Carina State School

Student Code of Conduct

2020 – 2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Carina State School is committed to providing a Respectful, Responsible and Safe Community of Learners where students have the opportunities to engage in quality learning experiences and acquire values supportive of their lifelong journey.

Carina State School has developed this plan in collaboration with our whole school community:

- All staff: teaching and non-teaching
- Students
- Family and community members

This has been achieved through:

- Survey distributions
- Community meetings

A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2017 – 2020 has also informed the development process.

Purpose

All areas of Carina State School are learning and teaching environments. We believe that students will maximise opportunities for success if they can see part of our teaching team's (including our parents/caregivers') job as helping students to develop behaviours and strategies as a means of maximising the success of academic education programs.

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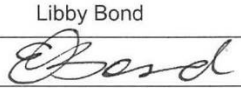
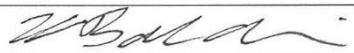
Endorsement

Principal Name:	Libby Bond
Principal Signature:	
Date:	7.12.2020
P/C President and-or School Council Chair Name:	Kylie Baldwin
P/C President and-or School Council Chair Signature:	
Date:	7/12/2020

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Principal's Forward

Introduction

Carina State School – A Place for Everyone – is an inner city multicultural school consisting of 48 cultures.

The original Carina State School was officially opened on Tuesday, 30 January 1917 following the summer vacation. On the first day, 62 pupils enrolled. This number swelled to 86 by the end of the year, with pupils coming from as far as Mt Gravatt and Camp Hill.

We offer Prep to Year 6 on one large, spacious campus. Our dedicated and enthusiastic staff members believe our purpose is to develop a respectful, responsible and safe community of learners striving for personal best and the achievement of best possible educational outcomes for each child.

We have an inclusive learning environment supported by differentiated teaching practices and a culture of Positive Behaviour for Learning (PBL).

Our curriculum and learning is underpinned by research-based pedagogies, guiding students to be literate, numerate, information technology capable, critical and creative thinkers, personal and to have social, ethical and intercultural understanding. We make use of computers and iPads in each classroom and interactive white-boards assist curriculum delivery in all teaching areas and in both computer labs.

To realise our goal, our curriculum and learning is underpinned by and invested in the employment of best practice pedagogies through the use of the Australian Curriculum.

We seek to lead, facilitate and engage children in the kinds of learning opportunities appropriate for them as lifelong learners and global citizens in an increasingly global and networked society.

We believe our moral purpose to be the student acquisition of educational excellence, social responsibility, learning for the future and continued personal growth and well-being.

P&C Statement of Support

"I, Kylie Baldwin, President of the Carina State School P&C fully endorse the Carina State School Code of Conduct 2020-2023."

The P&C at Carina State School has a focus on Inclusion, Diversity, Community and School Engagement. This transparent and well documented Student Code of Conduct will provide a solid foundation for inclusion, diversity and engagement to thrive by ensuring clear expectations around children's behaviour. Furthermore, it provides clarity and consistency around the schools' application of support and consequences that parents/caregivers' will appreciate.

The P&C appreciates the time spent by the school to create the Code of Conduct and the ability to review the document before finalisation. This Student Code of Conduct ensures that all students and parents/caregivers understand when, how and why the school does what it does. As such, Carina State School P&C fully endorses the Carina State School Student Code of Conduct 2020–2023.

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Learning and Behaviour Statement

Our Student Code of Conduct outlines our system for facilitating positive behaviours, establishing and maintaining classroom expectations and procedures and recognising and responding to adherence to and lack of adherence to expectations and procedures.

Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Carina State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following core School Positive Behaviour for Learning expectations and values as a foundation for the promotion of high standards of responsible behaviour and attitude.

- Be a Learner
- Be Respectful
- Be Responsible
- Be Safe

PBL applies evidence-based approaches, practices and strategies for all students to increase academic performance, decrease problem behaviours, improve safety, and establish a positive school environment.

PBL focuses highly on prevention and the following key elements help to create a safe, positive and productive learning environment through:

- Clearly defined and taught behaviour expectations.
- Explicit teaching of social skills and the use of Zones of Regulation by classroom teachers.
- Consistent and frequent acknowledgment of appropriate behaviour.
- Constructive and specific strategies to address problem behaviour.
- Effective use of behaviour data to assess and inform decision-making.

PBL is a school wide system that supports all students to reduce problem behaviours by teaching students more acceptable replacement behaviours.

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's *Student Code of Conduct*.

Student Wellbeing and Support Network

Students at Carina State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents/Caregivers
- Administration
- Teachers
- Inclusion Support Staff
- Teacher Aides
- Guidance Officer
- Senior Guidance Officer
- Advisory Visiting Teachers
- School Chaplain
- School Leaders
- SWAN (Students with Additional Needs) Team
- Community Education Counsellor

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

- Disability Services Queensland (DSQ)
- Queensland Health
- Police
- Department of Child Services (DoCs)
- Child and Youth Mental Health (CHYMS)
  - Evolve
  - SCAN
- Non-government organisations
- Smith Family
- Local Council
- Aboriginal and Torres Strait Islander Community Health Service (ATSICHS)
- Family and Child Connect (FACS)
- Intensive Family Support (IFS)

Whole School Approach to Discipline

At Carina State School, communication of our key messages around attitude and behaviour is consolidated further through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This acknowledgement system is designed to increase the quantity and quality of positive interactions between students and staff.

It mainly includes:

- Using verbal and nonverbal acknowledgment
- Using tangible recognition when appropriate
- Involving the home in recognition of positive student behaviour

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Carina State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support — a strategy directed towards **all** students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

When at school Kahn says:	***Be a Learner***	***Be Respectful***	***Be Responsible***	***Be Safe***
	Learner Lenny	***Respectful Rosie***	***Responsible Ronnie***	***Safety Sam***
	• Complete all tasks in a non-disruptive and quiet manner • Let others learn in a non-disruptive and quiet manner • Listen and follow teacher directions • Ask for assistance • Be on time • Listen carefully • Participate • Take learning risks	• Use manners • Be friendly • Co-operate: take turns • Be honest • Be patient • Be kind • Always listen • Follow directions • Be consistent • Ask questions • Set goals • Wear school uniform with pride • Invite others to play/join an activity	• Be prepared • Be where you are supposed to be • Be on time • Make good choices • Participate in activities • Complete tasks • Listen carefully • Look after buddy/ies	• Follow teacher directions • Follow the school rules • Be aware • Report incidences • Be where you are supposed to be • Use equipment sensibly • Play fair

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These expectations are communicated to students through the following mediums:

- Explicit 'social skills' lessons undertaken by classroom teacher
- Reinforcement of learning from behaviour lessons and presentation of '*Weekly Focus'* at School Assembly
- Active supervision by all staff during classroom and non-classroom activities

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

- School PBL Leadership team members' regular provision of information to staff and parents/caregivers, and support to others in sharing successful practices
- Comprehensive induction programs in PBL delivered to new students and staff
- Individual support profiles developed for students with high and repeated levels of unacceptable and/or inappropriate attitude and behaviour, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Restorative conversations
- Use of 'Buddy Chair': supporting positive friendship building skills in the playground
- Use of "PAWS' for free and frequent catching of appropriate behaviours
- Use of 'trading cards' for boosting acknowledgement of appropriate behaviours
- Whole School Celebration activities acknowledging success at the end of the year
- Use of Social/Emotional Continua to identify where students are and setting of goals
- Use of the Zones of Regulation to support conversations with students
- Synopsis of PBL to be provided to relief staff

Reinforcing Expected School Behaviours

The aim of our Positive Behaviour for Learning focus is for students to '***do the right thing because it is the right thing to do'***.

