monitoring plan
- Stakeholder support meeting with parents and external agencies
- Guidance Officer input
- Intensive GROWTH Lesson program – targeted to function of behaviour or SEL skill, delivered at lunch time.
- Behaviour plan/play plan – developed or reviewed
- Classroom monitoring tool developed or reviewed
- Sent home for RESET– when student is unable to regulate; after every attempt has been made to co regulate or self regulate a parent may be called for pick up/collection to protect the safety of all students/staff; returning the next day; this will be recorded as a Major Incident on OneSchool

Students who **require targetted support** will have a Personalised Learning Record (PLR) created and maintained, to track supports and progress. The student's Case Management Team (Class Teacher, Deputy Principal, Inclusion Team member, Parent/s, Student) will work collaboratively to create individualised plans as required, which may include:

- Functional behaviour assessment (FBA) - process for collecting information to help determine why problem behaviour occurs and to serve as a basis for the development of behaviour support plans.
- Individual (age-appropriate) Behaviour Support Plan (IBSP) - a summary of the information collected showing the problem behaviour pathway, desired behaviour and alternative behaviour to be taught.
- Individual, age-appropriate behaviour flowchart
- Ready to Learn Plan – snapshot of student's strengths, language to use, triggers
- Visuals for rewards / consequences
- [Behaviour Risk Assessment](#)

Tier 3 Processes

On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

To address persistent or ongoing serious problem behaviour Grovely State School may utilise the following strategies:

- Support from the Leadership Team – offered through various strategies for students/staff
- Referral to the Student Services Support Team (SSS)
- Referral to Regional Student Complex Needs Team for consultation and team-based problem solving
- Complex Case Management and review – Guidance Officer
- Stakeholder meeting with parents and external agencies including regional specialists eg Occupational Therapist, Guidance Officer, Psychologist, Psychiatrist
- Referral to Regional Support consult and FBA
- Teacher coaching and debriefing
- Short term suspension (up to 10 school days) – based on individual circumstances
- 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); staff support through coaching and debriefing offered
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

The 'Learning Hub'

Our 'Learning Hub' is a dedicated, supportive classroom environment designed to assist students who may be showing disengagement from learning or relational practices.

This space features flexible furniture and tailored learning zones, providing students with intensive teaching and curriculum support. Through relational practices and meaningful connections, the Learning Hub reinforces our school values Work Hard, Be Kind, Stay Safe. The focus for the students who access this space, is to explicitly learn the lagging skills through the development of the personal and social capabilities. This informed by observations and Functional Behaviour Assessments. Intensive support plans are collaboratively developed by key stakeholders to reflect the personalised approach to their learning.

Staffed by Inclusion staff (combination of Inclusion teachers, teacher aides, and Engagement Specialist), the Learning Hub ensures that students continue accessing the Australian Curriculum with high expectations for success, while receiving the adjustments and support they need to stay engaged in learning and social interactions.

Why the Learning Hub?

The Learning Hub (designed off the Flexispace model) has been successfully implemented in schools across Queensland, demonstrating positive impacts on student attendance, academic progress, and well-being, while also reducing the need for disciplinary measures. Designed specifically for our school community, this evidence-based initiative provides a bespoke approach to supporting students in both their home classrooms and broader school life.

The Learning Hub reflects our commitment to engagement, belonging, and success, ensuring every student has the opportunity to develop the skills and confidence needed to thrive.

What Happens in The Learning Hub?

In the Learning Hub students will:

- Learn in smaller groups with a focus on individual learning goals
- Experience innovative and evidence-based teaching approaches
- Receive support to build confidence, trust, and motivation
- Work in an environment that prioritises belonging and well-being
- Develop strategies to enhance learning habits and engagement
- Strengthen connections with teachers and peers

The Learning Hub is not just about academic support - it's about ensuring that students become strong, self-regulated learners who are prepared for life and lifelong learning.

School Disciplinary Absences (Mandated)

The Principal of Grovely State School uses a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues.

At Grovely State School, the Principal will balance individual circumstances and the actions of the student with the needs and rights of school community members. 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. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report.

