



Glenmore State High
School

Student Code of Conduct

2021-2024

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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Endorsement

Principal Name: Brendan Shannon

Principal Signature: 

Date: 01/12/2020

P&C President Name: Jody Kelly

P&C President Signature: 

Date: 01/12/2020

Contents

Contact Information	2
Endorsement	2
Purpose	4
Principal’s Foreword	5
Learning and Behaviour Statement	7
Systems of Support.....	7
Whole School Approach to Discipline	14
Behaviour Expectations.....	15
Student Engagement Level System	18
Differentiated and Explicit Teaching.....	21
Additional Support.....	21
Intensive Support	22
Legislative Delegations	23
Legislation	23
Delegations	23
Disciplinary Consequences	24
Differentiated.....	25
Focussed	25
School Disciplinary Absences	26
School Policies	28
Temporary removal of student property.....	29
Use of mobile phones and other devices by students.....	32
Preventing and responding to bullying.....	35
Cyberbullying	39
Anti-Bullying Contract	40
Restrictive Practices	46
Critical Incidents	48
Related Procedures and Guidelines	49
Resources	50
Conclusion	51

Purpose

Glenmore State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

A positive climate is based upon the quality of relationships between staff, students and the community. This positive climate permeates all the school's activities and helps form a strong sense of social cohesion.

Glenmore State High School's Student Code of Conduct reflects this commitment and seeks to provide guidelines for all members of the school community to promote **responsibility, respect and excellence** that support learning in its broadest context.

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.

Principal's Foreword

Glenmore State High School prides itself on **excelling together** to create an engaging learning culture that develops **positive relationships** within the classroom, school and wider community.

I thank the students, teachers, parent/carers and other members of the community for their work in bringing this Glenmore State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

We have three core values, Respect, Responsibility and Excellence.

Respect for self, others and the environment

Responsibility be accountable for your actions, resolve differences in constructive and peaceful ways, contribute to society and civic life and take care of the environment

Excellence pursuing personal best with a growth mindset

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 valuable skills our communities need now and in the future.

Our school has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. This utmost regard for positive relationships has been influential in the formation of our Student Code of Conduct through the use of restorative practices.

Our staff take an educative approach to discipline, that behaviour is learnt and therefore 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. It details the steps school staff take to educate students about these policies and how students are explicitly taught their expected behaviours. It defines our schoolwide approach to preventing and addressing incidents of bullying, use of mobile phones and other technology, removal of student property. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I welcome questions from students who have questions or would like to discuss the Student Code of Conduct we encourage you to speak with the relevant staff member or make an appointment to meet with the one of the executive members.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

It is our responsibility to ensure that all members of our community understand and adhere to our commonly held behaviour expectations at school. This involves both proactive and reactive learning opportunities for students and reinforcement of our expectations through socially just and restorative consequences.

We encourage any student or parent/carer to make an appointment with either Demi Downing, Emma Chambers or Brendan Shannon to discuss the model of behaviour support and discipline used at this school.

Systems of Support

We believe that behaviours represent an opportunity to learn from mistakes and develop as individuals. The level of support needed for an individual varies dependent on their circumstances therefore it is essential to provide our students with the support they need.

All our students have a responsibility and role in the system of supports within the school. These include:

- Positive peer mentoring and role modelling
- Learning and reflecting about the whole school behaviour expectations in classroom and non-classroom settings
- Meet or exceed their current engagement level

Targeted instruction and supports for **some students in small groups** exists where a need is identified for students with similar needs. Offering increased support relating to parts of the Australian Curriculum and Social Emotional Learning. These programs include but are not limited to:

- Macqlit – improving students reading ability
- Rock and Water – increasing students resilience
- Drumbeat – Working in harmony with others
- Zones of Regulation – Empowering students to moderate their emotions

Individualized support is provided for students who require intensive support from a staff member. This support focuses on identifying effective strategies and supports for each student and ensuring that they are utilised with fidelity. The staff that typically support these students are:

- Student Wellbeing and Engagement Leaders
- Heads of House
- Guidance Officer
- Deputy Principals
- Principal

Consideration of Individual Circumstances

When teaching expectations in response to inappropriate behaviour or applying a disciplinary consequence our staff take into account students' individual circumstances, such as health and wellbeing, home environment and care arrangements, religious or cultural considerations and their behaviour history.

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 practice 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 parent/carers 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 parent/carers 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

We offer a range of supports and programs for our students' wellbeing. We encourage parent/carers and students to speak with their class teacher or make an appointment to meet with the Student Wellbeing and Engagement Leaders if they would like individual advice about accessing target support.

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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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.

Drug education and intervention

We implement drug education and intervention measures for students. Drug education measures are particularly targeted as a proactive preventative strategy for our Senior student.

Students who are involved in drug-related incidents at school, during school activities or while in school uniform receive additional drug intervention and education. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

These programs are implemented with support from our School Based Youth Health Nurse and our School Base Police Officer.

Specialised health needs

We work closely with parent/carers 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

We require parent/carer 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 administration can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parent/carers need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

We maintain 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

We implement 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

If our staff notice suicide warning signs in a student, they 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 student in the first instance, and where necessary provide first aid. In all other situations, our 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 loss of a student to suicide that did not occur on school grounds, we enact 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.

