Coolabunia State School

Student

Code of Conduct

2021-2023

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

Coolabunia State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.
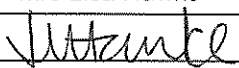
The Coolabunia State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

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Contact Person:	Mrs Lisa Hawke

Endorsement

Principal Name:	Mrs Lisa Hawke
Principal Signature:	
Date:	24/5/2022
P/C President and-or School Council Chair Name:	Mr Michael Sloan
P/C President and-or School Council Chair Signature:	
Date:	31/5/22

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Coolabunia State School has a long and proud tradition of providing high quality education to students from our local community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. These relationships are imperative and are developed through our Golden Rule and our Core Values.

Coolabunia State School follows one Golden Rule: RESPECT. This Golden Rules guides what we do and how we conduct ourselves. At Coolabunia State School we Respect:
- Ourselves
- Others
- Things and Places

As well as our Golden Rule, Coolabunia State School has Five Core Values that underpin all of our school policies and procedures, including our Student Code of Conduct and our Whole School Curriculum and Reporting Plan. They are also the core values that we aim to develop in all of our students. These values are:
- Kindness
- Persistence
- Resilience
- Responsibility
- Community

Our Golden Rule and our Core Values have been used in the development of this Student Code of Conduct, with the aim of shaping and building the skills of all our students to be confident, self-disciplined and kind young people.

Coolabunia State School focuses on developing a learning environment that is safe, respectful and disciplined. At all times, learning is valued and respected as this is the core operation and focus of our school. At our school, every student has the opportunity to participate in high quality learning in an atmosphere that is free from disruption and encourages them to develop to their full potential. All students and all staff have the right to work in an environment free from abuse, threats and disruption. It is essential that our learning environment is a respectful one.

Additionally, everyone brings their own unique personal beliefs to our school community. These beliefs influence and shape the decisions, behavioural choices and social practices each person demonstrates. This can contribute to differences in expectations and force us to reflect on our own beliefs and how we support students and families to understand what we consider acceptable and unacceptable within our school community. It is therefore, our strong belief at Coolabunia State School, that our students need to be supported to understand the behavioural expectations within the school gates. Expected behaviours are explicitly taught for playground and classroom settings, and these expected behaviours have been agreed upon and endorsed by all staff and our P&C.

We believe that our students respond best to positive behaviour support and using the teachable moments that allow them to reflect on their choices. Each week, as part of our *Strive to Achieve* lesson, students are explicitly taught the school's behaviour expectations and a weekly focus behaviour. These expectations are reinforced through positive reward processes at a class and whole school level. *Strive to Achieve* also incorporates the explicit teaching of self-regulation skills, mindfulness and values education to support the use of our Golden Rule and the development of our Core Values. Additionally, those students who do not meet expectations are supported to take responsibility and consider their choices as part of a processes of reflecting thinking.

This process of behaviour support, as well as our Golden Rule, is aligned with the values, principles and expected standards outlined in the Department of Education's Student Discipline Policy. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

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Student Wellbeing and Support Network

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

Our commitment to learning and wellbeing is documented in our Wellbeing for learning and life framework. This documentation outlines how we support students to be engaged in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies and procedures, and partnerships for learning and life.

Coolabunia State School is proud to have a strong Student Support Process and Team in place to help the academic, social, emotional and physical wellbeing of every student. Class teachers regularly meet to monitor student progress and wellbeing, and determine additional supports that are required within class and across the school to support identified students. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. This team provides more intensive support for students who are referred by class teachers, the principal or directly by parents. Our Student Support Team comprises of:

- Principal
- Guidance Officer
- Support Teacher: Literacy and Numeracy
- Inclusion Teacher
- Behaviour Support Teacher
- Head of Inclusion
- Speech Language Pathologist

It is also important for students and parents to understand that there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal, Lisa Hawke. The school also commits to working closely with parents to support them in accessing support external to the school community.