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 Grovely State School, the use of any SDA is considered a very serious and considered 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 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Grovely State School may be invited to attend a re-entry meeting before they return to school. The main purpose of this meeting is to welcome the student, with their parents, 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 an appropriate and logical 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, including by identifying additional support strategies which may assist the student to experience successful behavioural outcomes and strengthen home- school communication. This may include learning of additional extenuating or challenging circumstances which may impact on the student's behaviour at school and which should be taken into account in managing a student's behaviour e.g. disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with school support personnel OR only



the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies (Mandated)

Grovely 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
- Use of ICT including facilities, devices and by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property (Mandated)

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

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed

student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone

- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes)
- If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination

Parents of students at Grovely State School

Ensure your children 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 Grovely 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 Grovely 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 Grovely 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 (Mandated)

Grovely State School Mobile Phone Policy - [Away for the Day](#)

From Term 1 2024, in accordance with Departmental policy, all state school students must keep their mobile phones switched off and 'away for the day' during school hours.

Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Overview Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students. 'Away for the day' aims to:

- reduce distractions in the classroom
- increase face-to-face interactions between students
- promote student health and wellbeing
- reduce the potential for student exposure to negative impacts of the digital world, such as cyberbullying.

What is a mobile phone?

- For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.
- This document does not apply to school-owned devices, such as iPads, tablets or laptops, that are approved for educational. However, the messaging capability must be switched off in accordance with the school's ICT policy.
- Any device which can be used to phone or message a third-party including parents. For example, mobile phones, watches etc.

Expectations of students bringing mobile phones/devices to school:

- Mobile phones/devices are brought to school at the student's own risk. No liability will be accepted by the school in the event of loss, theft or damage of the phone.
- Students who choose to bring to school mobile phones or any device which can be used as a phone or to message a third party, must have them switched off and securely stored during school hours.
- Where students choose to bring a mobile device to school, they must store it at the office for the day as per current school policy.
- Upon arrival at school, students will be expected to bring their mobile device to the office for safe storage during the school day. Before departing at the end of the school day, students can collect their device from the office. The mobile device can then be used once the student is off school grounds.
- All messages for students need to be directed through the office.

The mobile phone policy does not apply for activities outside school hours:

- out-of-school-hours events
- travelling to and from school

Exceptions to the policy may be applied if certain conditions are met.

Exceptions can only be granted by the principal, and must be documented. Where an exception is granted, the student can only use the mobile phone/device for the purpose for which it was granted.

Attendance

Ensuring high student attendance is a priority for our school, as we believe that students who attend regularly and punctually are more likely to experience success in learning and life. Consistent attendance fosters a dependable routine, strengthens relationships with peers and teachers, and enhances both academic achievement and social connectedness.

Under Queensland law, parents must make sure their child of school age is enrolled and attends school all day, every school day unless they have a reasonable reason. Principals decide if the excuse given for your child's absence is reasonable. It is important to understand that you may be prosecuted if your child is not attending school regularly, as all children have a [Right to Education](#).

If parents are having trouble getting their child to school, they should contact the school as soon as possible for advice and support.

Parents are expected to notify the school prior to 9.00 am on the day their child is absent or as soon as practicable. Notification of a student's absence can be made by:

- Qparents
- sending an email to admin@grovelyss.eq.edu.au
- telephone contact to school phone line (directly on 3354 6333 and leave a message)
- responding to the text message sent to the primary parent of any student who is absent without explanation.

If a child will be arriving late or leaving early, parents need to ensure their child follows the school's processes and procedures for late arrival and early departure.

What should I do if our family is going on a holiday in school time?

You are encouraged not to schedule holidays during school time. If your family holiday is during school time, let the school know in advance.

Application for exemption for a child or young person enrolled in a Queensland state school – greater than 10 days.

- This [form](#) is to be used for a child/young person who is currently enrolled in a Queensland state school to apply for an exemption from **compulsory schooling** or from the **compulsory participation phase**.

Our focus remains on working collaboratively with students, families, and the broader community to maintain and improve attendance at Grovely State School, ensuring that every student has the opportunity to thrive.

The school responds to student absences in accordance with the procedures outlined below by the Department of Education.

Related Documents:

[Exemptions from compulsory schooling and compulsory participation procedure](#)
[Managing student absences and enforcing enrolment and attendance at state schools procedure](#) [Every day counts – resources for parents](#)
[Managing student absences and enforcing enrolment and attendance at state schools](#)

Uniform Policy

Uniform Policy

At **Grovely State School**, our uniform is designed to be practical, sun-safe, comfortable, and to foster a sense of pride and belonging within our school community. Wearing the school uniform promotes equality and ensures our students are easily identifiable.

All students are expected to wear the full school uniform:

- When attending or representing Grovely State School
- While travelling to and from school
- During school-related activities outside regular hours

Our uniform options are gender-neutral and include both formal and sports attire.

