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Strathpine West State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Contact Information

Postal address:	Garbala Drive Strathpine 4500
Phone:	07 3480 6111
Email:	principal@strathpinewestss.eq.edu.au
School website address:	https://strathpinewestss.eq.edu.au
Contact Person:	Sharelle Hall (Principal)

Endorsement

Principal Name:	Sharelle Hall
Principal Signature:	S. Hall
Date:	1/12/2020

P/C President and-or School Council Chair Name:	Michelle Van Tongeren
P/C President and-or School Council Chair Signature:	
Date:	

Purpose

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

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

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

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Principal's Foreword

As a school characterised by diversity, Strathpine West State School recognises the unique qualities and traits that each member of our school community contribute to our school culture, while acknowledging the right of each of us to be respected and the responsibility to respect each other. All members of our community are committed to ensuring a safe and supportive environment, fostering personal growth and learning for all. We aim to maintain a setting where everyone feels valued, respected, appreciated for their individual differences and accepted. We believe that strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Strathpine West State School has four core components which form the basis for our rules, procedures and our way of conducting ourselves:

Safety	*Conduct that promotes safety for self and others*
Team Member	*Conduct that promotes cooperation and contribution to the school and wider community*
Active Learning	*Conduct that reflects ownership and individual responsibility for learning*
Respect	*Conduct that recognises diversity and treats others with dignity and respect*

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

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

I thank the students, teachers, parents and other members of the community for their work in bringing this together. It provides a clear explanation of what we expect from students and how we will support them to meet these expectations.

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P&C Statement of Support

As president of the Strathpine West State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Sharelle Hall and her team has ensured that all parents and students have had opportunity to contribute and provide feedback on the final product. This has been an important aspect in the development of the Strathpine West Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Strathpine West Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Any parents who wish to discuss the Strathpine West State SChool Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Strathpine West P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Mvan Tongeren

Michelle Van Tongeren
P&C President 2020

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School Captains' Statement

On behalf of the student body at Strathpine West State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school.
We will continue to work with the school administration team and the Strathpine West State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains will be invited to attend a Student Council meeting.

Endorsed By:

School Captain: Sienna Thomas

Date: 13 November 2020

Signature: Sienna Thomas

School Captain: Maley Abraha

Date: 13 November 2020

Signature: Maley Abraha

School Captain: Maya Dagon

Date: 13 November 2020

Signature: Maya Dagon

School Captain: Corey Graham

Date: 13 November 2020

Signature: Cgraham

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Consultation

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

In the first phase, we held a series of internal meetings with staff between April of 2019 and June 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to students, parents of the P&C and staff on school culture and climate. A variety of documents were refined in consultation with the school PBL team, and the wider staff. These included the minor/major behaviour document, rewards program and responding to inappropriate behaviour flowchart. The school processes for detention and for communication with parents was also refined.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to the wider school community. The third phase of consultation was completed and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting on the 10th of November 2020 for endorsement. The P&C Association unanimously endorsed the Strathpine West State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Strathpine West Student Code of Conduct, including parent information evenings, promotion through the school website and the weekly newsletter and enrolment interviews. Any families who require assistance to access a copy of the Strathpine West State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

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Data Overview

Throughout the process of developing this Student Code of Conduct, school staff reviewed a variety of relevant data sets including School Opinion Surveys, School Discplinary Absences, and staff student and parent survey data and behaviour data. To view the school's current data sets, please view our Annual report available via the school website at https://strathpinewestss.eq.edu.au/

Review Statement

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

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Learning and Behaviour Statement

At Strathpine West State School we believe that all areas of the school and all activities provide valuable opportunities for teaching and learning. The Student Code of Conduct provides us with a valuable opportunity to articulate our social learning and maximise our potential for academic learning.

