Pallara State School

Student Code of Conduct

2024 - 2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name:	Mr Mark Johnstone
Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	Mrs Mandi Tran
P/C President and-or School Council Chair Signature:	
Date:	

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Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to receive a quality education.

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

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

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Principal's Foreword

The community of Pallara State School is committed to learning, respect and optimism through a secure, supportive and cooperative environment, which recognises and accepts individual differences. Our school fosters a warm, supportive environment where students can be happy and where optimal learning can take place.

A major part of the teacher's role is to ensure that children will learn and develop within their school environment, without disruptive behaviour hindering their success and enjoyment of learning. It is also expected that students will respect the teachers' fundamental right to teach, without disruptive behaviours hindering his/her success and enjoyment of teaching.

We also acknowledge that if students are to become productive members of society, teachers must help them to develop responsibility for their actions, by both teaching explicitly and practising problem solving skills.

The establishment of good discipline in our school depends upon both school personnel and parents working towards the same goals and insisting on acceptable standards of behaviour being maintained for the enhanced outcomes of our students and our school.

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Whole School Approach to Discipline

The school wide expectations below, outline our agreed rules and specific behavioural expectations in all school settings at Pallara State School.

Be Safe

Always act and play in a safe manner.
Be aware of the safety of others.
Obey safety instructions.

Be Respectful

Always respect your self.
Treat others with respect.
Respect the property and equipment of others and the school.
Respect the school environment.

Be Caring and Considerate

Show care and consideration for yourself and others.
Show care and consideration for all property.

Be Responsible

Take responsibility for your learning and behaviour.
Take responsibility for your own personal property and resources belonging to the school or others.
Act in a manner that promotes a good public image of yourself and our school.

Overarching School Value & Motto - Be your best

Always try your hardest to succeed.
Persevere with all challenges.

These expectations are communicated to students via a number of strategies, including:

- Explicitly taught behaviour lessons which outline the school rules in relation to areas of the school. Eg. classrooms, playgrounds, toilets and other buildings. Our Term 1 Health Unit incorporates this learning.
- Weekly reminders at the start of each week, provided by classroom teachers – revision of school rules and expectations, the use of the 'Zones of Regulation,' 'High 5' strategy and the 'How Big is Your Problem' scale.
- Reinforcement of learning on school assemblies and during active supervision by staff during classroom and non-classroom activities.

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Pallara State School implements the following proactive and preventative processes and strategies to support student behaviour:

- The school wide use of the 'Zones of Regulation,' 'High 5' strategy and the 'How Big is Your Problem?' scale (see Resources).
- Induction of the Student Code of Conduct, delivered at enrolment interviews for new students as well as with new staff, with the complete document available on the school website.
- Individual Behaviour Support Plans (IBSP) developed in consultation with the Guidance Officer for students with high behavioural needs, enabling staff to make appropriate adjustments to support these students consistently across all classroom and non-classroom settings.
- A formal recognition system to acknowledge and reinforce positive behaviour.
- Development of specific policies to address:
  - The use of mobile phones and other devices at school
  - Procedures for preventing and responding to incidents of bullying
  - Temporary removal of student property
  - Appropriate use of social media.

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PROACTIVE – Reinforcing Positive Behaviours

At Pallara State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members support the consistent and appropriate acknowledgement and rewards.

Gotcha Awards

Staff members hand Gotcha Award cards out each day to students they observe following school rules in non-classroom areas. This reinforcement occurs continuously throughout the day. When they 'catch' a student following the rules, they can choose to give them a Gotcha Award card. When students are given a Gotcha Award card they drop the card in one of the designated boxes in the student foyer of the school administration block. At each parade, each classroom teacher draws one name from the Gotcha Awards Box and these students are rewarded with a prize from the rewards basket. A general teacher aide will record these in One School.

Student of the Week Awards

Each week on assembly, there is one student selected from each class to receive the 'Student of the Week' award. These students sit at the front of Assembly for the day and have their photos taken at the conclusion of the assembly. Their names are displayed in the fortnightly newsletter and their photos are put on display in the front office foyer area. A general teacher aide will record these in One School.