UNISEX UNIFORM

Summer uniform

- Hat: Maroon broad-brimmed or reversible bucket hat
- Formal Shirt: Maroon and white checked shirt
- Sports Shirt: Maroon polo shirt
- Bottoms: Maroon shorts or tailored skorts of appropriate length
- Socks: White
- Footwear: Enclosed black shoes (e.g., joggers). Thongs and high-heeled footwear are not permitted. Footwear must be worn at all times for health and safety.

Winter uniform

Same as summer uniform, with additional options:

- Maroon zip-up jumper
- Long unisex maroon pants
- Maroon stockings
- Long-sleeve polo shirt (worn with long pants, shorts, or skorts)

Additional uniform options for girls

- Formal Dress: Maroon and white checked dress
- Bottoms: Tailored maroon skorts



Communication Policy

Grovely State School's [Communication Policy](#) serves to set clear expectations and effective strategies for communication while also fostering respectful interactions. By following these guidelines, we aim to nurture open channels of communication between the school and home, promoting collaboration and ultimately improving learning and wellbeing outcomes for all members of our school community.

Preventing and responding to bullying (Mandated)

Grovely 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.

Grovely State School has a diverse range of teams (Inclusion Team, Student Support Services Team; Wellbeing Team) that meet regularly with the school Leadership Team to promote strategies to improve student wellbeing, safety and learning outcomes.

Grovely State School also has a **Student Leadership Team** and a **Student Council**. Student Council representatives, from Years 3-6, who meet regularly with the school leadership/leader teacher to discuss ideas to improve student wellbeing, safety and learning outcomes.

The core elements of the Australian Student Wellbeing Framework taken into consideration include:

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.

Inclusion

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

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.

Partnerships

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

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](#) in 2018, and at

Grovely 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 Grovely 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 Grovely 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.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – 3354 6333

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of social media (Mandated)

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. 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.

Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- 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.

Parent Feedback

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 (Cwth) 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