At Carina State School, communication of our key messages around attitude and behaviour is consolidated further through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed.

This acknowledgement system is designed to increase the quantity and quality of positive interactions between students and staff. It mainly includes:

- Using verbal and nonverbal acknowledgment
- Using tangible recognition when appropriate through "PAWS free and frequent" awards and trading cards
- Involving the home in recognition of positive student behaviour – acknowledgement on school assemblies

Positive Behaviour Reward System

Phase 1: Free and Frequent Rewards

Free and Frequent Rewards are 'everyday', high frequency rewards that are aimed at as many students as possible. This reward system is used as a training tool for 'normal behaviour' and is in the form of the 'Paws Award'. Students write their name, class and house on the card. The issuing staff member ticks which behaviour is demonstrated. The Paws Award is then placed into a box and collated for a weekly prize draw. Students collect and hand in as many Paws as possible to increase their chance of winning a prize.

Phase 2: Booster Rewards

All school staff have the ability to issue 'trading cards' to students who consistently and independently demonstrate the weekly behaviour focus. Students are able to collect one or more sets in order to trade for higher-level prizes from the Trading Shop.

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Using Verbal and Nonverbal Acknowledgment

To provide positive reinforcement when students follow rules and procedures, staff use verbal and nonverbal forms of recognition. Stating to the class as a whole or to individual students that they did a great job in completing a task can go a long way to reinforcing a positive climate. Regular use of simple thank-you's and other social courtesies can become a catalyst for helping students replicate those behaviours in their own lives.

We are also aware of the powerful impact of nonverbal acknowledgments**.** The combined and ongoing use of verbal and nonverbal reinforcements greatly expands students' on-task behaviour and their willingness to use such behaviours without tangible or external rewards.

Involving the home in recognition of positive student behaviour

We use a wide range of strategies for eliciting support from parents and guardians for adherence to classroom expectations and procedures. For example, notifying parents/caregivers about students' positive behaviours is a strategy ranked highly by students as recognition for their positive behaviour.

This strategy can include a range of simple but productive interventions, including the following:

Phone calls	E-mails	1:1 Conversation	OneSchool entry: recording of positive behaviour/s
Notes home	Certificates	Learner evidence	Newsletter items: - acknowledgement of student achievement - PBL Update

Tiers of support

The Positive Behaviour for Learning (PBL) Framework supports schools to improve social, emotional, behavioural and academic outcomes for students.

At Carina State School, we use PBL to:

- analyse and improve behaviour and learning outcomes
- select evidence-based practices for student support and intervention
- provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices.

PBL provides a model of support for all students, consisting of three tiers of intervention. The tiers represent levels of intervention.

Tier 1 'universal' supports

Tier 1 differentiated and explicit teaching for all students or school-wide interventions are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom settings.

Tier 2 'targeted' interventions

Tier 2 or focused interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or targeted level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

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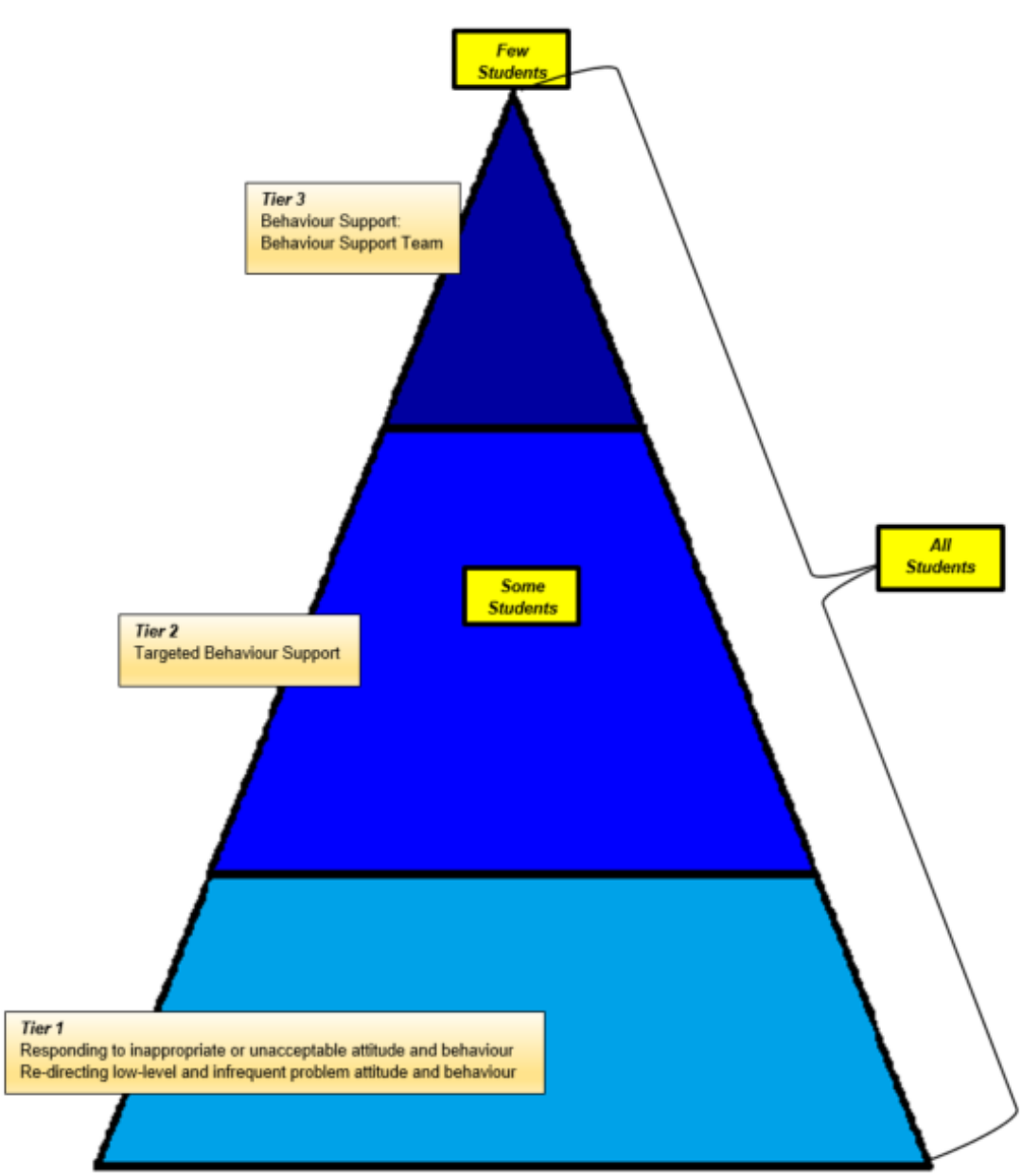
Tier 3 'intensive' interventions

Tier 3 or intensive interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or intensive level of supports, involving highly individualised interventions to support a tailored learning program.

The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.