Principal's Afternoon Tea

Each month, one student from every class is selected to receive a Principal's award. This award recognises outstanding achievement in line with the core values of our school. Students and their families are personally invited to the afternoon tea, where the awards are presented by the Principal and Deputy Principals, followed by a shared afternoon tea. A general teacher aide will record these in One School.

Top of the Diamond

Students who successfully reach the 'Top of the Diamond' each fortnight, receive a Diamond-shaped certificate from their class teacher to take home. They are also invited to receive an iceblock from their sector Deputy Principal for that fortnight. A general teacher aide will record these in One School.

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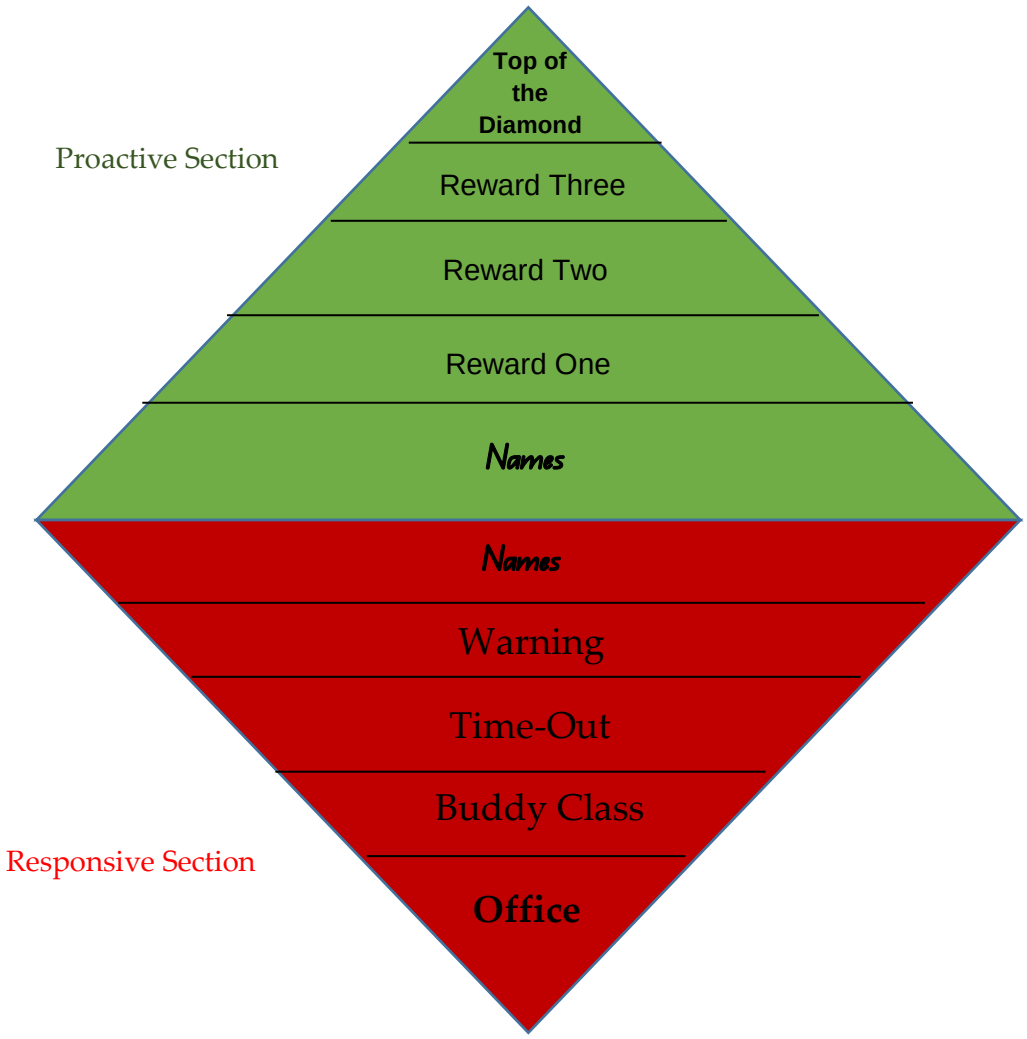
Whole-school behaviour support (In class)

The Diamond System is used in all classes, including specialist classes.