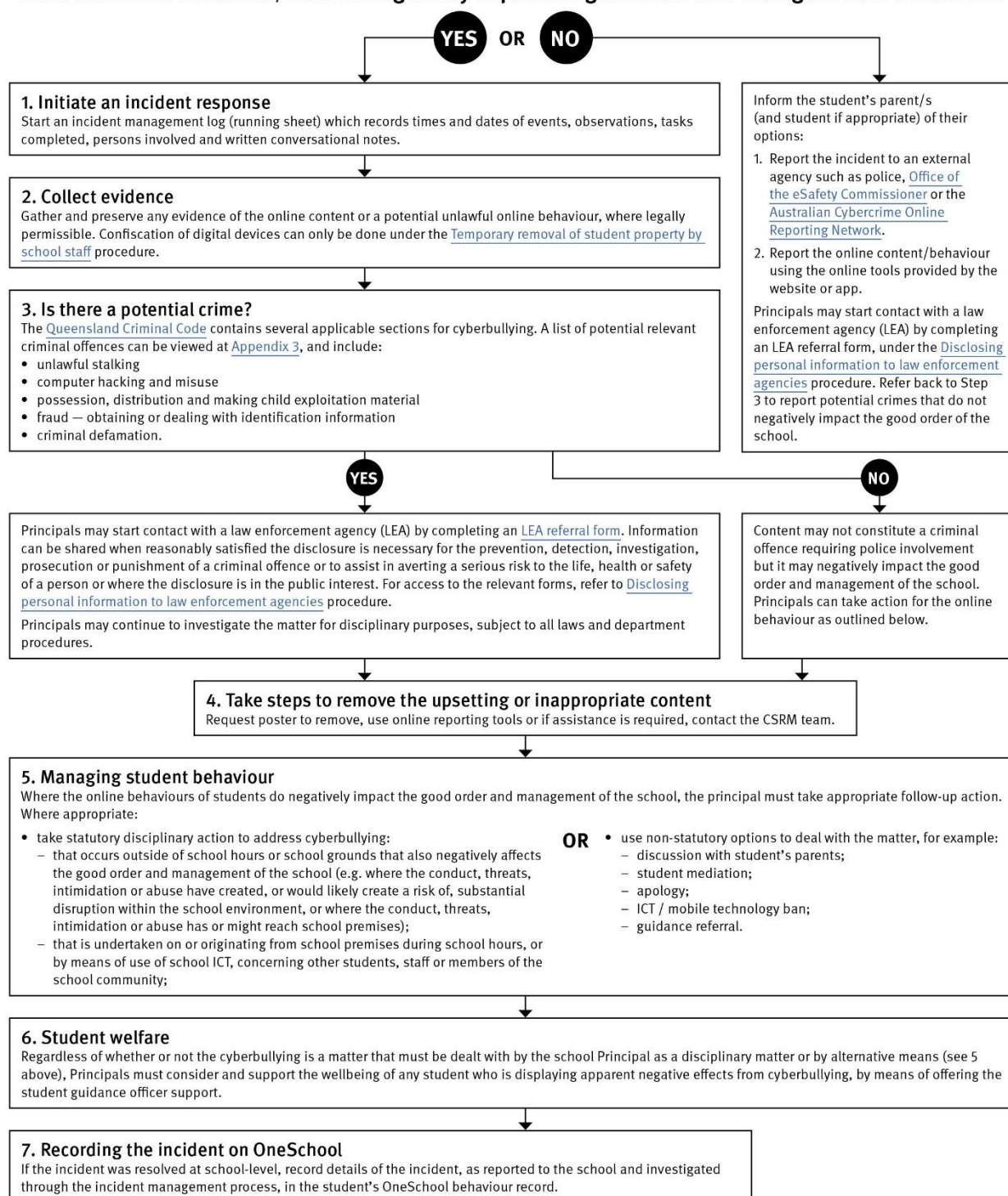
Explicit images

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

Help

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

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



Restrictive Practices (Mandated)

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

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

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

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

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

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

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

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

Critical Incidents (Mandated)

In order to ensure the safety and well-being of all students and staff during critical incidents, it is crucial that all school staff have a consistent understanding of how to respond effectively in emergencies involving student behaviour that poses a serious risk to the student or others. This consistency is vital for taking appropriate actions that prioritise safety.

A critical incident is defined as a sudden, urgent, and often unexpected event that requires immediate action (e.g. a child has left the school grounds and is near traffic). The primary aim in these situations is to bring the student's behaviour under rapid and safe control. This is a time for crisis management, not for punishment or discipline.

For students who are involved in frequent critical incidents, staff should follow the student's documented safety plan, which should be saved in OneSchool and accessible for staff review. For unexpected critical incidents, staff should employ basic defusing techniques as outlined below:

Avoid Escalating the Problem Behaviour:

- Refrain from actions that could escalate the situation, such as having too many adults involved, shouting, cornering the student, invading their personal space, touching or grabbing them or responding suddenly.
- Avoid sarcasm, defensiveness, or displaying anger and frustration through body language.

Maintain Calmness, Respect, and Detachment:

- Model the behaviour you want students to exhibit by staying calm and controlled.
- Use a serious and measured tone, choose your words carefully, and avoid embarrassing the student.
- Remain matter-of-fact and avoid responding emotionally.

Approach the Student in a Non-Threatening Manner:

- Move slowly and deliberately toward the situation, speaking privately to the student(s) whenever possible.
- Speak calmly and respectfully, minimise body language, and maintain a reasonable distance.
- Establish eye-level contact, keep your communication brief, stay focused on the issue, acknowledge cooperation, and withdraw if the situation escalates.

Follow Through:

- If the student begins to exhibit appropriate behaviour, briefly acknowledge their positive choice. Then, either redirect the attention of other students back to their work or activities.
- If the problem behaviour continues, calmly remind the student of the expected behaviour and outline the consequences of continued unacceptable behaviour. If the safety of other students is at risk, evacuate the classroom.

Debrief:

- Once the situation has de-escalated and there is a low risk of re-escalation, engage the student in a debriefing process.
- Help the student identify the sequence of events that led to the unacceptable behaviour, pinpoint decision points, evaluate the decisions made, and discuss acceptable options for future situations.

Resources - Appendix

Included in the Appendix are a number of visuals that are used across the school. Posters included in the Appendix are listed below alongside their use/location across the school:

- **School Wide Expectations Poster – Aligned to School Wide Values**
 - Displayed in each class and across the school
 - For all staff and students to refer to when discussing school expectations
- **Student Behaviour Flowchart**
 - Displayed in each class and across the school
 - For staff and students to refer to when moving through the steps of managing, responding to behaviour.
- **Student Behaviour Flowchart– for teachers**
 - For referral when responding to or supporting behaviour
 - For referral to when working with leadership to support individual students Tier 1, 2, 3.
- **Morning Routine Poster for Prep to Year 6**
 - On display across all classrooms and is the process that each classroom follows at the start of the day.
- **SWITCH for School Emotional Wheel Poster for Prep to Year 2**
- **SWITCH for Schools Switches / Emotional Wheel Poster for Prep to Year 2**
- **SWITCH for School Emotional Wheel Poster for Year 3 to Year 6**
- **SWITCH for Schools Switches / Emotional Wheel Poster for Year 3 to Year 6**
 - Displayed in all learning environments
 - Referred to for emotional identification and regulation strategies at any point in the day
- **Essential Classroom Practices Placemat**
 - For all staff to refer to and employ as part of our school wide universal strategies and supports.
- **Behaviour Processes – Low, Minor, Major Behaviour**
 - School wide processes for staff to follow when responding to low, minor and major behaviour incidents.

The Grovelly Way

Work Hard

Be Kind

Stay Safe

Asking for
help when
we need it

Trying
even
when it's
hard

Helping
others

Being
honest

Staying calm

Keeping our
hands and feet
to ourselves

Giving
everything
a go

Thinking
flexibly

Using
kind
words

Using
kind
actions

Asking before
leaving the
learning space

Being in the
right place at
the right time

Using
technology
appropriately

Including
others

Keeping
our school
clean and
tidy

Sitting down
during eating
time

Walking on
hard surfaces

One person
speaking at
a time

Embracing
people's
differences

Wearing our hat
when not
undercover

Following the
instruction
the first time





If your behaviour is stopping you or others from WORKING HARD, BEING KIND and STAYING SAFE:

Set for Success

I know that adults are available to help me when I need it.

It is my responsibility to ask for help if needed.

I am clear on how I can keep myself and others safe.

I know what I can do if I need help to do this.

Expectation Reminder

An adult reminding me of the Grovelly way.

We work hard, be kind and stay safe.

An adult reminding me of how we stay safe at school.

Everyone being safe is very important.

Choice

I will be given three choices of how a task can be done.

If I can't choose, an adult will help by choosing for me.

I will be given the choice of changing my behaviour myself, or being helped by the adult with me.

Reflection

I will reflect on how my actions stopped myself/others from working hard and being kind.

I can use the reflection sheet, or talk it through with an adult.

The office or your adults at home will be called to help keep everyone safe.