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Responding to inappropriate or unacceptable attitude and behaviour	*Targeted behaviour support*	*Intensive behaviour support: Behaviour Support Team*
Students and staff come to school to learn and teach. • Attitude and behaviour support represents an important opportunity for explicitly teaching a framework for positive attitude and behaviour for learning • When low level and infrequent problems, attitudes and behaviour demonstrated – rule and expectations reminders given • Re-directing of low-level problem behaviours: *- how you might act respectfully, responsibly or safely* *- reflect on own behaviour* *- how could you change your behaviour for next time*	Each year a small number of students at Carina State School are identified through our data as needing additional support in the way of targeted behavioural support. ***Positive Behaviour Support*** • Problem behaviours may not be immediately regarded as severe • Frequency of behaviours may put these students' learning and social success at risk if not addressed in a timely manner • Identified students attend normal scheduled classes and activities with appropriate adjustments if required • Increased daily opportunities to receive positive contact with adults • Additional support from check-in/check-out staff • Increased opportunities to receive positive reinforcement. • Adjustments are made to programs through academic support, adult mentoring or intensive social skills training	Carina 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 Intensive Behaviour Support Team:*** • Works with other staff members to develop appropriate behaviour support strategies • Monitors the impact of support for individual students through continuous data collection • Makes adjustments as required for the student • Works with the Positive Behaviour Support Team to achieve continuity and consistency
A school-based team with active administrator support and staff involvement coordinates the Positive Behaviour Support. All staff members are provided with continuous professional development consisting of an overview of the processes, the referral and response processes, and the reporting responsibilities of staff and of the students being supported. Students whose behaviour does not improve after Positive Behaviour Support or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.		The Intensive Behaviour Support Team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

Zones of Regulation

What Zone are you in?

BLUE	GREEN	YELLOW	RED
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly / Wiggly Excited Loss of some control	Mad / Angry Mean Yelling / Hitting Disgusted Out of Control Excited / Elated

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What is The Zones of Regulation?

The Zones of Regulation is a curriculum full of a range of activities to assist each child develop skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation.

At Carina State School, we believe that ***ALL*** children need to learn good coping and regulation strategies so that they can help themselves when they experience emotions such as anxiety or stress. Teaching children these tools at a young age will support them in later life.

Some of the aims of The Zones of Regulation:

- To help children recognise when they are in the different Zones and how to change or stay in the Zone they are in.
- To gain an increased vocabulary of emotional terms so that they can explain how they are feeling.
- To gain insight into events that might make them move into the different Zones e.g. disagreement with a friend, a certain subject being taught or a fire drill.
- To help children understand that emotions, sensory experiences, physiological needs (e.g. hunger/lack of sleep) and environments can influence which Zone they are in.
- To develop problem-solving skills.
- To identify a range of different calming and alerting strategies/tools that support them. Tools identified may be personalised sensory supports (eg. use of putty at key times), calming techniques or thinking strategies.

The Zones can be likened to traffic lights:

Red	Stop and reset		The ***Red Zone*** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone
Yellow	Be aware, slow down or take warning		The ***Yellow Zone*** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
Green	Like a green light, ***you are 'good to go'***		The ***Green Zone*** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
Blue	Rest area where you pull over when you're tired and need to recharge		The ***Blue Zone*** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

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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.

Carina 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, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic 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, and
    - receive adjustments appropriate to their learning and/or impairment needs

Differentiated and Explicit Teaching

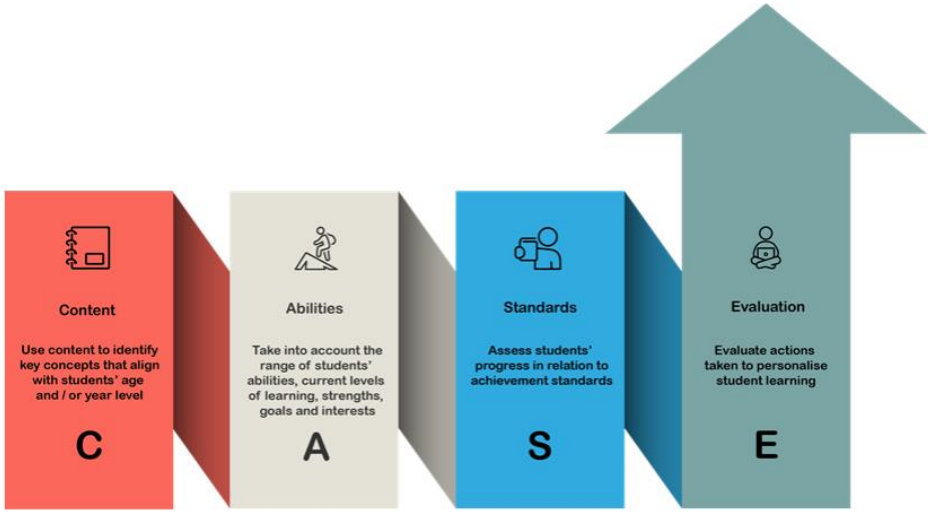
The ***Mparntwe Declaration on Educational Goals or the Alice Springs Education Declaration*** (formerly Melbourne Declaration) provide the policy framework for the Australian Curriculum, to promote excellence and equity and enable successful learning opportunities for all students.

The propositions that continue to shape the development of the Australian Curriculum establish expectations that the Australian Curriculum is appropriate for all students. These propositions include:

- that each student can learn and that the needs of every student are important
- that each student is entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the Australian community
- that high expectations should be set for each student, as teachers account for the current level of learning of individual students and the different rates at which students develop
- that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

Steps to personalise learning: ***CASE***

The CASE steps assist teachers in planning teaching and learning programs that are based on the Australian Curriculum to meet the diverse needs of students.



https://www.australiancurriculum.edu.au/resources/student-diversity/planning-for-student-diversity/steps-to-personalise-learning-case/

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A whole-school approach requires our school community to have a clear, coherent documented approach to promoting positive student behaviour.

This is supported by strategies and plans that engage students in respectful relationships, provide strong organisation in classrooms and playgrounds, and effectively manage risk.

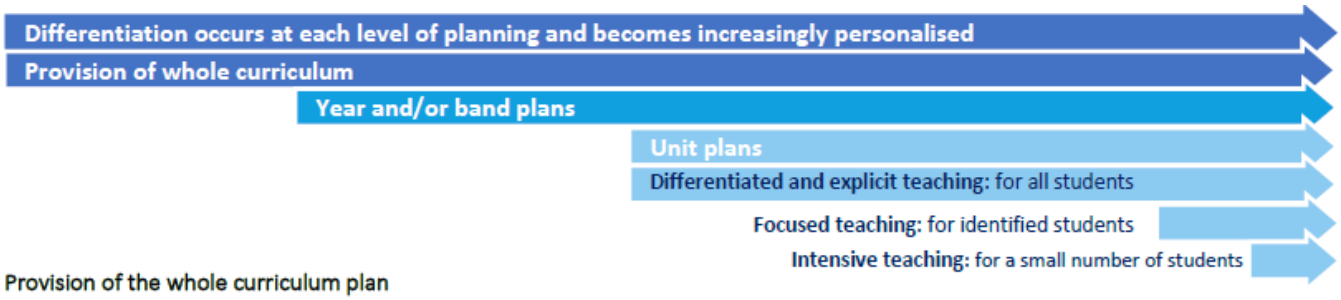
Positive behaviour is most effective when policies, practices and resources include:

- a health-promoting approach of creating safe, supportive, motivating and caring learning environments
- behaviour being understood in the context in which it occurs and in relation to the behaviour of others
- evidence-informed and research-based programs and/or interventions
- inclusive practices that cater for the differing potentials, needs and resources of all students
- high but realistic expectations for learning and behaviour
- focus on the whole student, including personal, spiritual, social, emotional and academic elements
- understanding and acknowledging that student behaviour and wellbeing are linked to learning
- helping learners set goals for their learning and behaviour
- acknowledging that fostering good relationships, particularly between students and teachers, is critical to fostering positive behaviour
- understanding that behaviour support and change are enhanced through establishing clear and essential boundaries
- valuing parental engagement and recognising the significant role families play in the education of their children (Australian Research Alliance for Children & Youth 2012)
- understanding that behaviour support and change are enhanced through school support structures and partnerships

Curriculum Differentiation

All students require curriculum that meets their individual needs, preferences and learning styles, recognising the diversity of learners. This can be achieved through the development of an adjusted / differentiated curriculum that allows for maximum engagement, challenge, development and opportunities for success for all.