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Coolabunia State School uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. Our approach aims to:
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Coolabunia State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. Additionally, students who meet expectations are provided with positive reinforcement, a well-documented means of promoting and maintaining acceptable and appropriate behaviour. Therefore, Coolabunia's approach to discipline is twofold:
- When students meet expectations, they are provided with positive consequences. This positive reinforcement is in line with a Positive Behaviour for Learning framework.
- When students do not meet expectations, logical consequences are applied by staff. Additionally, they are provided with support and guidance which is underpinned by the Behaviour Management theories of Glasser and Ford – theories of choice and reflective thinking. Students are also supported by staff to reflect on how their choices impact others and their relationship, which is underpinned by a restorative practice framework.

6This approach to discipline is summarised in the following table:

Positive Consequences	Respect...	Logical Consequences
Positive feedback	...Self	Natural and logical
Sense of achievement	...Others	consequence
Stickers	...Things & Places	Restorative discussions
Dojo points		Change of classroom
Classroom reward	Students are supported to know and understand	environment
Golden ticket	expectations through explicit teaching, modelling, pre-teaching and follow up	Thinking Place
Aussie of the Month		Parent contact
Parent contact		Parent meeting
Principal postcard		
Great report card results		

Kindness · Resilience · Persistence · Responsibility · Community

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example

some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.
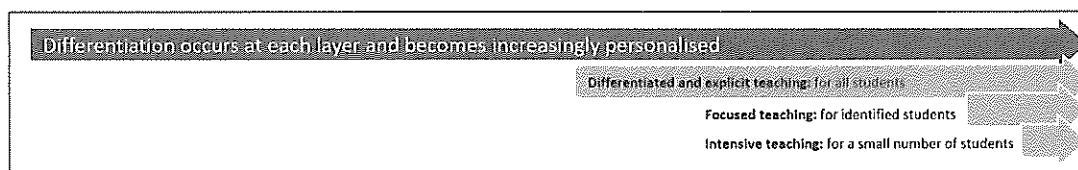
Our teachers are also obliged, by law, to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents in knowing what punishment a particular student might have received, we will not disclose or discuss this information with anyone but the family of the student concerned. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Multi-tiered Systems of Support

Coolabunia State School is a disciplined school environment that provides multi-tiered systems of support to respond to the learning needs of all students. Targeted lessons, consistency, gathering data/information from a number of sources and a consistent process of review culminate in an up to date system which responds to the needs of our changing school community.

Teachers at Coolabunia State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this whole school approach to behaviour. Decisions within our multi-tiered systems of support are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main tiers to the support provided, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation. The three layers are detailed in the sections that follow.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Tier 1: Differentiated and Explicit Teaching

Explicit Teaching of Expectations

At Coolabunia State School our expectations are based on our Golden Rule of RESPECT. At our school we Respect:
- Ourselves
- Others
- Things and Places

The first step in supporting students to meet this expectation and therefore achieve positive behaviour is through explicit teaching. It is expected that all Coolabunia State School teachers use the early weeks of the school year to explicitly teach The Coolabunia Way and the Golden Rule as well as to establish negotiated class protocols (including rules, monitoring processes and rewards). Our Golden Rule has also been described in fifteen different focus behaviours, each with its own lesson and poster. The weekly focus behaviour is shared with students during assembly on Monday and the explicit lesson for the behaviour is taught to each class on the Tuesday. This expectation is then reinforced with students throughout the week and rewarded through Golden Tickets.

Engaging Curriculum and Effective Teaching

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Classroom teachers have a duty of care to monitor and promote standards of behaviour of students in their classes. Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. Teachers continually track and monitor students' progress and determine if any support is required (including differentiated classroom instruction or support through the school's Student Support Process) for a student to engage in learning.

Classroom teachers also utilise Essential Skills for Classroom Management and strategies outlined by Doug Lemov in *Teach Like a Champion* (2015) in order to reflect, self-assess and apply effective teaching techniques.

Strive to Achieve - Social Skilling

At Coolabunia State School, a strong focus on positive relationships, respect and values is reinforced through our Health curriculum program 'Strive to Achieve'. These values are taught during weekly lessons and a key focus is given to the development of self-regulatory skills, mindfulness, a growth mindset and Core Values. Furthermore, this program is not a stand-alone weekly lesson. Rather, it underpins our day-to-day interactions with all members of our school community and becomes a discourse enacted within our school.