The Diamond system is made up of two distinct parts; ***Proactive and Responsive***. Each diamond will contain two sets of names belonging to the students in the class. One set will be placed on the green 'Names; section and the other set will be placed on the red 'Names' section.

When students display behaviour that is in line with the school behaviour system (4 school rules), they will earn a reward i.e. sticker, stamp, point or tick on their Proactive chart, book or profile (decided upon by individual class teachers).

When they receive 10, they will then move their name up a step to Reward One. They can then receive a pre-determined reward, eg, certificate (decided upon by individual class teachers).

When they receive another ten stickers, they will move their name up to the next step, and so on.
Important to note: positives can't be removed to respond to inappropriate behaviour; positives are earned and kept until they reach the 'Top of the Diamond.'

RESPONSIVE

Please see the section 'Displinary Consequences' for the definition and explanation of Minor and Major behaviours.

Responding to unacceptable Classroom behaviour

Low-level and infrequent problem behaviour (MINOR):
When a student exhibits low-level and infrequent problem behaviour/s, the first response of school staff members is to remind the student of the expected school behaviour, then ask them to change their behaviour (re-direct) so that it aligns with our school's expectations from the four school rules.

Our preferred way of re-directing low-level, problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more caringly, more considerately or more responsibly. This is an opportunity for teaching and learning, not negotiation. This encourages students to reflect on their own behaviour, evaluate it against the expected school behaviour, and plan how their behaviour could be modified to align with the expectations of our school community. This is their 'Warning' and they move their name down the Diamond.

If a student continues to display behaviour that is not in line with the school rules, they will then move their name down another step to Time-Out. If they again continue to display behaviour that is not aligned with the school rules, they will move their name down to Buddy Class. The next step for continued behaviour is 'Office' whereby the sector Deputy Principal is contacted, to decide on next steps.

At the ***end of every school day*** (not session), the responsive names are moved back to the red 'Names' box to start fresh the next day. The Diamond then resets, in preparation for the start of the following day.

High level behaviour (MAJOR):

If a student displays a high level behaviour in the classroom, this can constitute moving directly to 'Office' for the immediate attention of the administration team.

Responding to unacceptable Playground behaviour

Low-level and infrequent problem behaviour (MINOR):
When a student exhibits low-level and infrequent problem behaviour, school staff members are required to:

1. Remind them of the rule
2. Redirect to a different activity E.g. could be the staff member's 'folder holder'
3. Ask reflective questions; provide fluent corrections
4. Sit student out for 5-10 minutes for reflection time
5. Facilitate an apology

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High level behaviour (MAJOR):

1. Investigate the high level behaviour with the students involved (including witnesses) to determine if an Office referral (orange slip) is required.
2. If so, complete all details and send to the office with a responsible student.
3. Deputy Principals investigate and apply appropriate consequences if required
4. Deputy Principals record the behaviour as a Major incident, contact the parents of the students involved and record this in One School

Please note: Continual re-direction of low-level and infrequent behaviours in the playground can warrant an Office referral being completed.