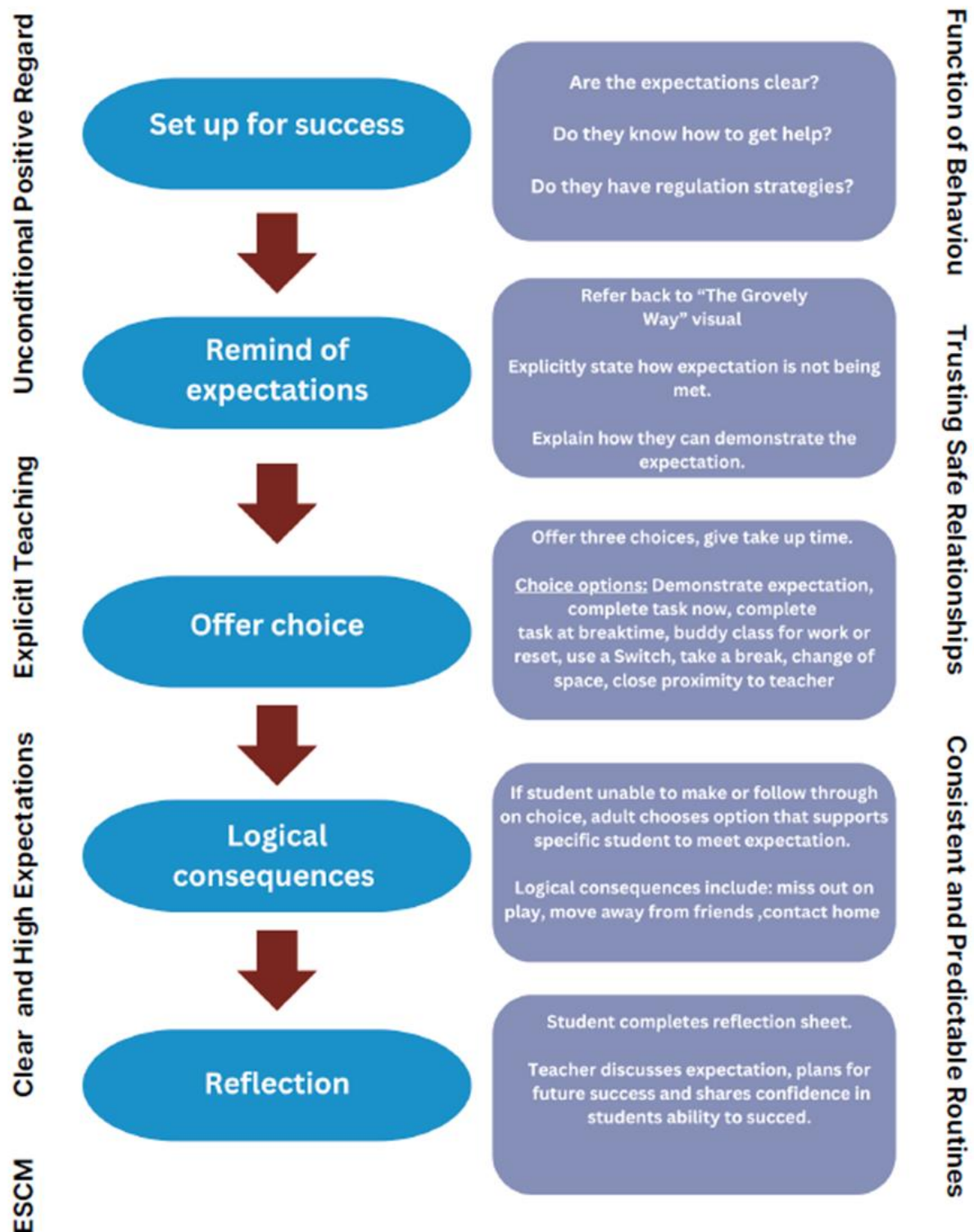
Logical Consequences

To help me be my best self, there will be a consequence for my choices.

The consequence will help me develop the skills I need to meet our school wide expectations.

When you are calm, an adult will help you reflect on what happened.

There will be consequences to help you learn the skills to stay safe at school.



Behaviour not changed after choice and consequence?
Immediate: Do a Switch check in, check they can do the task, have them identify what's stopping them, close proximity

Follow up: Review PLR adjustments, meet with P/DP/IT/parents, Functional Behaviour Analysis, Ready to Learn plan