Through our Code of Conduct, we make explicit our shared expectations for student behaviour in order to provide a safe, orderly and productive learning environment for all of our students. It outlines both our systems for facilitiating positive behaviour and for responding to inappropriate and unacceptable behaviour.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made
2	Targeted instruction and supports for **some students** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of

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Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need)

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

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

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

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

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Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

Strathpine West State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

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Policy and expectations
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs
Strathpine West State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

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

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

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

Mental health
Strathpine West State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
Strathpine West State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student in the first instance, and where necessary, provide first aid. In all other situations, Strathpine West State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Strathpine West State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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Where a suicide has occurred on school grounds or at a school event, Strathpine West State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Team

Strathpine West State School is proud to have a comprehensive Student Support Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

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

Role	What they do
HOSES – Head of Special Education Services	• *support classroom teachers with differentiation and catering for diverse learning needs within the classroom* • *collaborate with classroom teachers and support teachers to develop individual support plans for students with a disability*
Diversity and Learning Teachers	• *support classroom teachers with differentiation and catering for diverse learning needs within the classroom* • *collaborate with classroom teachers to develop and deliver individual support plans for students with disabililty* • *collaborate with classroom teachers to develop and deliver support plans for students with additional learning needs*
Guidance Officer	• *provide a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting* • *assist students with specific difficulties, acting as a mediator or providing information on other life skills* • *liaise with parents, teachers, or other external health providers as needed, as part of the counselling process*
Speech Pathologist	• *provide diagnostic and planning support for students in the area of speech and language*
School-based police officer	• *provide a connection between school and home for students who are experiencing engagement issues*
School Chaplain	• *provide social and emotional support to students, staff and wider community* • *engage connection between school and wider community organisations e.g churches and local businesses*
Defence School Mentor	• *monitor the social and emotional wellbeing of Defence students* • *enhance awareness and appreciation of the unique Defence lifestyle in schools and communities* • *provide support to children during times of parental absence*

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

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Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

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

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

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PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five *Positive Behaviour for Learning* (PBL) expectations in place for students: Being Safe, Being a Team member, Being an Active Learner and Being Respectful.

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

Safe

- **Use equipment and furniture safely**
- **Follow directions from adults immediately**
- **Keep hands and feet to yourself**

Team Member

- **Be honest**
- **Cooperate with others**
- **Wear full school uniform with pride**

Active learning

- **Be in the right place at the right time doing the right thing**
- **Listen actively to others**
- **Be punctual for start of school and all classes**

Respect

- **Be responsible for your words and actions**
- **Use kind and respectful language**
- **Treat others, your own and school property with respect**

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Parents and staff

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

Safety

What we expect to see from you	What you can expect from us
You co-operate with school rules and procedures designed to keep staff, students and members of the community safe.	*We will clearly communicate rules and procedures and their purpose in keeping our community safe.*
You model respectful and kind conversations at home that support the mental health of all those in the school community.	*We will model respectful and kind conversations at school that support the mental health of all those in the school community.*
You leave and collect your child from the designated areas at school and follow drop off and pick-up rules and routines.	*We will give clear guidance about a designated area and rules and routines for parents to leave and collect students.*

Team Member

What we expect to see from you	What you can expect from us
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	*We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.*
You take a positive, solution-focused approach to resolving complaints.	*We will nominate a contact person for you to work with to resolve a school related complaint.*
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	*We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.*

Active Learning

What we expect to see from you	What you can expect from us
You support your child to meet the learning and behavioural expectations at school.	*We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.*
You ensure your children attend school every day and notify the school promptly of any absences.	*We will create a safe, supportive and inclusive environment to support learning.*
You share relevant information about your child's learning, social and behavioural needs with school staff.	*We will share relevant information with you about your child's learning, social and behavioural progress at school.*

Respect

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	*We will maintain confidentiality about information relating to your child and family.*
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	*We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.*
You respect school, student and staff privacy in your online communications.	*We will act quickly to address social media issues that affect staff, students or families.*

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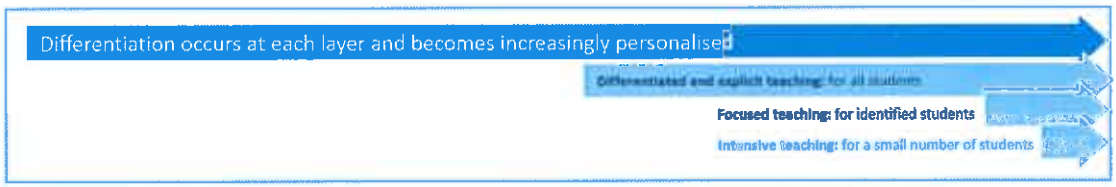
Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the *Learning and Behaviour* section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