Recording incidents in One School and communicating with parents/guardians

Classroom	Minor – Buddy class	Class teacher to notify parents	Class teacher to enter behaviour as a Minor and record the contact with parents in One School
	Major – Office referral	Deputy Principal to notify parents	Deputy Principal to enter behaviour as a Major and record the contact with parents in One School
Playground	Minor	Staff member on duty to re-direct	No contact recorded
	Major – Office referral	Deputy Principal to notify parents	Deputy Principal to enter behaviour as a Major and record contact with parents in One School

Consideration of Individual Circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times. Pallara State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair and equitable consequences
- recognising and taking into account students' age, gender, disability, cultural background, socio-economic situation and their emotional state
- recognising the rights of all students to:
    - express opinions in an appropriate manner and at the appropriate time
    - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation
    - receive adjustments appropriate to their learning and/or impairment needs
    - provide written or verbal statements that will be taken into consideration in the decision making processes

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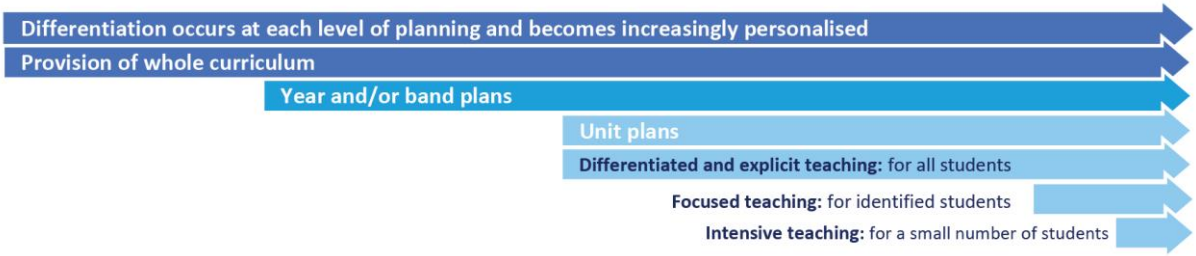
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

Differentiated and Explicit Teaching

Pallara 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 Pallara 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 this.

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



Focused Teaching

In any school or classroom, students may require additional support to meet behavioural 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 social 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 demonstrate the expected behaviour.

Students finding difficulty in meeting the behavioural expectations consistently, can be referred to the Student Support Services (SSS) Committee. Inclusion teachers and other support persons such as the school Guidance Officer, can provide this additional level of support. Students whose behaviour does not improve after action by the SSS Team, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

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Intensive Teaching

Pallara State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The SSS team *(HOSES, Inclusion staff, GO), as well as the sector Deputy Principal:*

- work with other staff members to develop appropriate behaviour support strategies
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student
- work with the staff to achieve continuity and consistency

Intensive support 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 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. The Guidance Officer and Deputy Principal will lead this level of support. Positive Choices Classroom/Playground Plans are created in consultation with the student and their parent/s to re-establish appropriate behaviour. The Deputy Principal will oversee the coordination of these plans, communicate with stakeholders and directly consult with the student.

Student Wellbeing and Support Network

Students are able to access a range of support, depending on their individual needs:

Every member of the school community, including teachers, support staff, families and students, work collaboratively so students can access and participate in all aspects of school life. The Student Support Services Committee support the academic, social, emotional and physical wellbeing needs of every student. Our team comprises of EAL/D Teachers, Inclusion teachers, Chaplain, Speech Language Pathologist, Deputy Principals and Guidance Officer, who work with Class Teachers to understand and support individual needs, ensuring our school is an inclusive, nurturing environment.

Maximising positive outcomes for students can also involve collaborative and productive partnerships with and between students, teachers, parents and carers, support staff and community based professionals, and we willingly engage with a range of school-based services and external agencies to support the health and wellbeing of students and their families.

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Disciplinary Consequences

Pallara State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

As part of a proactive and responsive approach, Pallara State School has implemented a **Responsible Thinking Room**, known as (RTR). The RTR is a supervised, quiet area designed to provide students with the opportunity to reflect on their behaviour. When a child has been referred by a staff member to a member of the Administration Team and an out of play consequence is given, the student will go attend RTR. During this time, students reassess their choices and focus on behaving more appropriately by completing an age appropriate 'Behaviour Reflection Sheet.' This room is only used during second break.

An Incident Report form can be used to record major problem behaviours (particularly that occur in play times). The recording of three minor behaviours can constitute a major behaviour.