Morning Routine

↪ **Mindful Activity** ↪
Switch Check-In ↪

Morning Circle

Greeting

**The Grovely Way- Work Hard, Be
Kind, Stay Safe**

**How we demonstrate it- weekly focus
+ class choice**

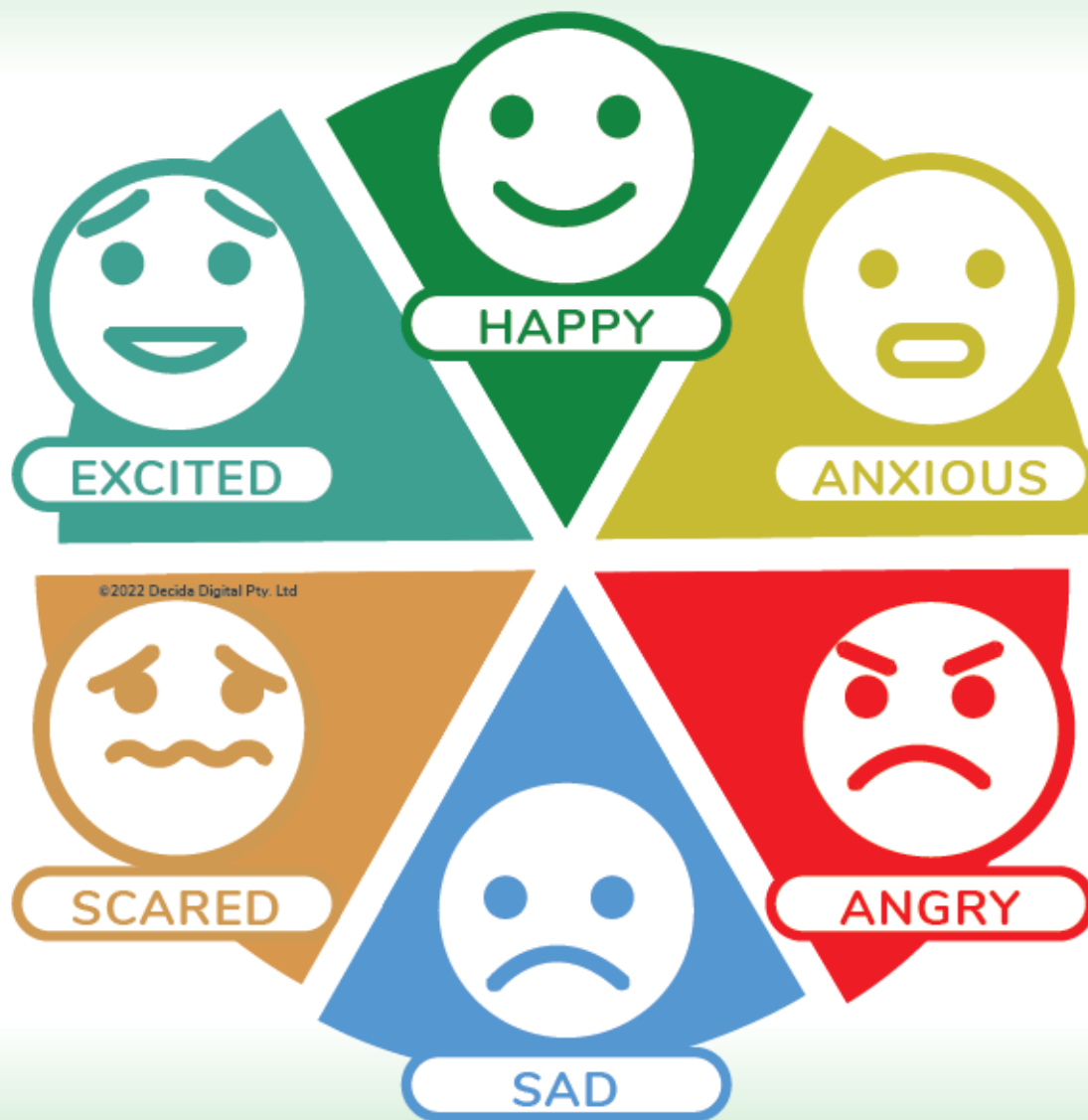
Announcements

Positive Primer- Switch

What Went Well?



“How are you feeling today?”



www.switch4schools.com.au

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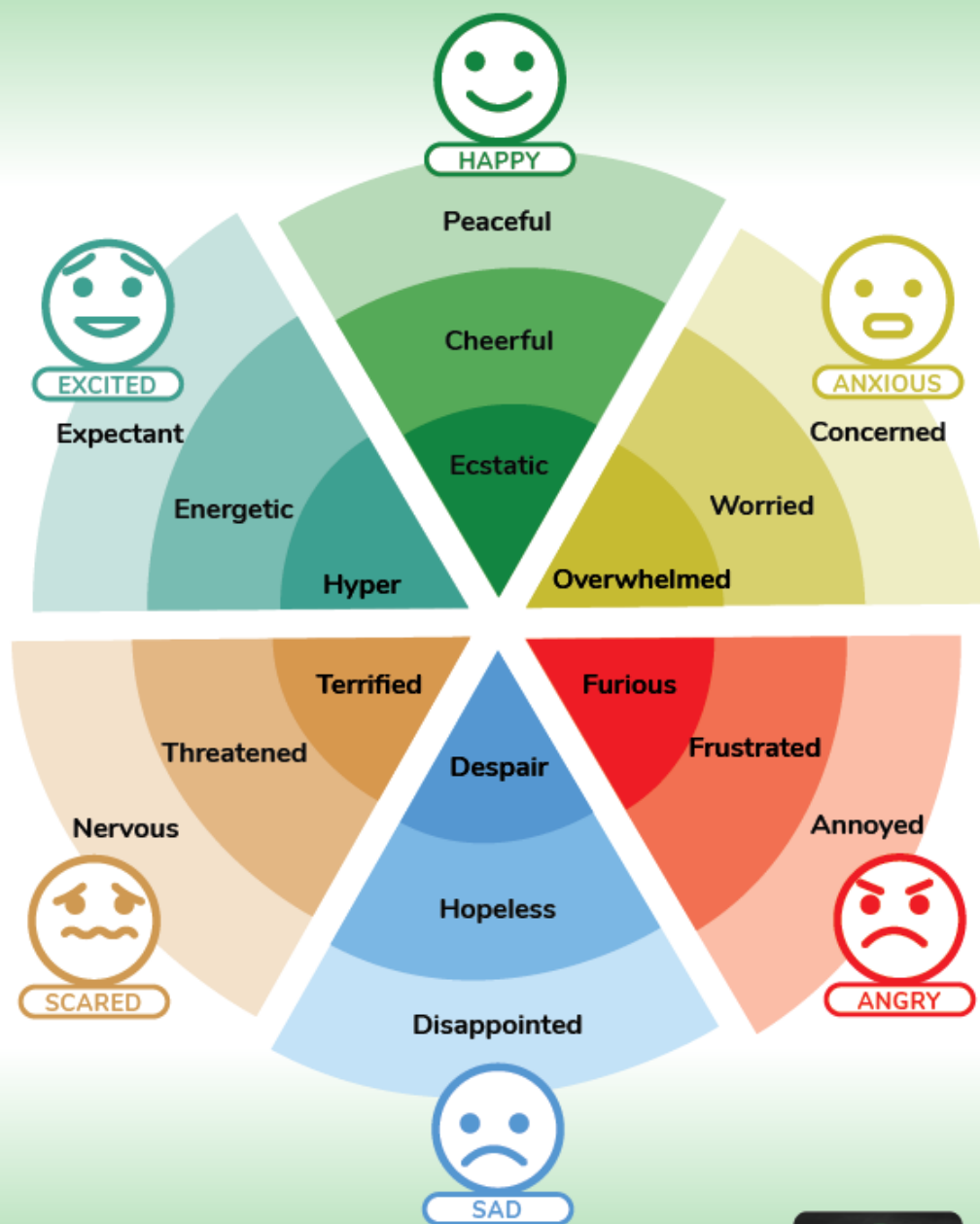
SWITCHES