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PBL Expectation	ALL AREAS	LEARNING AREAS	SCHOOL GROUNDS
Being SAFE	Use equipment and furniture safely Follow directions from adults immediately Keep hands and feet to yourself	Move around safely in classrooms Ask permission to leave the learning area	Walk bikes & scooters in and out of grounds Walk when on concrete Sit down to eat Use toilets properly (go, flush, wash, leave immediately)
Being a TEAM MEMBER	Be honest Cooperate with others Wear full school uniform with pride	Keep the learning area tidy Follow the class rules	Include others in activities Play in correct areas Play fairly and follow the rules of the game Keep toilets clean
Being an ACTIVE LEARNER	Be in the right place at the right time doing the right thing Listen actively to others Be punctual for start of school and all classes	Show persistence in your learning & complete all learning tasks Take pride in your work Be a problem solver Have learning equipment ready	Arrive at school in time for morning assembly Be on time to line up for classes Move quietly in an orderly manner around the school as not to disrupt learning
Being RESPECTFUL	Be responsible for your words and actions Use kind and respectful language Treat others, your own and school property with respect	Listen attentively to adults Respect others' ideas and suggestions Respect others' right to learn	Place litter in the bin Treat the natural environment (plants and animals) with care Allow the privacy of others when using toilets

Strathpine West State school uses a variety of short-term, high frequency, medium term and long term rewards and acknowledgements in order to promote positive behaviour in keeping with the expectations of the school behaviour matrix.

Focused Teaching

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

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

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

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

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

- REBOOT
- Resorative Justice Approach
- Functional Based Assessment

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Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Strathpine West State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

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

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

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

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

Strathpine West State School makes systematic efforts to prevent inappropriate behaviour by teaching and reinforcing expected behaviours on an ongoing basis. We use data to identify and prevent patterns of unacceptable behaviour. Wherever possible, when inappropriate behaviour occurs, it is important that consequences are both consistent and predictable, while taking into account the individual context and ensuring that the response is proportionate to the nature of the behaviour.

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

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Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat.")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question.")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you.")
- Explicit behavioural instructions (e.g. "Pick up your pencil.")
- Proximity control (i.e. moving closer to the student involved)
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Parallel acknowledgement (e.g. Acknowledge a nearby peer exhibiting expected behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Risk assessment and Individual Safety Plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Strathpine West State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not**

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a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, and to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal of Strathpine West 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 Strathpine West 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,

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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.

** 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**).

*** We strongly advise against students bringing toys to school as they may be subject to theft or breakage. The school takes no responsibility for toys and other non-school related items brought to school. If these items are disrupting learning or being used to cause harm, they will be removed and returned at the end of the school day.

Responsibilities

State school staff at Strathpine West 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 Strathpine West State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that -
  - ❖ is prohibited according to the Strathpine West 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 Strathpine West 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 Strathpine West 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;

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- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection

Use of mobile phones and other devices by students

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

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

While personal devices are an integral component of today's society, in the school context they may:

- disrupt the teaching and learning process
- infringe upon the privacy of others
- impact on students' ability to communicate and interact with peers and teachers
- not be subject to the same cyber safeguards and protections as school provided devices
- be expensive and therefore susceptible to theft or damage

Mobile phones and personal use electronic devices are not required as a learning tool at Strathpine West State School. Where necessary, such devices are provided by the school. Therefore, personal devices such as cameras, portable music and other personal electronic devices are not to be used at school.

If it is necessary for your child to bring a mobile phone or other electronic equipment, a letter which includes parent permission for use, addressed to the Principal, must be provided to the office. Students must ensure that their phone is turned off once on school property. Students must hand their phone into the office each morning.

If a mobile device is witnessed being used during school hours, it will be sent to the office to be collected by the student at the end of the school day. Repeated offences will lead to parents being contacted and possible disciplinary action.

It is unacceptable for students at Strathpine West State School to:

- use a mobile phone or other devices in an unlawful manner
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets

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- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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

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

Preventing and responding to bullying

Strathpine West State Schoo 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.

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

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

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

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

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

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

A priority for the *Student Leadership Forum* is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. 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 Strathpine West 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.

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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 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.

	Direct	*Indirect*
Physical	• *hitting, slapping, punching* • *kicking* • *tripping* • *pushing, strangling* • *spitting, biting* • *pinching, scratching* • *throwing things e.g. stones*	• *getting another person to harm someone*
Non-Physical	• *mean and hurtful name-calling* • *hurtful teasing* • *demanding money or possessions* • *forcing another to do homework or commit offences such as stealing*	• *spreading nasty rumours* • *trying to get other students to not like someone*
Non-Verbal	• *threatening and/or obscene gestures* • *sending inappropriate, degrading and/or offensive images or text by phone or internet*	• *deliberate exclusion from a group or activity* • *removing and hiding and/or damaging other's belongings*

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 Strathpine West 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 that Strathpine West 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.