Minor and major behaviours:

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

- **Minor** problem behaviour is handled by staff members at the time it happens
- **Major** problem behaviour is referred directly to relevant sector Deputy Principal.

Minor behaviours are those that:

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

Minor problem behaviours may result in a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology or restitution. Staff members can redirect minor problems by taking the student aside to:

1. name the behaviour that student is displaying,
2. direct the student to name the expected school behaviour,
3. state and explain the expected school behaviour, if necessary
4. give positive verbal acknowledgement for expected school behaviour.

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Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of a Deputy Principal.

Major behaviours may result in an immediate referral to the relevant sector Deputy Principal due to the level of their seriousness. When major problem behaviour occurs, staff members:
calmly state the major problem behaviour and remind the student of expected school behaviour,

1. complete the Office referral form.

If in the playground, the staff member can send a responsible student to the office with the referral. If in the classroom, the staff member can call the sector Deputy Principal.

Major problem behaviours may result in the following consequences:

- Time out in the office, alternate lunchtime activities, loss of privileges, restitution, loss of break times or RTR

AND/OR

- Referral to the school Guidance Officer, referral for behaviour support to the SSS committee or suspension from school. A behaviour monitoring plan for supported re-entry to school may be part of a re-entry behaviour improvement condition e.g Check-In/Check-Out Book, Positive Choices Classroom/Playground plan.

Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons or drugs may receive a Behaviour Improvement Condition or a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) as a consequence.

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).

Suspension re-entry meeting

A condition of a Suspension ***may*** include a re-entry meeting with the relevant sector Deputy Principal upon a student's return to school, in collaboration with their parent/guardian. The purpose of this meeting is to welcome the student back to school and as a reminder of the behaviour expectations at Pallara State School to set the student up for future success.

Should the student not engage in the meeting respectfully and demonstrate their willingness and intention to adhere to the Student Code of Conduct, the Deputy Principal reserves the right to cease the meeting and for the student to return the following school day for their re-entry meeting.

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Definition of consequences

Time out	A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to calm down. During time out, the student is supervised and given an opportunity to rejoin their class.
Detention	A principal or teacher may use detention as a consequence for disobedience, misconduct, or other breaches of school expectations. A detention is no more than 20 minutes during school lunch or 30 minutes after school (parent will be contacted before an after school detention is imposed).
Temporary Removal of Property	A principal or staff member of Pallara State School has the power to temporarily remove property from a student, as per the procedure *Temporary Removal of Student Property by School Staff*.
School Disciplinary Absences (SDA)	
Suspension	A principal may suspend a student from school under the following circumstances: ▪ disobedience by the student ▪ misconduct by the student ▪ other conduct that is prejudicial to the good order and management of the school.
Behaviour Improvement Condition	A principal may impose a behaviour improvement condition if the principal is reasonably satisfied that the student has engaged in behaviour that warrants the grounds for exclusion or other conduct that is so serious that suspension of the student from school is inadequate to deal with the behaviour. A *Behaviour Improvement Condition* requires the student to undertake a behaviour management program arranged by the school's principal. The program must be: ▪ reasonably appropriate to the challenging behaviour ▪ conducted by an appropriately qualified person ▪ designed to help the student not to re-engage in the challenging behaviour ▪ no longer than three months.
Proposed exclusion or recommended exclusion	A student may be suspended pending a decision to exclude when the student's behaviour is so serious that suspension of the student from the school would be inadequate to deal with the behaviour. A student may be suspended or excluded for the following reasons: ▪ disobedience ▪ misconduct ▪ other conduct that is prejudicial to the good order and management of the school, or ▪ breach of Behaviour Improvement Conditions.
Cancellation of enrolment	The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at the school.

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School Policies

Pallara State School has school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. The responsibilities for students, staff and visitors are outlined in the following policies:

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all 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 or 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 Pallara 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 (prescription medication is managed separately and requires principal approval)
- alcohol
- vapes
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)

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- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

Responsibilities

Staff of Pallara 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.
- Under normal circumstances school staff are not permitted to search student property unless they have the consent of the student or parent.
- 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.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police.
- 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).
- School staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination.