At Carina State School, we ensure that curriculum planning and provision is flexible and meets the needs of all students. Effective access to the curriculum is provided in a way that provides development and progression for all.



Provision of the whole curriculum plan

Differentiated Support

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

1	Pre-correction (e.g. “Remember, walk quietly to your seat”)	10	Revised seating plan and relocation of student/s	19	Provide positive choice of task order (e.g. “Which one do you want to start with?”)
2	Non-verbal and visual cues (e.g. posters, hand gestures)	11	Individual positive reinforcement for appropriate behaviour	20	Prompt student to take a break or time away in class
3	Whole class practising of routines	12	Class wide incentives	21	Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
4	Ratio of 5 positive to 1 negative commentary or feedback to class	13	Reminders of incentives or class goals	22	Provide demonstration of expected behaviour
5	Corrective feedback (e.g. “Hand up when you want to ask a question”)	14	Redirection	23	Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
6	Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)	15	Low voice and tone for individual instructions	24	Private discussion with student about expected behaviour
7	Explicit behavioural instructions (e.g. “Pick up your pencil”)	16	Give 30 second ‘take-up’ time for student/s to process instruction/s	25	Reprimand for inappropriate behaviour
8	Proximity control	17	Reduce verbal language	26	Warning of more serious consequences (e.g. removal from classroom)
9	Tactical ignoring of inappropriate behaviour (not student)	18	Break down tasks into smaller chunks	27	Withdrawal

Focused Support

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

This may include:

1	Functional Behaviour Assessment	5	Withdrawal	9	Check in / Check out Strategy
2	Individual student behaviour support strategies (e.g. Student behaviour plan)	6	Behavioural contract	10	Teacher coaching and debriefing
3	Targeted skills teaching in small group	7	Counselling and guidance support	11	Referral to Student Support Network for team based problem solving
4	Token economy	8	Self-monitoring plan	12	Stakeholder meeting with parents and external agencies

Focused teaching may be documented in OneSchool either in the Class Dashboard or in the Student Plan module under Personalised Learning.

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Intensive Support

School leadership teamwork in consultation with Student Support Network to address persistent or ongoing serious problem behaviour.

This may include:

1	Functional Behaviour Assessment based individual support plan	5	Long term suspension (up to 20 school days)
2	Complex case management and review	6	Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
3	Stakeholder meeting with parents/caregivers and external agencies including regional specialists	7	Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
4	Short term suspension (up to 10 school days)	8	Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Legislative Delegations

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

Delegations

Under the Education (General provisions) Act 2006, principals are responsible for 'controlling and regulating student discipline within the school'.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the ability to suspend, exclude or cancel the enrolment of a student in the school.

These decision-making responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation as stated below:

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

Disciplinary Consequences

Student Focused	• A genuine discussion is held about the best interests of the student and what is needed to maximise their educational outcomes. • Older students are involved in the process as appropriate.
Mutual Respect	• Different views are heard and acknowledged without interruption, criticsm or judgement.
Accessibility and Transparency	• Communication is open and information needed to make an adjustment is shared. • Ways to access information is transparent.
Balancing Power	• The respective roles and responsibilities of the parents/caregivers and teachers in educating the student are scknowledged and respected.
Fairness	• There is willingness to reach agreement or to find alternative ways to proceed if agreement cannont be reached. • Processes for resolving issues are fair and equitable. • All views are heard and taken into account in the outcome.

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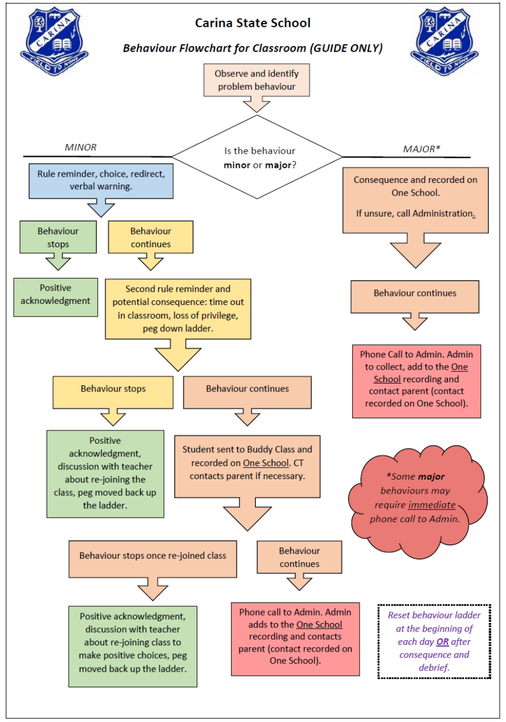
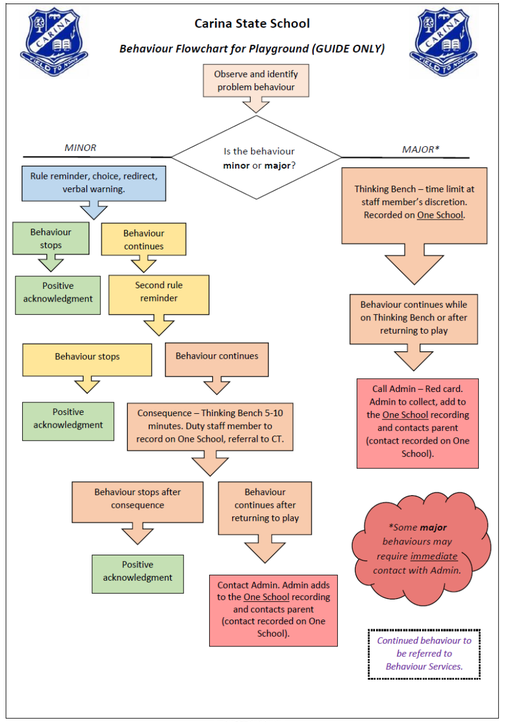
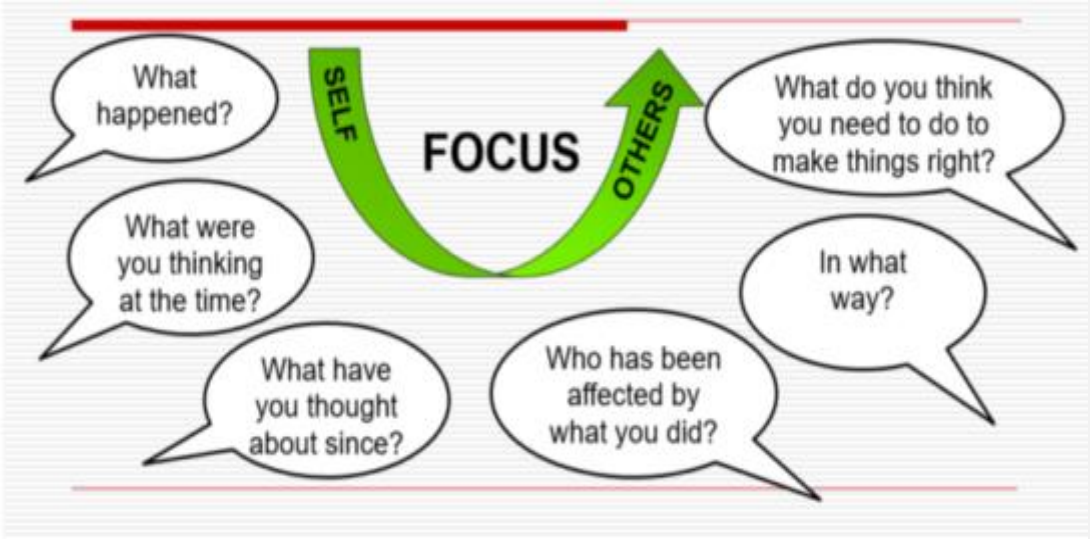