In the case of loss of a student to suicide that did occur on school grounds or at a school event, our staff will 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 Network

We are proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance

provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any of our trusted school staff members 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 Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact us on 49230333

Role	What they do
Student Wellbeing and Engagement Leader (SWEL)	responsible for student welfare at each year level monitors attendance, behaviour and academic data to identify areas of additional need. provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school. leadership of Student Support Network to promote an inclusive, positive school culture
Head of Junior Secondary	coordinate transitions and academic engagement throughout junior secondary for students moving from Year 6 to Year7 and those student moving between Year 7 and Year 8. Ensuring that Year 7 – 9 students receive timely and appropriate supports and interventions.
Head of Senior School	Coordinate the transitions into Senior Schooling and out of Senior Schooling into further study and workforce pathways. Coordinate the academic engagement of Year 10 – 12 students. Ensuring that Year 10 – 12 students receive timely and appropriate supports and interventions.
Head of Department	Support the behaviour management and a culture that promotes learning for students from Years 7 – 12 in subject specific areas.
Guidance Officer	provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Community Elder	Uncle Bill Mann provides support and advice for students, staff and parent/carers in order to enhance the educational experience for Indigenous and non-Indigenous students.
Community Education Counsellor	provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.

School-Based Youth Health Nurse	provides individual health consultations with assessment, support, health information and referral options related to: healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
Youth Support Coordinator	provides individual and, at times, group support to students to assist their engagement with education and training support students to overcome barriers to education such as attendance at school drug and alcohol support needs QCE/learning support suspension/exclusion/referral for behaviour support relationships/social skills conflict with family/peers/teachers social/emotional/physical wellbeing.

It is also important for students and parent/carers to be aware there are local, regional and statewide support services also available to supplement the school network. For further information and referrals please contact principal@glenmoreshs.eq.edu.au.

Whole School Approach to Discipline

We provide a multi-tiered system of support. This is a whole-school approach, used in all classrooms and programs offered throughout the school, including sporting activities and excursions.

We use socially just and restorative processes to create a safe and supportive school environment that recognises that the relationship between individuals is critical. We use this approach in all classroom, non-classroom and school related excursions and activities.

We believe engagement is foundational to a student's behaviour at school. Students that attend regularly and behave appropriately within their classes have a far higher chance of success. We place educational engagement as paramount hence our levels of engagement system. The Student Engagement Level System is explained on the following page.

Behaviour is learnt and therefore it must be taught both proactively to students and retaught when rules are not followed. 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. Doing everything we can do to set students up for success is a shared goal of every parent/carer and school staff member.

Behaviour Expectations

Our staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, should meet the same Behaviour Expectations in place for students, being Respectful, Responsible and striving for Excellence.

Students

Below are examples of what these expectations look like for students across the school. Each classroom will have their own set of elaborations to help students and visitors understand how the whole school expectations are applied within that space to meet our behaviour expectations.

School Vision: Inspiring growth, positive wellbeing and quality outcomes for all.

Values: We are Respectful, We are Responsible and We pursue Excellence in all aspects of school life

Respect	<p>A RESPECTFUL student:</p> <ul style="list-style-type: none"> • uses school resources appropriately and as instructed/intended; • lets teachers teach and all students learn; • listens when the teacher is talking; • values the opinions of others; • uses appropriate language, is polite and respectful to others; • keeps hands, feet and objects to themselves.
Responsible	<p>A RESPONSIBLE student:</p> <ul style="list-style-type: none"> • is prepared for class (on time, all equipment and in a mindset to learn) • submits work on time (drafts, assessment, class-work and homework) • follows staff instructions. • discourages bullying, verbal abuse, physical abuse and other bad behaviours • follows school procedures, policies and safety considerations - Assessment, Buddy class, uniform, uniform passes, out of class passes, late to class, supervised by an adult, playground expectations) • makes good choices and owns their actions • keeps our school free of rubbish
Excellence	<p>A student pursuing EXCELLENCE:</p> <ul style="list-style-type: none"> • tries their best and refuses to give up • believes that through effort and seeking support/feedback they can improve in anything • gets on with tasks promptly, remains focussed on task • displays initiative and skills when working independently or in groups • is a positive role model and leader within the school • represents the school with pride in all situations (official/non-official) • participates and engages positively in classwork and activities

Parents and Staff

The tables below explain the expectations of parent/carers and staff when communicating and interacting with other members of our community

Respect

<i>What we expect from you</i>	<i>What you can expect from us</i>
<ul style="list-style-type: none"> • Treat school staff and students with fairness and respect. 	<ul style="list-style-type: none"> • Treat students, parent/carers and the community with fairness and respect.
<ul style="list-style-type: none"> • Make a mutually agreed time to talk with the teacher or principal as soon as you identify any concerns about your student's learning or experiences at school. 	<ul style="list-style-type: none"> • Respond, in a timely manner, to your requests to discuss concerns or issues raised about your student's learning or experiences at school.
<ul style="list-style-type: none"> • Refrain from using social media as a place to resolve concerns about the school, its students or staff. 	<ul style="list-style-type: none"> • Respect and maintain your student and family's right to privacy.
<ul style="list-style-type: none"> • Recognise that we have many students at our school and that every one of them is important to us, including your student. 	<ul style="list-style-type: none"> • Respect that everyone is unique and may have different views.
	<ul style="list-style-type: none"> • Celebrate the diversity of our community and the positive outcomes this brings to our school.