Quick reference guide

Level One



“How are you feeling today?”



SWITCHES

Quick reference guide

Level Three





Essential Classroom Practices Placemat

Language of Expectation			
ECP1 - Establishing Expectations		ECP - 2 Giving Instructions	
Why? Everyone is clear on what is expected	Why? Everyone understands what to do	Why? Give students time to process instructions, cues students that you want to speak	
When? Every day, every lesson	When? At the start of each activity	When? After giving a verbal or non-verbal cue to get attention	
<ul style="list-style-type: none"> Have your expectations thought out prior to the lesson Keep them concise Keep them positive 	<ul style="list-style-type: none"> Use a verbal or non-verbal cue to get attention Start instructions with a verb Keep them concise 	<ul style="list-style-type: none"> Wait for 5-10 seconds Scan for students who are stopping and listening 	
Restate during a lesson, if necessary	Restate during a lesson, if necessary		

Language of Acknowledgement			
ECP 4 - Cueing with Parallel Acknowledgement		ECP 5 - Body Language Encouraging	
Why? It cues students to match the behaviour of others that you are acknowledging	Why? It promotes a positive tone in the room	Why? To encourage students to show more of an expected behaviour, reinforces expectations	
When? You see a student or students not showing expected behaviours	When? Throughout a lesson	When? Throughout a lesson	
Comment on the expected behaviour that another student's is showing, loud enough to be heard by the intended student's	<ul style="list-style-type: none"> Proximity – slowly moving towards students who are off-task Body gestures – nodding, shaking head, thumbs up Facial expressions – smiling 	<ul style="list-style-type: none"> Can be done at an individual, group or whole class Describe the behaviour you are acknowledging Avoid general encouraging (eg. 'great/excellent') 	

Language of Correction			
ECP 7 – Selective Attending		ECP 8 – Redirecting to the Learning	
Why? Gives you time to think about best way to handle the behaviour, gives you time to work with students who are on task	Why? It reinforces your expectations	Why? It reinforces expectations and puts the responsibility on the student	
When? The behaviour is safe but off-task, it is not distracting others	When? Student is distracting others or continues to be off task	When? The behaviour is disrupting others, the student has been off task for a prolonged period of time	
<ul style="list-style-type: none"> Monitor the behaviour while continuing to give your attention to those who are on task Acknowledge the student's if they choose to get back on task 	<ul style="list-style-type: none"> Your voice is calm and clear Ask a question about the task (eg. James, do you need any help?) Remind the student of the task (eg. James, we are answering Q3 in our books) 	<ul style="list-style-type: none"> Be prepared to follow through with whatever choices you give When you give the choice, allow for processing time 	
Attend to the behaviour if it doesn't improve	Acknowledge student if they get back on task	If the student gets back on task, acknowledge this	
ECP 9 – Giving a Choice		ECP 10 – Following Through	
	Why? To establish to the class that you mean what you say	When? After you have given a choice, allowed for processing time, but the negative behaviour continues	
		<ul style="list-style-type: none"> Use a calm, firm voice Use the school's protocols if the behaviour continues 	Reflect on the event later – is there anything that could have been done differently?

Behaviour Process – Grovely State School 2023