Carina State School
Behaviour Flowchart for Classroom (GUIDE ONLY)
Observe and identify problem behaviour
Is the behaviour minor or major?
MINOR
MAJOR*
Rule reminder, choice, redirect, verbal warning.
Behaviour stops
Behaviour continues
Positive acknowledgment
Second rule reminder and potential consequence: time out in classroom, loss of privilege, peg down ladder.
Behaviour stops
Behaviour continues
Positive acknowledgment, discussion with teacher about re-joining the class, peg moved back up the ladder.
Student sent to Buddy Class and recorded on One School. CT contacts parent if necessary.
Behaviour stops once re-joined class
Behaviour continues
Positive acknowledgment, discussion with teacher about re-joining class to make positive choices, peg moved back up the ladder.
Phone call to Admin. Admin adds to the One School recording and contacts parent (contact recorded on One School).
Consequence and recorded on One School.
If unsure, call Administration.
Behaviour continues
Phone Call to Admin. Admin to collect, add to the One School recording and contact parent (contact recorded on One School).
*Some major behaviours may require immediate phone call to Admin.
Reset behaviour ladder at the beginning of each day OR after consequence and debrief.


Carina State School
Behaviour Flowchart for Playground (GUIDE ONLY)
Observe and identify problem behaviour
Is the behaviour minor or major?
MINOR
MAJOR*
Rule reminder, choice, redirect, verbal warning.
Behaviour stops
Behaviour continues
Positive acknowledgment
Second rule reminder
Behaviour stops
Behaviour continues
Positive acknowledgment
Consequence – Thinking Bench 5-10 minutes. Duty staff member to record on One School, referral to CT.
Behaviour stops after consequence
Behaviour continues after returning to play
Positive acknowledgment
Contact Admin. Admin adds to the One School recording and contacts parent (contact recorded on One School).
Thinking Bench – time limit at staff member's discretion. Recorded on One School.
Behaviour continues while on Thinking Bench or after returning to play
Call Admin – Red card. Admin to collect, add to the One School recording and contacts parent (contact recorded on One School).
*Some major behaviours may require immediate contact with Admin.
Continued behaviour to be referred to Behaviour Services.

Restorative Conversation



Withdrawal Process

Checklist for Withdrawal (During School Hours)

- Student is enrolled at the school
- Assessment is undertaken of the student's behaviour and the level of risk
- Student's individual circumstances are taken into consideration
- Student's behaviour constitutes grounds for withdrawal (playground and/or classroom) as per the consequences and management outlined in the Student Code of Conduct
- Withdrawal has been issued during school hours
- The student's parents/caregivers have been notified of the withdrawal
- Disciplinary consequence and reasons have been documented in the student's OneSchool record
- The student's withdrawal attendance has been recorded

Restorative Approach to Improve Effectiveness

- Focus is upon repairing harm and increasing accountability for behaviour
- 'Victim' Centred approach –people impacted need to be part of the conversation
- Uses teachable moments and natural consequences
- Non shaming approach
- Used as part of a facilitated non shaming process to support reflection upon behaviour and planning for 'making right'
- Used prior to re-entry to the classroom after a withdrawal to restore relationships with class teacher and other students
- Not simply about 'asking the questions'

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Suspension Process

- Only Principals have the power to make a decision about the use of suspension for an enrolled student
- The Principal must consider the individual circumstances (documented) of the student e.g. behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- The school must ensure the student and parent/caregiver are offered the opportunity to discuss the allegations and respond prior to the Principal making a disciplinary decision
- Only one ground for suspension is recommended, and a clear explanation of how the behaviour meets the identified ground along with comprehensive evidence
- Principals may authorise a Deputy Principal, Head of School or Head of Campus to tell a student and parent/caregiver of their decision to suspend
- The suspension takes effect from the time the student and their parent/caregiver are told about it
- The Principal is responsible for arranging as soon as practicable for a decision notice (only approved letters and forms) on the approved form for suspensions to be given to the student and parent/caregiver
- Short suspensions (1 to 10 days) cannot be appealed
- Long suspensions (11-20 days) can be appealed

Re-Entry from Suspension Process

- It is a strategic option for schools to use to support the rebuilding positive relationships between the student, family and school staff
- The student has already received the consequence for the problem behaviour through suspension, so further criticism at a re-entry meeting is not advised
- Students should not be penalised if the family does not engage with the re-entry process
- A restorative re-entry meeting can be used a few days PRIOR to returning to school. This reduces anxiety and the likelihood of potential triggers for behaviour, the day of return
- The focus of the re-entry process should be on welcoming the student back to school and providing clear guidance on the plan for support available to assist student success, opportunities for ongoing monitoring (e.g. check in / check out) and communication between school and family, and a plan or support

Discipline Improvement Plan

- A fixed period plan that sets out:
  - behaviours expected of the student
  - consequences for not meeting the expected behaviours
  - participation in relevant programs to address inappropriate behaviour (where appropriate)
  - support to be provided by school (e.g. particular programs, support person) and
  - the duration of the plan
- Developed in partnership with school, student and parent/caregiver
- May be used as a last resort alternative to suspension or exclusion
- Failure to meet the conditions of a discipline improvement plan cannot be used as ground for exclusion. However, a student may be suspended or excluded if their behaviour meets the grounds for suspension or exclusion

Temporary removal of student property

The Principal or staff member/s of Carina State School have the power to temporarily remove property from a student, as per the procedure ***Temporary Removal of Student Property by School Staff.***

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, students and visitors.

Responsibilities:

PRINCIPAL

Ensures Carina State School staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:

- **Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- **Consent is required** from the student or parent/caregiver to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent/caregiver, principals or state school 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.**
- Where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- Under normal circumstances, principals and state school staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent/caregiver.
- Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- Principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

Ensures parents and students are:

- Informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school
- Aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
- Provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.

Ensures information about this procedure is clearly detailed in the Student Code of Conduct, including:

- State school staff may in certain circumstances remove student property without the consent of parents or students
- the limits on state school staff accessing information from temporarily removed student property, such as mobile phones
- examples of property that may be temporarily removed, such as bags, mobile phones, jewellery or prohibited items such as knives
- examples of the amount of time certain property may be temporarily removed (e.g. end of day or school week)
- that student property may be seized by the police.

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Carina State School Staff:

Follow appropriate processes outlined in the Student Code of Conduct regarding:

- temporary removal of student property
- access to information on temporarily removed student property (e.g. messages or photos on student mobile phones)
- return of temporarily removed student property
- circumstances where temporarily removed student property need not be made available for collection
- deciding a reasonable time to make temporarily removed student property available for collection

Students:

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

- is prohibited according to the school's Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Parents:

Ensure their children do not bring property onto school grounds or other settings used by the school that:

- is prohibited according to the Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language).

Collect temporarily removed student property as soon as possible after the principal or school staff have notified them that the property is available for collection.