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Strathpine West State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher, Support Teachers, Administration members (Principal, Deputy Principal or HOSES)

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
- Engage the student as part of the solution
- 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 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

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Cyberbullying

Cyberbullying is treated at Strathpine West State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying, however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels).

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Strathpine West State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example, on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

Strathpine West State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR NO

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud – obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:
- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

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Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online, consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting. Try to keep comments general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent, you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

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Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Uniform and Sun Smart Policy

The Strathpine West State School uniform has been designed and adopted by the P & C Association. A consistent presence of the school's full uniform is a very powerful way to create a sense of pride in the school. The school uniform readily identifies children when travelling to and from school and on outside school activities such as excursions and school sport.

The P & C Association of Strathpine West State School supports a Student Dress Code Policy as it promotes the objectives of the Education (General Provisions) Act 1989, and in particular that it:

- promotes a safe environment for learning by enabling ready identification of students and non-students of the school
- promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the school
- promotes a supportive environment at the school by fostering a sense of belonging
- fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences

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The students, parents and staff of this school believe that the Dress Code requirement is important in developing a sense of identity and pride for our students. It fits in with the general expectation in today's workforce where, in most instances, there is an established Dress Code at the work site. For students, this school is their work site.

We believe that the wearing of correct school uniform allows each student to identify with the school, builds group spirit and prevents discrimination, unhealthy competition and arguments at home. School dress code worn regularly is cheaper than other clothing.

UNIFORM

- maroon and white shirt – unisex polo shirt - with the school logo in the top left hand corner
- Year 6 commemorative shirts can be substituted for regular school shirts
- maroon unisex shorts with the school logo
- joggers/sneakers with laces or velcro
- black or white socks (not multi-colour)
- SWSS maroon hat must be worn NO Caps
- maroon and white school jacket or plain maroon sweat shirt or jumper
- plain maroon track pants
- each sports house has its own polo shirt, which may be worn for any inter-house activities and can be substituted for the regular school shirt unless leaving the school on an excursion, sporting event or special occasion when the regular school shirt must be worn:
  - Glorious House – Gold
  - Samson House – Green
  - Nebo House – Blue
- students participating in the music program have the option to purchase the school music shirt which can be substituted for regular shirts

PERSONAL GROOMING

- hair should be neatly groomed and kept out of the eyes
- shoulder length or longer hair is to be kept tied back from the face
- extremes of hairstyles are not acceptable; hair colour is to be natural colouring
- hair accessories should be neutral or school colours – maroon, white or black
- fingernail polish and make-up are not permitted (students wearing makeup will be asked to remove it); fingernails should be of a reasonable length

JEWELLERY

Jewellery can become a dangerous item to wear at school when in the playground. Students also become very distressed when they lose or break jewellery. In the interest of safety, earrings are to be of the small sleeper or stud variety.

- students may wear a small watch and one stud or sleeper in each ear
- no other facial piercings; no chains, rings, necklaces and bracelets (hand and ankle), unless it is a Medic-alert item or an item of religious or cultural significance (see below)

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MODIFICATION TO THE DRESS CODE

Parents of students who for religious, cultural or health reasons may need to modify the school dress code are required to make an appointment with the Principal.

PROCESS FOR NON-COMPLIANCE /CONFLICT RESOLUTION

1. Students will be counselled by the Principal or Principal's nominee on the benefits of a dress code
2. Assistance/support will be given to obtain suitable clothing if necessary
3. Parents/Guardian will be contacted by the Principal whereby parents will be asked to follow the Dress Code
4. Persistent non-compliance will result in time out
5. Students not in full school uniform will not attend or participate in:
   - any activity for which the student would be representing the school
   - any school activity that is not part of the essential educational program of the school

FREE DRESS POLICY

In the event of a free dress day, suitable sun safe appropriate clothing is expected:

- clothing covering midriff and shoulders should be worn
- shirts and dresses should have sleeves
- dresses/skirts/shorts should be a reasonable length - exposure of undergarments is not permitted
- clothing should not include slogans of an inappropriate nature (e.g. promote illegal drugs, of a deregotary nature).