Responsible

<i>What we expect from you</i>	<i>What you can expect from us</i>
<ul style="list-style-type: none"> • understand that we will not share confidential information about other students and families. 	<ul style="list-style-type: none"> • contact you as soon as possible if we are concerned about your child's wellbeing, school work, behaviour or attendance.
<ul style="list-style-type: none"> • support your child to follow school rules – they help to ensure everyone stays safe and is able to learn and work. 	<ul style="list-style-type: none"> • create a welcoming environment that encourages parents/carers to be involved in school activities and engaged in their student's education.
<ul style="list-style-type: none"> • communicate honestly with school staff if you have concerns about another student and their impact on your child, it is never appropriate to directly approach another student or confront their parent. 	<ul style="list-style-type: none"> • provide every student with access to a high quality education.
<ul style="list-style-type: none"> • ensure your student arrives at school every day, on time, and ready to learn. 	<ul style="list-style-type: none"> • prioritise the safety and wellbeing of students, staff, parent/carers and visitors.
<ul style="list-style-type: none"> • ensure that students are well groomed and wear the full school uniform at all times. 	<ul style="list-style-type: none"> • address issues that are within the school's scope, in a respectful manner.
<ul style="list-style-type: none"> • support the authority and discipline of the school enabling my student to achieve maturity, self-discipline and self-control. 	<ul style="list-style-type: none"> • clearly articulate the school's expectations regarding behaviour and the school's dress code.
	<ul style="list-style-type: none"> • deal with complaints in an open, fair and transparent manner.

Excellence

<i>What we expect from you</i>	<i>What you can expect from us</i>
<ul style="list-style-type: none"> • Show your student that you value their education and teachers and that school is important for their future by speaking positively about staff and school. 	<ul style="list-style-type: none"> • work with you to maximise your student's learning and wellbeing and provide opportunities for you to be involved in key decisions affecting your student.
<ul style="list-style-type: none"> • Provide a home environment which supports home study and learning. 	<ul style="list-style-type: none"> • Teach effectively and to set the highest standards in work and behaviour.
<ul style="list-style-type: none"> • Encourage the involvement of my student in the total life of the school, so that they fulfil their potential. 	<ul style="list-style-type: none"> • Set, mark and monitor homework regularly.



Glenmore State High School

Student Engagement Level System

This system allows us to track student progress, motivate students to maintain and improve curriculum engagement and supports the philosophy of respect at our school. This system is based on engagement, conduct and attendance, is a tiered system identifying and rewarding students who exhibit positive engagement with their schooling.

Level (1) One: 95% attendance, very responsible conduct, follows the school policies, participating in both community service and school sport and/or events, VG/EX for effort and behaviour for 100% subjects on Higher Level Request form for that period.

Level (2) Two: 90% attendance, very responsible conduct, follows the school policies, and participating in either community service or school sport and/or events, VG/EX for effort and behaviour for 75% subjects on Higher Level Request form for that period (Satisfactory and above).

Level (3) Three: 85% attendance, responsible conduct, follows the school policies, 75% Satisfactory and above for effort and behaviour for on Higher Level Request form for that period. (Note: All students enter the school at this level)

Level (4) Four: student not meeting the attendance requirements OR students with Low Engagement with their curriculum (majority NA or below for effort and behaviour on most recent report card)

Level (5) Five: Students disengaged with their curriculum OR who have been suspended.

- Attendance which doesn't meet requirements for each level may be supported by medical certificates or other official documentation.

Student movement through level system

Student movement through the level system is determined Junior or Senior Support Team made up of teachers and administration. This committee meets twice a term to decide on the movement of students.

Upward Movement

- Students can level up to Level 4 by successfully completing 5 successive days on the behaviour monitoring booklet with their SWEL
- Students can move up a level after they have completed a level-up form
- The level-up form is available through Student Services or their Student Wellbeing Leader (SWEL).
- Students need to demonstrate that, in the last 5 weeks, they have maintained the appropriate attendance and behaviour of the level they are applying for.

- It is the student responsibility to initiate a level up process with their SWEL and Teachers
- Students may negotiate, with the Principal or Deputy Principal's, shorter timeframes to level up. The agreement may include community service