Deciding a reasonable time to retain or make property available for collection

In deciding a reasonable time to retain or make property available for collection, the principal and school staff will consider the:

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

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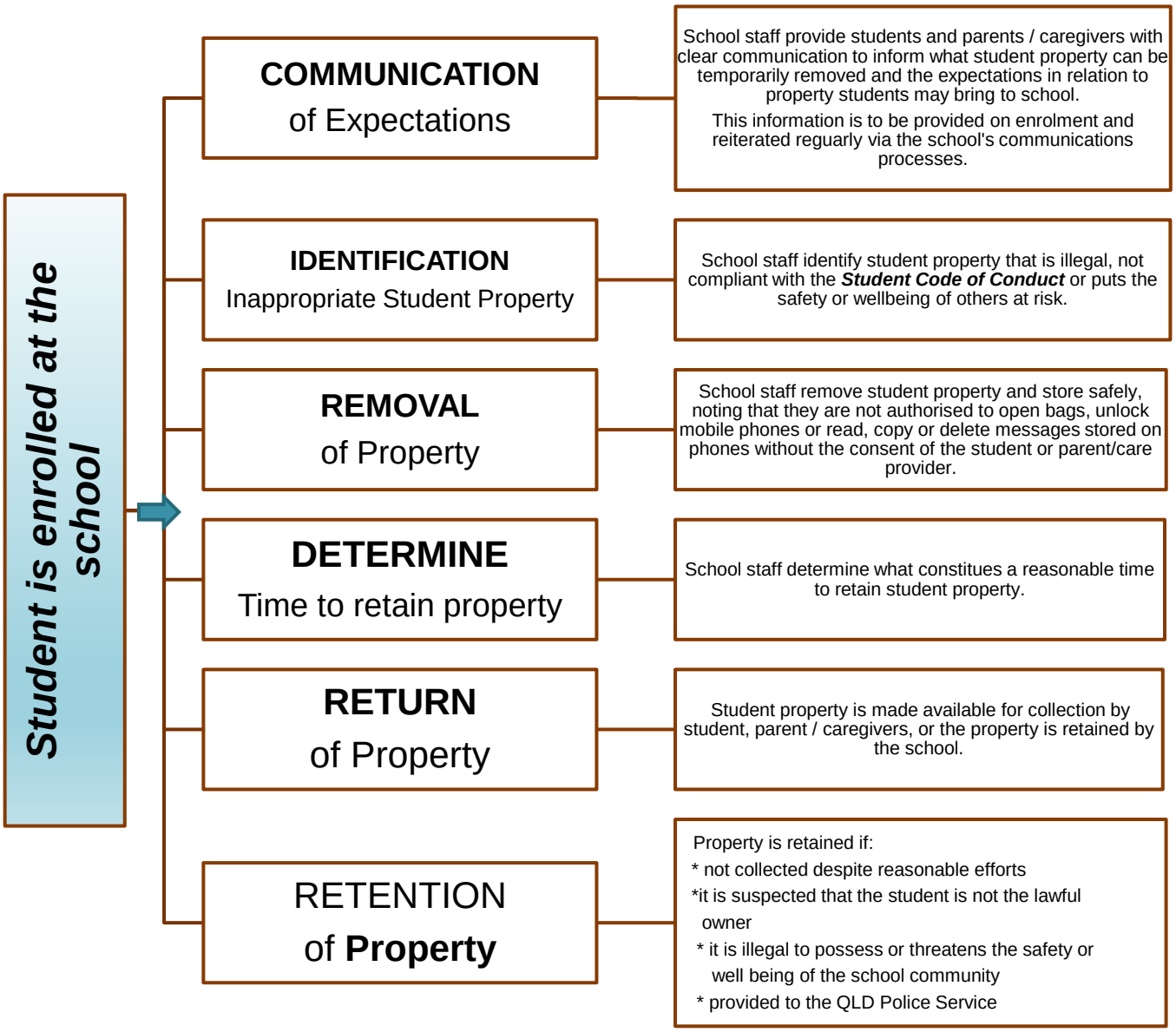

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Definitions

Emergency Circumstances	Emergency circumstances may include where the life, health, safety or welfare of a student, staff member or other members of the school community or public are at immediate risk.
Parent	A child's mother, a child's father, a person who exercises parental responsibility and a person standing in the place of a parent of a child on a temporary basis. This may include the Office of the Public Guardian or a Child Safety Officer.
Reasonable time	This is determined based on the nature of the item temporarily removed from the student, the risk to wellbeing to student and others, and the involvement of external agencies such as the Queensland Police Service. Factors that will inform a decision about what constitutes reasonable time will be the: • condition, nature or value of the property • circumstances in which the property was removed • safety of the student from whom the property was removed, other students or staff members • good management, administration and control of the school.
State School Staff	A state school staff member employed by the chief executive at the school. This includes, but is not limited to: • principals • deputy principals • teaching staff • non-teaching staff. The following positions are not considered state school staff members for the purposes of this procedure, and do not have the authority under this procedure to temporarily remove student property as they are not departmental employees: • chaplains • pre-service teachers • school-based police officers • school-based youth health nurses • volunteers.

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Use of mobile phones and other devices by students

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Authorisation and controls

The principal reserves the right to restrict student access to the school's ICT services, facilities and devices if access and usage requirements are not met or are breached. However, restricted access will not disrupt the provision of the student's educational program. For example, a student with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

Responsibilities for using the school's ICT facilities and devices

Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Student Code of Conduct.	Students are to be aware of occupational health and safety issues when using computers and other learning devices.
Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.	Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.
The school will educate students (DoE employees only) regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.	Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).
Students cannot use another student's or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home or local drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.	Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

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Responsibilities for using a personal mobile device on the department's network

Prior to using any personally owned mobile device, students must seek approval from the school principal to ensure it reflects the department's security requirements.	Students are responsible for the security, integrity, insurance and maintenance of their personal mobile devices and their private network accounts.
Where possible, appropriate anti-virus software has been installed and is being managed.	Students must follow any advice provided on best security requirements e.g. password protection (see iSecurity (DoE employees only) website for details).
Students and parents are to employ caution with the use of personal mobile devices particularly as these devices can store significant numbers of files some of which may be unacceptable at school e.g. games and 'exe' files. An 'exe' file ends with the extension '.exe' otherwise known as an executable file. These files can install undesirable, inappropriate or malicious software or programs.	Any inappropriate material or unlicensed software must be removed from personal mobile devices before bringing the devices to school and such material is not to be shared with other students.
Unacceptable use will lead to the mobile device being confiscated by school employees, with its collection/return to occur at the end of the school day where the mobile device is not required for further investigation.	

Acceptable/appropriate use/behaviour by a student

It is acceptable for students while at school to:

- Use school mobile devices for:
  - developing appropriate literacy, communication and information skills
  - conducting general research for school activities and projects
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - assigned class work and assignments set by teachers
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - communicating or collaborating with other students, teachers, their parents or experts in relation to school work
  - researching and learning through the department's eLearning environment

Be courteous, considerate and respectful of others when using a mobile device	Switch off and place out of sight the school mobile device during classes, when these devices are not being used in a teacher-directed activity to enhance learning
Use their personal mobile device for private use before or after school, or during recess and lunch breaks, in accordance with Student Code of Conduct	Seek teacher's approval where they wish to use a mobile device under special circumstances.

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Unacceptable/inappropriate use/behaviour by a student

It is unacceptable for students while at school to:

Use a mobile device in an unlawful manner	Download, distribute or publish offensive messages or pictures
Use obscene, inflammatory, racist, discriminatory or derogatory language	Use language and/or threats of violence that may amount to bullying and/or harassment, or 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 regarding the use of social media, online email and internet chat	Send chain letters or spam email (junk mail)
Share their own or others' personal information and/or images which could result in risk to themselves or another person's safety	Knowingly download viruses or any other programs capable of breaching the department's network security
Use in-phone cameras inappropriately, such as in change rooms or toilets	Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
Use the 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 employees.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP4 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not generally permitted by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be handed into the office for safekeeping until home time.