Parents of students at Pallara State School must:

- Ensure 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 this policy
    - 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 school staff that the property is available for collection.

Students of Pallara State School must:

- not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

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    - is prohibited according to this policy
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect.
- collect their property as soon as possible when advised by the Principal or school staff it is available for collection, with a parent/guardian.

Use of mobile phones and other devices by students

Personal Technology Devices

Bringing personal technology devices to school, other than a student's laptop for the BYOD program, is not encouraged due to the potential for theft, general distraction and/or disruption that may be associated with their use. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Continuous breaches may result in disciplinary consequences.

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

Mobile phones

Students who carry a mobile phone to school are required upon arrival to school, to switch off their device and hand it in to the school office. Devices are then to be collected from the school office at the end of the school day. Devices are not to be stored in school bags or used inside of school hours. Exceptions are in place for medical illnesses e.g monitoring of blood sugar levels for a student with Type 1 Diabetes. These are through Principal approval only.

Laptops

Pallara State School is a BYOD school. Students in Years 1-6 are required to bring a personal laptop to school, each day. Students must leave laptops safely stored in their bags or suitable laptop bag, both before and after school. Students are not to use their laptops whilst waiting for friends to arrive before school, waiting for collection by parents/guardians or the bus after school, or during break times.

Recording voice and Images

We uphold the value of trust and the right to privacy. Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being invaded, by way of being recorded without their knowledge or consent.

Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) to disseminate to others (including distribution by phone or social media) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute, is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices, on the school premises or elsewhere being disseminated to others. If it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur, could be subject to disciplinary consequences.

Students involved in recording; and/or disseminating material (through text messaging, display, internet uploading, social media etc); and/or, knowingly being a subject of a recording, are in breach of this policy and may be subject to discipline (including suspension/recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service.

Students also need to ensure they are not recording or disseminating images or video of either themselves or others whilst in the Pallara State School uniform. Breaches to this may be subject to disciplinary action, particularly if actions in the images/video bring the school into disrepute and/or affect the good order and management of the school.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to the Queensland Police Service. Students receiving such text messages at school should ensure they keep the message/s as evidence and bring the matter to the attention of Administration.

Assumption of cheating

Personal technology devices may only be used by students at exams or during class assessment, when expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

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Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation.' It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal assistive technology device, in circumstances that would contravene this policy (for example to assist with a medical condition, disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

* *Personal Technology Devices include, but are not limited to the following devices; portable gaming devices, the IPhone, IPod, IPod Touch or IPad, Tamagotchi® and similar games, laptop computers, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones and devices of a similar nature.*

Preventing and responding to bullying

Pallara State School strives to create positive, predictable environments for all students. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Pallara State School. Research indicates that both those being bullied and those who bully, are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Pallara State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Pallara State School there is a broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to consistently, that is, as categorically unacceptable in the school community.

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school

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would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Pallara State School are an addition to our already research-validated schoolwide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 4 school rules and have been taught the expected behaviours attached to each rule in all areas of the school.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following routines, from all staff in the non-classroom areas of the school
- A high level of quality, active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety. For example, how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:

- Not to respond to messages but keep them to report to parents and/or teachers immediately
- Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.

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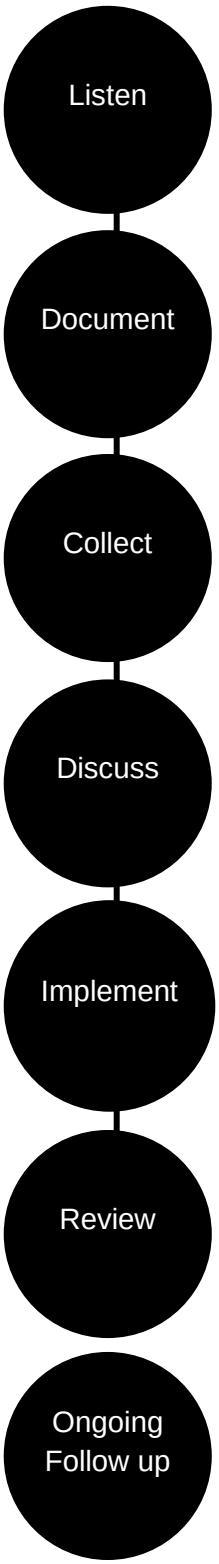
Responding to bullying - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – **Class teacher**



- 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

- 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

- 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

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

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

- 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

- 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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Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media.