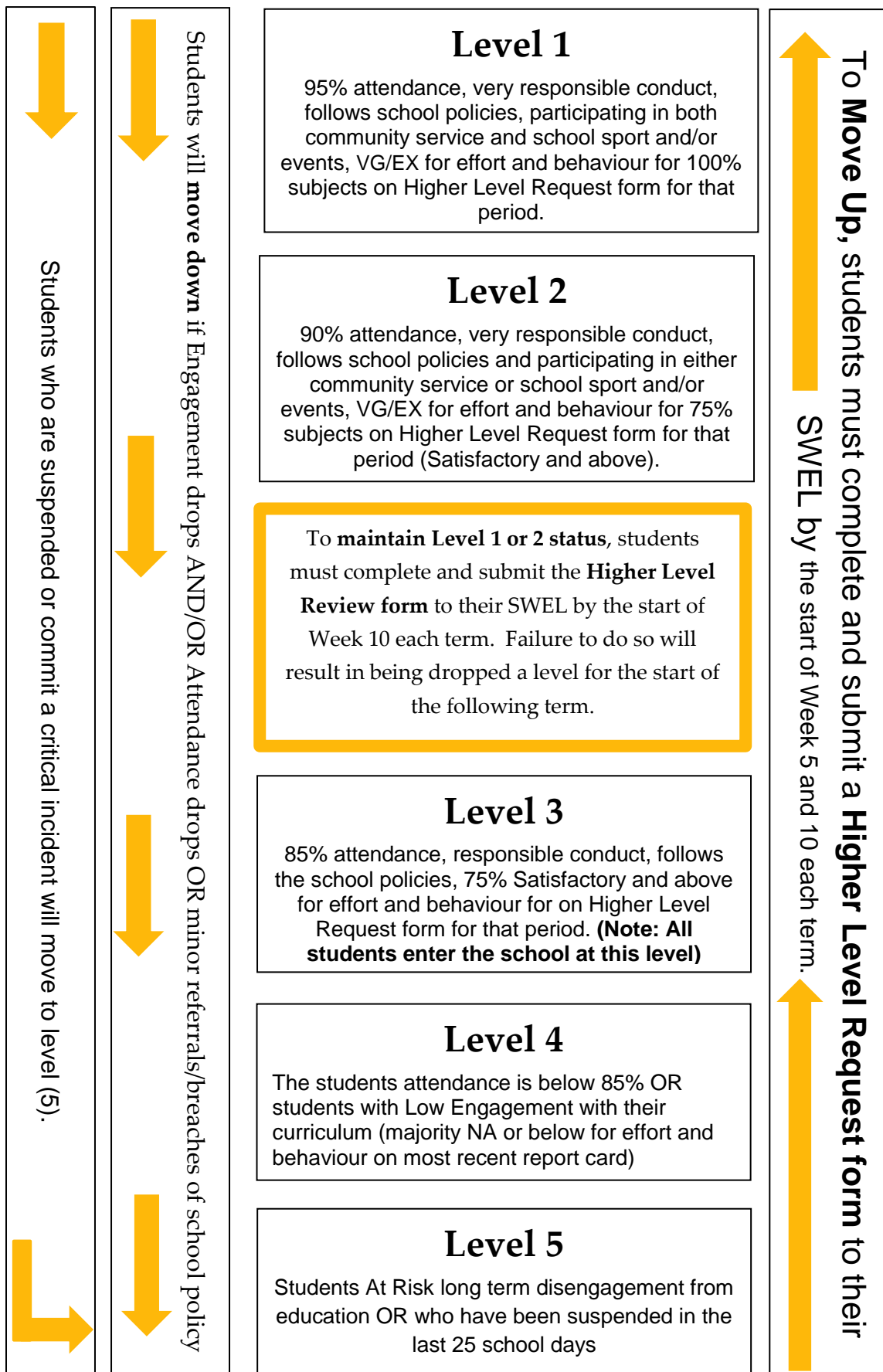
Downward Movement

- Students who are suspended or commit a critical incident (an incident that resulted significant physical harm or the school being placed into lock down) will likely move to level five (5).
- Students may move downward in response to one or more of the following:
 - Minor referrals/breaches of school policy;
 - Reducing attendance rate;
 - A downward shift in engagement.

This level system is a tracking tool for students. Students must also recognise fair consequences exist for non-compliance with expectations, and in the most part attempt to address their level to ensure that they can continue to represent the school and attend all relevant events.

Level 1, 2	Students can participate in any event/activity. Students get priority to participate in extra-curricular activities	Student leader hopefuls for all year levels are to be at these levels by end Term 3. Access to Senior or Junior common room
Level 3	Students can participate in any event/activity.	<u>Minimum level for:</u> Formal and school camps School sport participation <u>Students get priority for</u> SAT or external RTO course Work Experience
Level 4, 5	Attendance/participation restricted to curriculum ONLY excursions/camps/activities.	Note: Activities such as Formal, Rewards trips & days and camps are NOT curriculum related.

Student Engagement Level System Flowchart



Differentiated and Explicit Teaching

We are an inclusive school environment providing differentiated teaching to respond to the learning needs of our students. This involves teaching expected behaviours and providing opportunities for students to practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities to practice.

Additional Support

Approximately 15% of students (in any school or classroom) may require additional support to meet school 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 concepts and/or skills and using explicit and structured teaching strategies particularly for aspects of behaviour expectations. Focused teaching provides students with more opportunities to practice 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 our class teachers to provide focused teaching. Focused teaching is aligned to the Behaviour Expectations, and student progress is monitored by staff to identify those who:

- require ongoing support
- require additional intensive support to improve their behaviour or
- no longer require the additional support

We have a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet school expectations. In addition, the school invests in the following programs to address specific skill development for some students:

- Zones of regulation
- Rock and Water
- Drum beat
- Macqlit reading

Intensive Support

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

Some students may require intensive support for a shorter period. Some students may require intensive support for a more prolonged period. Decisions about the approach will be made based on data collected and in consultation with the student, staff and parents/carers.

For a small number of students who display complex and challenging mannerisms, then individualised behaviour support plans are developed in collaboration with the student, staff, parents/carers and other external support agencies. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating complex personal issues.

Students who require intensive support will be assigned a mentor at school that will assist with the coordination of individual programs, liaise with all support personnel and directly with the student.

Legislative Delegations

Legislation

In this section of our Code of Conduct are links to the 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](#)

Disciplinary Consequences

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

Most students will be confident and capable of meeting established expectations that are clear, explicitly taught and practiced. In-class corrective feedback, consequences 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 practice expected behaviours. Approximately 15% of our student population may experience difficulty with meeting the stated expectations, and even with focussed support, in-class corrective feedback, consequences and rule reminders may 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 leadership team for determination of an appropriate way to correct the behaviour and disciplinary consequence.

Where appropriate, the School Leader will endeavour to facilitate a restorative conversation with the individuals involved:

- What has happened from each student involved has a perspective?
- Who was affected and the impact (feelings experience, harm caused) that was experienced?
- How can this incident be corrected to reduce the chances of this recurring?

In order for such a conversation to occur all participants must be willing to be actively part of the conversation and be willing to work towards a positive solution.