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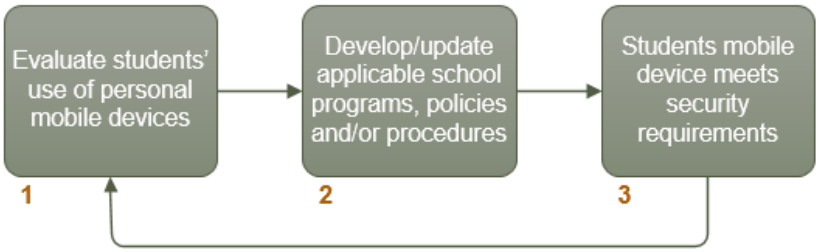
Principals' management of students' personal mobile devices within schools

Principals will undertake the following steps on a continual basis:



1. Evaluate the benefits and risks of allowing students' personal mobile devices to access the school/department's services or network, and determine under what circumstance if any, they can or cannot use their personal mobile device in school.

2. Develop and maintain appropriate programs, policies or procedures related to the use of students' personal mobile device (if applicable) within their school with the assistance of the advice for state schools on acceptable use of departmental ICT services, facilities and devices.

3. If a student's personal mobile device connection is to be allowed, determine an appropriate process to validate whether the student's personal mobile device meets security requirements at a minimum enabling the locking of the mobile device by the use of a passcode/password, face recognition and/or fingerprint and where possible the student's parent, guardian or carer has installed and manages an anti-virus software (DoE employees only).

Students are permitted to bring mobile phones to school under the conditions outlined below:

1. Students bringing communications devices to school do so at their own risk and Carina State School takes no responsibility for their loss, damage or theft.

2. Phones are to be taken to the administration when students arrive at school.

3. Phones must always be switched off (not on silent mode) when at school.

4. Students are to display courtesy, respect and consideration for others when using communications devices in the school.

5. Camera functions on mobile phones are not to be used at ANY time, unless with the express permission of a teacher.

6. Students who need to contact home because they are sick are to do so through the Office, they are NOT to use their mobile phones to arrange for collection. This allows first aid staff to monitor the sick person while they wait to be collected.

7. Parents/caregivers who need to urgently contact students must do so through the front office. Staff will ensure that students receive messages.

8. Inappropriate content is not to be accessed / stored or displayed on devices.

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Carina State School

1413 Creek Road
Carindale QLD 4152

P: +61 7 3900 9666
F: +61 7 3900 9600

E: admin@carinass.eq.edu.au
W: www.carinass.eq.edu.au

This form needs to be signed before students can access the school's internet connection to view anything other than Education Queensland materials.

This agreement will remain current for the duration of your child's enrolment at the school.

Carina State School provides all students at the school with computer facilities for educational use. To use computer equipment at Carina State School, students should abide by the following conditions:

- To use only the software on the school equipment that is purchased and installed by the school.
- To respect software copyright - it is illegal to copy or distribute school software.
- To follow the rules posted for the use and care of the computer equipment at all times.
- To use the computer facilities outside of class time only under the direction of teachers.
- To observe privacy and network security - students must not, under any circumstances, access personal files, software or areas of the network that are not designated for their use.
- To ensure virus protection by not bringing disks from other computers.
- To not print materials of a personal nature or unassociated with school activities.
- To observe copyright of materials from electronic resources such as CD-ROM and the internet.
- To not seek, send, display or copy to school computers, any offensive or illegal materials
- To not use inappropriate language or harass others when communicating online.
- To not give out personal details online unless under direct teacher supervision.
- To not access the internet unless directly supervised by teaching staff.

Student: I understand that if the school decides I have broken these rules, appropriate action will be taken. This may include loss of my internet access for some time.

Student's Name	Student's Signature	Date

Parent or Guardian: I understand that the internet can provide students with valuable learning experiences.
I also understand that it gives access to information on computers around the world; that the school cannot control what is on those computers; and that a very small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend finally upon responsible use by students.

I believe …… **(Name of student)** understands this responsibility, and I hereby give my permission for him/her to access the internet under the school rules. I understand that students breaking these rules will be subject to appropriate action by the school. This may include loss of internet access for some time.

Parent /Care Provider's Name	Parent / Care Provider's Signature	Date

Queensland Government

Preventing and responding to bullying

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.

How is bullying different from violence, harassment and discrimination?

The critical aspect that distinguishes violence, harassment and discrimination from bullying is that bullying happens within social relationships, featuring repeated and harmful behaviours that stem from a misuse of power.

Violence, harassment and discrimination can occur as part of bullying, but can also occur in one-off conflicts or between strangers. It is important to know the difference as the effect on the individual or group may be different and the responses to each may need to be different.

- **Violence** is the intentional use of physical force or power, threatened or actual, against another person/s that results in psychological harm, injury or in some cases death. Violence may involve provoked or unprovoked acts and can be a single incident, a random act or can occur over time.

- **Harassment** is behaviour that targets an individual or group due to their race, culture or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age and/or ability or disability, and that offends, humiliates, intimidates or creates a hostile environment. Harassment may be an ongoing pattern of behaviour, or it may be a single act.

- **Discrimination** occurs when people are treated less favourably than others because of their race, culture, or ethnic origin; religion; physical characteristics; gender; sexual orientation; marital, parenting or economic status; age and/or ability or disability. Discrimination is often ongoing and commonly involves exclusion or rejection.
  Intervening early can often prevent harassment, discrimination and more serious negative behaviours from becoming part of a bullying pattern.

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.

Carina State School, strives to create a positive, predictable environment for **ALL** students at all times of the school day. The disciplined teaching and learning environment that we create is essential to:

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

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

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

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

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

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

Prevention

At Carina State School, bullying behaviours will not be tolerated. These behaviours include but are not exhaustive:

- Name-calling
- Making offensive comments
- Pushing
- Sending offensive or degrading images by phone or internet
- Excluding people from groups
- Taunting
- Kicking
- Taking Belongings
- Producing offensive graffiti
- Spreading hurtful and untruthful rumours
- Mocking
- Hitting
- Inappropriate text messaging
- Gossiping

Our school wide universal behaviour support processes are as follows:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- 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
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- All students know the four 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 will be explicitly taught and continually reminded of the ‘Carina Five’

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The Carina Five

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Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Principal / Deputy Principal

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent/caregiver within agreed timeframes
- Monitor the student and check in regularly on their wellbeing

Day five Review

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

Ongoing Follow up

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

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Appropriate use of Social Media

Cyberbullying

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

Students or parents who wish to make a report about cyberbullying should approach the regular class teacher. A member of the school leadership team may also be approached directly by students, parents/caregivers or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Active Roles against bullying within the School Community
To create a school environment where students feel safe and secure, we as a school community all have a role to play.

Students

- Follow the acceptable usage policy for the ICTs ensuring all communication is respectful
- Ensure adherence to the school's 'Acceptable Use Policy' and do not use mobile phones or other electronic equipment (including those with Bluetooth functionality) in an inappropriate manner
- Report any suspected inappropriate behaviour to the supervising teacher or Principal
- It is important that 'victims' of bullying understand the importance of not hiding the problem and show persistence in keeping adults informed of the events

Staff

- Ensure ICT security processes are observed in class
- Ensure they understand the ways ICTs can be used to bully others and ensure that they explicitly teach ethical use of ICTs
- Regularly supply parents with assistance in keeping their children safe on-line by way of the Newsletter
- Report any misuse of mobile phone in a bullying, threatening way when made aware

Parents/Caregivers

- Contact the school if bullying takes place or is suspected and be willing to inform the school even if their child is not involved
- Encourage the student to talk to a teacher about incidents that may take place
- Watch for signs of distress in their son or daughter. Keep a written record of the incident
- Do not encourage retaliation
- Be willing to support the schools involvement in dealing with bullying
- Monitor student use of ICTs, discussing how to stay safe on line -especially use of text and social messaging

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.