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.

Students must understand that they are responsible for the content they publish on social media platforms, so it is important they understand what is expected of them while using social media. This section of the Student Code of Conduct details what behaviour is expected of students, how this will be reinforced and possible consequences for failing to meet these standards.

A few simple strategies to help keep the use of social media positive and constructive include:

- 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 your comments general in nature and avoid posting anything that could identify individuals.
- 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 embarrassment and possible legal action.
- Parents have a role in supervising and regulating their child's online activities at home and its impact on the reputation and privacy of others.

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

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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.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider the 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.

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), 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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Restrictive Practices

School staff at Pallara 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 state and behaviour.

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

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

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare.

There are six fundamental principles:

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

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

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

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

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Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road).

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the safety of the student or others is likely to be placed in jeopardy.

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

It is important that after a critical incident, parents/guardians are contacted and the incident details and contact with parents/guardians, is recorded in One School.

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Related Procedures and Guidelines

- Queensland Department of Education School Discipline
- Customer complaints management framework
- Excluded complaints factsheet.
- Student Protection procedure.
- Cyberbullying and school aged students

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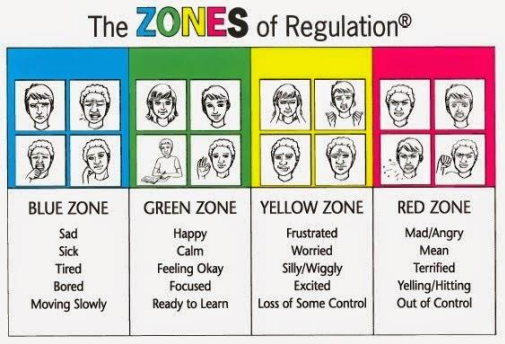
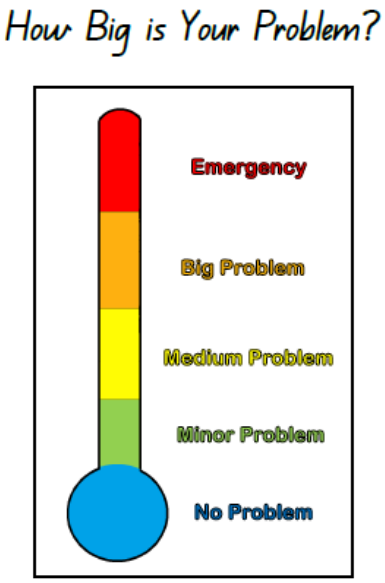
Resources

- Bullying. No Way!
- TripleP parenting
- Kids Helpline
- Office of the eSafety Commissioner
- Parentline
- Raising Children Network
- Student Wellbeing Hub

Zones of Regulation:



High 5 Strategy:



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Conclusion

Pallara State School staff are committed to ensuring every student is supported to feel safe, welcome and valued. 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 a clear idea of the issue or concern and the 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 the school 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 Customer Complaints Management Framework has 3 steps.

Step 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. Alternatively, you can make a complaint by contacting the Queensland Government on 13 74 68 or via the online form.

Step 2 - Internal review: contact the local Regional Office

If you are unhappy about how your complaint was dealt with or the outcome, you can ask the regional office to conduct an internal review.

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Step 3 - External review: contact a review authority

If you are still unhappy after the internal review, you can ask for an independent, external review from a review authority, such as the Queensland Ombudsman or Queensland Human Rights Commission.

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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