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 continual basis. This determination is made by the principal in consultation with staff, student, parent/carer and other support personnel. On occasion the behaviour of a student may be so serious, the principal may determine an out of school suspension or exclusion is necessary, as a consequence for the student's behaviour. This course of action is normally taken when no other alternative discipline strategy is considered sufficient to address the problem behaviour.

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

Differentiated

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

- Reminding the whole class of the activity specific behaviour expectations before beginning (e.g. “Remember, walk quietly to your seat”)
- Praising a student close that is displaying the desired behaviour
- Re-directing the student to the learning (e.g. (student’s name) we are writing a TEEL paragraph independently)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative comment 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
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Verbal and non-verbal redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Break down tasks into smaller chunks
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Warning for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention with the teacher for up to 20 minutes
- Parental contact for positive and negative incidences

Focussed

Our class teachers are supported by other school-based supports to address in-class problem behaviour. This may include:

- Restorative conversation involving affected staff and students
- Personalised Learning Record that focuses on learning appropriate behaviour and strategies to manage themselves
- Individual Support Provision for social, emotional and behavioural support
- Targeted skills teaching in small group
- Detention – during or after school to complete work missed or not completed
- Disciplinary Improvement Plan
- Counselling and guidance support
- Meeting with School Based Police Officer or School Youth Health Nurse, as appropriate
- Behaviour monitoring booklet with Student Wellbeing and Engagement Leader
- Teacher coaching and debriefing

- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parent/carers and external agencies

Intensive

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

- Stakeholder meeting with parent/carers and external agencies including regional specialists
- Functional Behaviour Assessment
- Individual Behaviour Support Plan
- Complex Case Management and review
- Individual Safety Support Plan
- Behaviour Risk Analysis

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).

We consider the use of any SDA a very serious decision. It is 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. 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 school may be invited to attend a re-entry meeting on the day of their scheduled return to school. This meeting is to welcome the student, parent/carers, back in to the school and to assist with successful re-engagement.

School staff will provide strategies to assist the student for future success and strengthen the relationship between home and school and:

- Determine the completion of any provided school work and reflection materials and develop a plan to finish if needed
- Develop plans to assist the student in making better behaviour choices
- Provide the opportunity for the student to raise any further concerns or conflicts that they may have that could affect their re-engagement.

When a student is invited for a re-entry meeting, it is strongly recommended that both the student and their parent/carers attend.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via mail. Re-entry meetings are short, taking less than 15 minutes and are co-ordinated by the Principal or their delegate and, if all parties agree, other staff members.

A student will be provided a behavioural reflection booklet at the re-entry meeting in order to provide feedback to the student, parent/cares of a successful re-engagement with school.

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 parent/carers. If additional items are requested for discussion, a separate arrangement should be made to meet with the parent/carers.

Possible agenda:

- Welcome back to school
- Conversation regarding strategies to avoid similar behaviour choices in the future
- Check in on student wellbeing and supports available
- Discuss any recent changes to school routine or staffing
- Set a date for follow-up
- Thank student and parent/s for attending

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 support. 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

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, we 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 and staff members
- good management, administration and control of the school.

We determine when the temporarily removed student property can be returned, unless the property has been handed, or awaiting to be handed, to the Queensland Police Service.

Property that has been confiscated will be taken to the office and stored securely at student services. Collection of confiscated material will usually occur at 2:55 pm on the day it was confiscated unless the student and parent/carer has been notified otherwise by a member of the school's Executive Leadership Team.

Repeated confiscation of the same item may result in further consequences. These consequences could include; detentions, agreement between the school and parent/carers that during school hours for a set duration the item will remain at the office or as a last resort, student suspensions.

Some items may be required to be collected by a parent/carer due to their nature. These items typically are a health and safety concern (e.g. weapons) or a prohibited, but not illegal, medications or drugs.

The following items are explicitly prohibited at our 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. knives, blades, rope)
- drugs** or drug paraphernalia (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).

* Knives of any type are NOT allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide items and have the appropriate risk management processes and procedures.

** Drugs or drug paraphernalia (including tobacco) are not permitted at the school. Parents/carers may be allowed to collect legal drugs and drug paraphernalia including lighters, papers, cigarettes and tobacco. Illicit and illegal drugs and drug paraphernalia will be given to QPS or disposed of on advice from the QPS.

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. Students are not permitted to have possession of medications.

Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Our Staff:

- 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/carer or calling the police;
- require consent from the student or parent/carer to examine or otherwise deal with any 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;
- may determine an emergency circumstance where it is necessary to search a student's property without the student's consent or the consent of the student's parent/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- understand that consent from the student or parent/carer is required to search the property or person of a student (e.g. pockets or shoes). If a search is considered necessary, the police and the student's parent/carers should be called to make such a determination.

Parent/carers of our students

- ensure your student does not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to our Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of student and 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 staff that the property is available for collection.

Our students

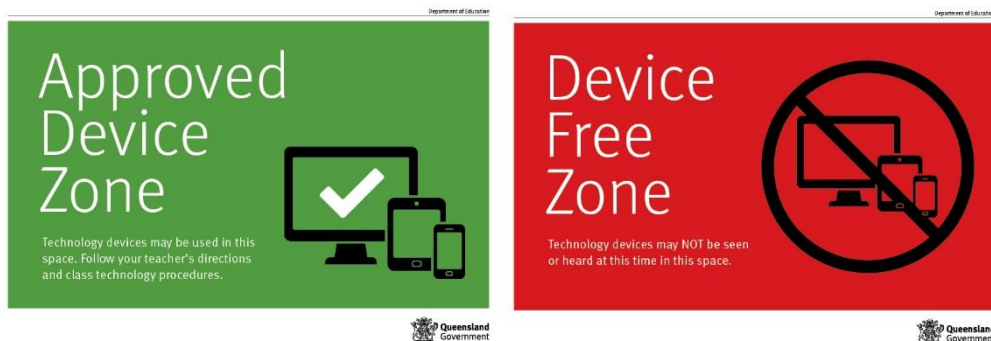
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to our Code of Conduct
 - is illegal
 - puts the safety or wellbeing of student and others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the 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, we have 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 parent/carers, school staff and students.