SUN PROTECTION POLICY

This strategy has been developed in accordance with the Department of Education Manual HS-01, Health and Safety. Its provisions reflect the requirements of that manual and the commitment to Sun Safety of this school community. The policy has taken into account recommendations from the Queensland Cancer Fund. All members of the school community are bound to follow the strategy.

At Strathpine West State School:

Children are taught the need for sun protection through a variety of curriculum activities.

Outdoor activities, wherever possible, are run at times of least sun strength. Parade, eating and some PE classes are held in covered areas. Children are encouraged to play in shaded areas.

There is a "no wide brimmed hat, no play" rule that is enforced.

Children are encouraged to use sunscreen on uncovered areas of the skin. Sunscreen should be applied at home prior to coming to school.

Staff act as role models by **always** wearing a wide brimmed hat and sunscreen during outdoor activities or playground duty.

Homework

The community of Strathpine West State School worked collaboratively to develop a Homework Policy which reflects the Education Queensland Homework Guidelines and which could be successfully implemented whilst meeting the needs of teachers, students and parents in our community.

Value of Homework

Homework provides students with opportunities to consolidate their classroom learning, develop patterns of behaviour for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework will take into account the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and cultural pursuits.

At Strathpine West State School the aim of homework is to:

- develop the student's independence as a learner through experiences that encourage the development of organisation and time management skills
- enable students to practice, revise or apply knowledge and skills outside of the classroom
- provide purposeful learning opportunities which reinforce class learning

Roles and Responsibilities of all Participants

The Principal's responsibility is to develop the school homework policy in consultation with our school community. The policy will be made available to all members of our school community and particularly to new families at time of enrolment. The Principal is also responsible for the implementation of the policy throughout the school.

Teachers will establish a routine of regular, independent study and will:

- ensure school's homework policy is implemented
- ensure the administration of homework will be consistent across year levels
- set homework on a regular basis
- clearly communicate the purpose and expectations of all homework
- check homework and provide useful feedback
- use homework that is appropriate to students' learning needs
- give consideration to extra-curricular activities that students could be engaged in when setting homework
- discuss with parents and caregivers any developing problems concerning their child's homework

Students will take responsibility for their own learning by:

- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities
- accepting responsibility for the completion of homework tasks within set time frames
- seeking assistance when difficulties arise

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- following up on comments made by teachers

Parents and caregivers will assist children with their learning by:

- providing children with a quiet work area with little to no distraction
- encouraging them to organise their time and take responsibility for their learning
- helping them to balance the amount of time spent completing homework, watching television, playing computer games, playing sport and engaging in other recreational activities
- reading to them, talking with them and involving them in tasks at home including shopping, playing games and physical activity
- contacting the relevant teacher to discuss any concerns about the nature of homework and their children's approach to the homework, immediately a problem arises

Following are guidelines which indicate the average amount of homework to be set by teachers weekly. These times provide general guides. Parents are able to consult with teachers where additional material or practice tasks might be sought.

Year 1 to 3 - up to 1 hour a week

Daily reading, approx 10 minutes per night, to, with and by parents/care givers or other family members. Homework tasks may include preparation for oral talks through informal conversation, completion of class tasks and activities.

In the early phase of learning, many activities at home can assist children to develop literacy, numeracy and problem solving skills.

Years 4 & 5 - up to 2 hours a week

Daily reading, 15 minutes a night; Basic literacy, numeracy and problem solving skill tasks.

Extension of unit activities, 15 minutes a night, including class work, projects and research.

Years 6 - up to 3 hours a week

Daily independent reading 15 minutes a night; Basic literacy, numeracy and problem solving skills tasks; Extension of unit activities, 30 minutes a night, including class work, projects and research.

Homework in **years 4 to 6** can be completed daily, weekly or over a set contract period.

There will be no consequences for not completing homework until year 6. The school community believes this will assist in the development of good study habits for high school.

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Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguard students, staff and others from harm
3. Ensure transparency and accountability
4. Place importance on communication and consultation with parents and carers
5. Maximise the opportunity for positive outcomes, and
6. Aim 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.

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Critical Incidents

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

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

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

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

1. *Avoid escalating the problem behaviour*: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. *Maintain calmness, respect and detachment*: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. *Approach the student in a non-threatening manner*: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. *Follow through*: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. *Debrief*: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning:

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

Conclusion

Strathpine West State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

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