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.

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

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

Restrictive-practices.pdf

This procedure prescribes:

a) when restrictive practices are permitted to be used in state schools

b) the reporting, notification and oversight obligations of state school staff, principals, and the principal's supervisor or delegate, and

c) the obligations of state school staff and principals to manage at risk behaviours of students with the aim of preventing the use of restrictive practices.

Guiding principles:

State school staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.
Generally, the restrictive practices permitted under this procedure must only be used where:

a) the restrictive practice is reasonable in all the circumstances, and

b) there is no less restrictive measure available to respond to the behaviour in the circumstances.

Restrictive practices

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student.

Restrictive practices include:

a) seclusion

b) physical restraint

c) containment

d) mechanical restraint

e) chemical restraint, and

f) clinical holding.

Responsibilities
Principal

Principals must ensure that this procedure is being complied with at their school, and in responding to known risk must:

a) provide training on evidence based positive behaviour support to state school staff

b) ensure a Focused Review is conducted after the use of seclusion and any unplanned physical restraint

c) ensure utilisation of the Behaviour risk assessment tool – safety or wellbeing to develop and implement Individual Behaviour Support Plans for students that behave in a way that might require the use of restrictive practices

d) ensure the development and implementation of Individual Behaviour Support Plans and Individual Student Safety Plans in instances where planned physical restraint, mechanical restraint or containment are used, and

e) ensure data is appropriately recorded for review by the principal's supervisor or delegate.

Principals must also ensure that their school's Student Code of Conduct complies with the requirements in this procedure.

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Process

Training

The principal of a state school has a duty to consider arranging formal training that includes evidence based positive behaviour support. If there is a known risk that requires the use of physical restraint, the principal must consider arranging training (from a specialist training provider) that includes physical restraint techniques. The training will be delivered with reference to particular behaviours, the known risk, and be appropriate for responding to the risk presented by individual students or the behaviour risk profile of the school.

In such circumstances, the principal must arrange training on:

a) the implementation of this procedure

b) the legal obligations of staff (i.e. the duty of care)

c) evidence based positive and proactive behaviour support strategies

d) circumstances where the use of restrictive practices may be required to discharge a staff member's duty of care

e) strategies that assist in preventing and de-escalating behaviour

f) strategies to manage individual students' behaviour in accordance with any plans related to that student

g) strategies that assist in preventing behaviour that may require the use of restrictive practices

h) the risks associated with the use of restrictive practices, including seclusion and physical restraint techniques

i) reporting and oversight procedures following any use of restrictive practices.

Use of seclusion and physical restraint

State school staff may only use seclusion or physical restraint where:

a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others

b) the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and

c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

For the use of a seclusion or physical restraint to be "reasonable", the seclusion or physical restraint must be:

a) proportionate to the risk of harm

b) discontinued once the risk of harm has dissipated, and

c) respectful of the student's dignity.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

a) using manual guidance to prevent a student running onto a busy road

b) holding a student to prevent them physically attacking someone, or

c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

Containment

Containment can be used as a short term planned strategy with individual students as part of:

a) a period of initial assessment when a student is new to the school and there is evidence that the student presents a risk of harm to themselves or other people

b) a period of settling into a new environment or reintegration to school after a period of absence when there is evidence that the student presents a risk of harm to themselves or other people

c) intensive short term support in response to frequent behaviour presenting a risk of harm to the student or other people.

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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). The aim in these situations is to bring the behaviour of the student under rapid and safe control.

At Carina State School, staff will follow the documented plan for any student involved in regular critical incidents, which are saved and available for staff to review in OneSchool.

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

1. ***Avoid escalating the problem behaviour:***

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

2. ***Maintain calmness, respect and detachment:***

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

3. ***Approach the student in a non-threatening manner:***

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

4. ***Follow through:***

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

5. ***Debrief:***

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

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Related Procedures and Guidelines

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

This may include reference to:

	https://behaviour.education.qld.gov.au/
Student Code of Conduct	https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-code-of-conduct
Student Discipline	https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/student-discipline
Temporary removal of student property by school staff	https://ppr.qed.qld.gov.au/education/management/Pages/Temporary-Removal-of-Student-Property-by-School-Staff.aspx
Use of ICT systems	https://ppr.qed.qld.gov.au/corp/ict/management/Procedure%20Attachments/use-of-ict-systems/use-of-ict-systems.pdf
Antibullying	https://bullyingnoway.gov.au/PreventingBullying/STEPS
Cybersafety	https://intranet.qed.qld.gov.au/EducationDelivery/educationandict/cybersafetyandReputationmanagement/Pages/CybersafetyStudentPresentations.aspx
eSafety	https://www.esafety.gov.au/
Student Discipline	https://ppr.qed.qld.gov.au/education/learning/Procedure%20Attachments/Student-discipline/Student-code-of-conduct-fact-sheet.pdf#search=student%20code%20of%20conduct
Student Dress Code	https://ppr.qed.qld.gov.au/education/management/Pages/Student-Dress-Code.aspx
Cancellation of enrolment	https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/cancellation-of-enrolment
Restrictive practices	https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/restrictive-practices
Refusal to enrol	https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/refusal-to-enrol-risk-to-safety-or-wellbeing
Inclusive Education	https://ppr.qed.qld.gov.au/pif/policies/Documents/Inclusive-education-policy.pdf#search=inclusive%20education
Complex Case Management	https://intranet.qed.qld.gov.au/Students/InclusiveEducation/Complexcasemanagement/Pages/default.aspx
Student Protection	https://intranet.qed.qld.gov.au/Students/studentprotection/Pages/default.aspx
Hostile People on School Premises	https://ppr.qed.qld.gov.au/corp/governance/Pages/Hostile-People-on-School-Premises,-Wilful-Disturbance-and-Trespass.aspx
Disclosing personal information to Law Enforcement Agencies	https://ppr.qed.qld.gov.au/education/community/Procedure%20Attachments/Disclosing%20Student%20Personal%20Information%20to%20the%20Queensland%20Police%20Service/disclosing-personal-information-to-law-enforcement-agencies.pdf#search=%E2%80%A2Police%20and%20Child%20Safety%20Officer%20interviews%20and%20searches%20with%20students
Child Protection	https://ppr.qed.qld.gov.au/education/community/Procedure%20Attachments/Information%20Sharing%20Under%20the%20Child%20Protection%20Act%201999/Information_sharing_under_the_Child_Protection_Act_1999_(Qld).pdf#search=%E2%80%A2%09Police%20and%20Child%20Safety%20Officer%20interviews%20and%20searches%20with%20students
Supporting Students' Mental Health and Wellbeing	https://ppr.qed.qld.gov.au/education/learning/Procedure%20Attachments/Supporting%20Students%20Mental%20Health%20and%20Wellbeing/Supporting%20students%20mental%20health%20and%20wellbeing.pdf
Customer Complaints	https://ppr.qed.qld.gov.au/pif/policies/Documents/Customer-complaints-management-policy.pdf#search=%E2%80%A2Customer%20complaints%20management%20policy%20and%20procedure
Enrolment in State Primary, Secondary and Special Schools	https://ppr.qed.qld.gov.au/education/management/Procedure%20Attachments/Enrolment%20in%20State%20Primary,%20Secondary%20and%20Special%20Schools/enrolment-in-state-primary-secondary-special-schools.pdf
Use of Mobile Phones	https://ppr.qed.qld.gov.au/corp/ict/management/Procedure%20Attachments/use-of-mobile-devices/use-of-mobile-devices.pdf#search=%E2%80%A2%09Using%20mobile%20devices

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