It is also agreed that time and space should be provided at school where technology is permitted, and students are encouraged to engage in other social learning and development activities. Students, parent/carers and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Mobile phones remain an optional device at our school. As such, it is the student's responsibility to ensure that they are safe and secure whilst at school.

Teachers decide if devices are allowed to be used during class times. Devices may be used for curriculum related purposes only. Devices of any type are allowed to be used in the classroom at the teacher's instruction. The teacher will display either the Approved Device Zone sign or the Device Free Zone sign.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for our students to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers

- responsible and respectful use in designated green zones during lunchtime
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parent/carers or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- make a recording (video, picture or sound) of yourself for educational purposes (e.g. delivering a speech)
- be responsible while using a mobile phone and be respectful of yourself and others when using them
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning or in a designated lunchtime green zone
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for our students to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces
- download, distribute or publish offensive messages or pictures (including pornographic and nude material)
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use a personal camera to take video or images of other students
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

While using ICT facilities and devices supplied by the school, students will at all times be required to act in line with the requirements of our Student Code of Conduct. In addition, students and their parent/carers 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

We use 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. Parent/carers 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.

With this focus on positive relationships and regard for all members in our school community, bullying and cyber-bullying have no place at our school. Our students are taught our definitions and expectations regarding bullying and strategies to deal with bullying. It is our belief that the bully, victim and the bystanders all have a responsibility to stop bullying in its tracks.

Bullying

The agreed national definition for Australian schools describes bullying as

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



Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. 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 our 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.

What to do if a student is being bullied?

If you are being bullied you should:		
Consider the strategies suggested in your SWAG classes. Talk to your friends and family about what is happening.		Bullying stops. No further action is needed.
If bullying continues:		
<p>2. Tell someone at school – this could be your:</p> <ul style="list-style-type: none"> ○ Class Teacher ○ Guidance Officer ○ School Counsellor ○ SWEL ○ School Nurse ○ Chaplain ○ Deputy Principal ○ Principal <p>This person will notify your Student Wellbeing and Engagement Leaders (SWEL) who will discuss your options with you on how the problem should be handled.</p> <p>If you have been seriously physically bullied you should go directly to the Deputy Principal or Principal.</p>		Bullying stops. No further action is needed.
If the bullying continues		
Your Student Wellbeing and Engagement Leader will then refer the bullying to the Deputy Principal. Parent/carers may be involved in the resolution of the problem. This is negotiated with you.		

Parents - what to do if your child is being bullied?

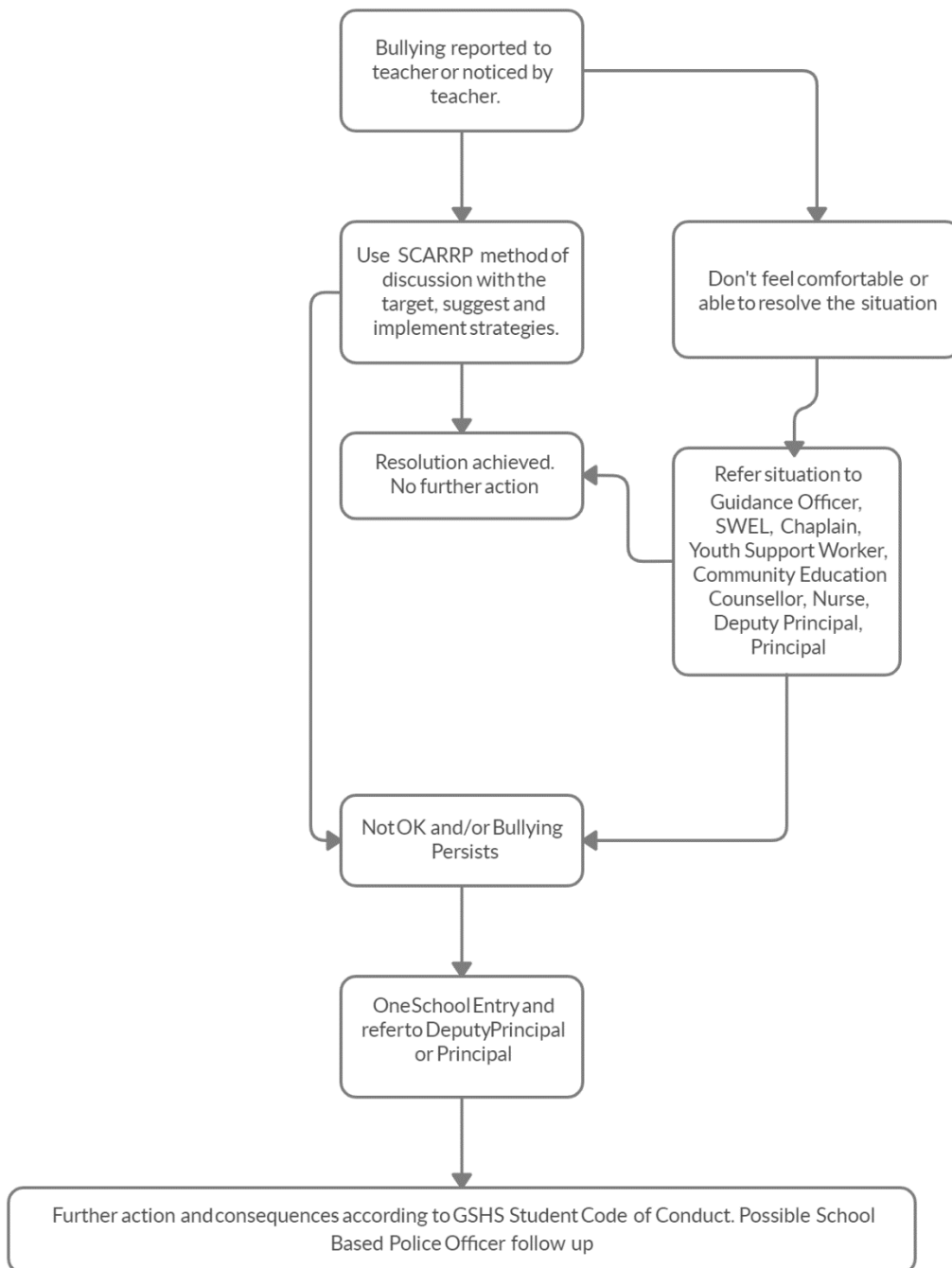
Encourage your child to discuss bullying as much as possible. Listen to his/her story.

1. Teach and model assertive behaviour, do not suggest fighting back or to 'just ignore it'.

Assertive body language and talk such as 'Leave me alone' or 'It's not OK to treat me like that' are more powerful strategies.

2. Teach empathy and helping behaviours to enable your child to support other targeted students. When students stop being bystanders to bullying that they witness and stand up to the bully on behalf of the peers the bullying rate drops.
3. Encourage them to follow the school's reporting procedures.
4. Contact the school if your child's efforts to deal with the bullying do not appear to be working. Discussing this action with your child is recommended.

What teachers do if they are aware of bullying?



What students can do if they witness bullying?

1. Don't laugh, join in or tolerate bullying.
2. If you feel able, tell the bully to stop

If you see the bullying continue:

3. Report to someone at school – this could be your:
 - Care Class Teacher
 - Student Wellbeing and Engagement Leader (SWEL)
 - Teacher
 - Guidance Officer
 - School Based Police Officer
 - Playground Duty Teacher
 - Chaplain or Nurse
 - Deputy Principal
 - Principal

Recording Bullying

Serious instances of bullying or patterns of bullying behaviour should be entered into the One School database. The database can provide valuable information about bullies (perpetrators), targets and overall data for the school.

Cyberbullying

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

We will assist with restoring relationships that are harmed due to bullying and assist all involved in the prevention of further bullying. We will likely issue further appropriate consequences if the incident, or bullying threatens the good order and management of our school.

It is important for students, parent/carers 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 bullying and cyberbullying. Parent/carers 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.

Enrolled students 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 parent/carers 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 Mrs Chambers, Deputy Principal Senior School or Mrs Downing, Deputy Principal Junior School.

Anti-Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

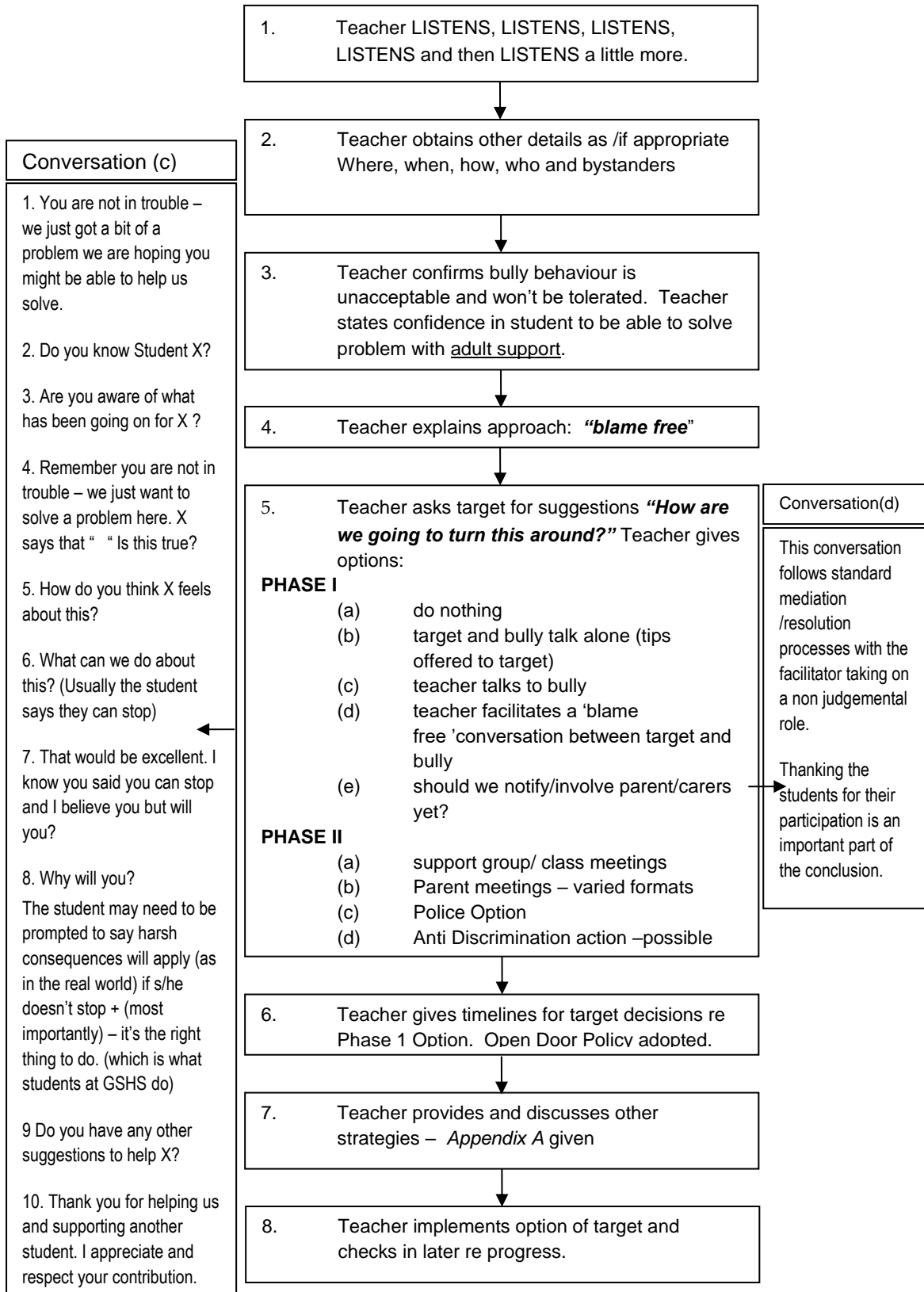
Student's signature

Parent's signature

School representative signature

Date

**SCARRP: 'blame free' method of Intervention
(Student Centred and Respectful Resolution Process)
Teacher interviews TARGET**



1. Problem

An impractical or dubious suggestion for helping X

Solution

“So if we were to change this, X would not be bullied any more?”

2. Problem

Silent child.

Solution

“I notice that you are not saying anything.”

WAIT

“Would you like some time to think about something you could do to help make ‘X’ feel happier?”

3. Problem

Denial of involvement.

Solution

Be accepting.

“O.K. But nasty things do happen to X, so tell me what happens.”

4. Problem

No ideas for ways of helping X.

Solution

“I have an idea. What do you think about.....?”

GLENMORE STATE HIGH SCHOOL

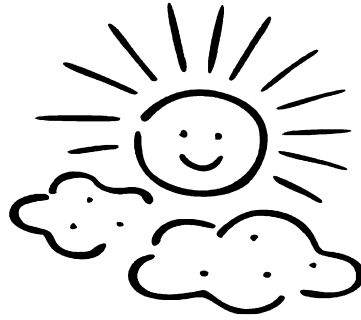
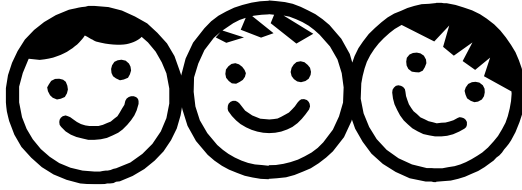
**STUDENTS IN CONFLICT: SUGGESTIONS FOR STUDENTS
WHO SEE THEMSELVES AS TARGETS**

Here are some useful hints if you are being picked on (bullied).

1. Talk to a trusted staff member about your situation and ask for ideas and solutions. The school counsellor often has specialised training in this area and may be able to help you.
2. Talk to your parent/carers and ask them to enlist the help of staff.
3. Ask for support from your friends. Explain what is happening and ask friends to be with you at times when you are vulnerable.
4. If the problem is occurring before or after school, ask for alternate transport arrangements until the problem is solved.
5. Leave valuable items at home.
6. Join groups or activities where you feel safe and will build up your friendships with others and increase your self-esteem.
7. If strategies are put into place and made a difference, give feedback to those who have supported you. If the bullying reoccurs talk to these people immediately to enlist their help.
8. If the people who are bullying you are old friends or in the 'cool crowd', it might be time to seek new friends.
9. If someone threatens or hurts you, it is not acceptable and you need to seek support. Asking for help is your right and is different from dobbing. Fighting back may only land you in trouble.

WAYS FOR YOU TO DEAL WITH HURTFUL COMMENTS

1. **Pretend** not to hear the comments.
2. Use **self-talk** which is silent message that can be repeated, such as "that's their problem, not mine" or "I'm OK" or think about other positive things.
3. **Imagine** an invisible shield or warm light that surrounds you and bounces the words off. Find other ways not to believe the hurtful comments.
4. Learn centring and breathing techniques that can help you develop more confident body language and responses.
5. **Respond** to bullying in an assertive way. Look at the perpetrator in the eye and say, "I don't like that and I want you to stop" Or "Stop that. Cut it out" and then walk away.
6. Use the **distraction response techniques** which confuse the perpetrator with quips such as "Maybe" or "If you say so".
7. **Ask** for support and strategies from friends.



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 parent/carers can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the justice system.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Before you post ask yourself, would you say this to their face? If the answer is no do not post it.
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parent/carers 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/carer 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. Parent/carers are their student'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 parent/carers of school notices, the department prefers that parent/carers 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 the 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 parent/carers are not. If you are tagging or naming students, consider that other parent/carers may not want their child's name attached to images online.

What if I encounter problem content?

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

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

Restrictive Practices

Our staff 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 excitement 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 all students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parent/carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student's 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

Glenmore State High 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 parent/carers need to raise a concern or make a complaint about an issue you 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/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 parent/carers 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.

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](#).