Camps / Leadership Programs

At Coolabunia State School, students are able to participate in the following opportunities that further develop their personal and social capabilities:
- Small Schools Leadership Camp
- GRIP Leadership Conference
- Year 4-6 camp
- Student Leadership positions and program

Reinforcing Expected School Behaviours

Positive reinforcement is a well-documented means of promoting and maintaining acceptable and appropriate behaviours. At Coolabunia State School, energy is directed by all staff into reinforcing positive behaviours through a range of actions that provide positive recognition, including:

Free and Frequent	Short to Medium	Long Term
Adult attention: • Non-contingent – smile, thumbs up, conversations • Contingent – specific positive feedback Tangibles: • Golden Tickets are given to students who demonstrate focus behaviour. • Class specific reward processes • Stickers and stamps	• Gold Ticket acknowledgement and draw on assembly • Reading Room draws on assembly • Aussie of the Month • Principal Postcards	• Pennants • End of Term Behaviour Draw • Reward Days • Leadership positions • End of Year Concert – Gold Certificates

Note: Coolabunia State School staff reserve the right to consider the pattern of a student's behaviour when determining the appropriateness of their participation in Rewards Days, camps, excursions, and end-of-year events.

Tier 2: Focused Teaching

Coolabunia School offers targeted interventions for students who do not respond to the whole school expectations and require additional support to meet behavioural expectations.
Focused teaching and support utilises support systems and practices at the school to engage the student. Focused teaching and support may include:
- Referral to GO - social / emotional support with peers
- Referral to STLaN or Behaviour Teacher - academic / behaviour support
- Support from SWD Teacher - students with additional needs
- Referral to Principal – behaviour support
- Check In / Check Out and Monitoring processes

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- Functional Behaviour Assessment (FBA)
- Mediation using Restorative Practices and or Shared Concern Method

Focused teaching is aligned to the school's Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Tier 3: Intensive Teaching

Coolabunia State School offers intensive teaching and support for students who demonstrate chronic and/or severe and challenging behaviour. That is, the behaviour is of such frequency and intensity that there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

Some students may require intensive teaching and support for a short period and for a particular behaviour or academic need. Other students may require intensive teaching and support for a more prolonged period. These decisions are based on data gathered and are made in consultation with the student's parents or caregivers. Intensive teaching and support may include:
- Complex Case Management team (including Principal, Behaviour Teacher and Guidance Officer)
- Guidance Officer support
- SWD Teacher – students with additional needs
- Individual Behaviour Support Plan (IBSP)
- Functional Behaviour Assessment (FBA)
- Risk Assessment Plans
- Outside agencies – consultation/recommendations through Principal.

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

At Coolabunia State School learning is valued and respected. Every student has the opportunity to participate in high quality learning in an atmosphere that is free from disruption and encourages them to develop to their full potential. Supportive discipline is an integral part of the work undertaken at Coolabunia State School each day to help students develop to their potential and extend their capabilities in self-discipline and personal responsibility. The focus for teachers is on implementing proactive and preventative approaches that facilitate student growth.

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Strategies such as Essential Skills for Classroom Management, explicit teaching, positive reinforcement, in-class corrective feedback, and rule reminders may be used by teachers to respond to low-level minor behaviours.

At times, some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with the strategies listed above, continue to display low-level problem behaviour. These students may exhibit continued minor behaviours or major behaviours that require a more focussed approach.

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

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

Tier 1: Differentiated – Responses to low level, minor behaviours

Class teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Proactive and preventative approaches
  - Use of student choice
  - Use of brain breaks
  - Essential Skills for Classroom Management
  - Break down tasks into smaller chunks
  - Reduce verbal language
  - Ratio of 5 positive to 1 negative feedback
  - Give 'take-up' time for student/s to process instruction/s
  - Corrective feedback (e.g. "Hand up when you want to ask a question")
  - Rule and expectation reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Reteaching
  - Describing and/or modelling expected behaviour

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- o Modelling appropriate problem solving and reflective thinking processes (e.g. "I'm not sure what is the next step, who can help me?")
- o Whole class practising of routines
- Consideration of the learning environment
  - o seating plan
  - o lesson structure
  - o individual learning needs
  - o support options
- Supporting student in reflective thinking
  - o Close and private discussion with student about expected behaviour
  - o Using questions to promote reflection – What are you doing? What are the expectations? What happens when you don't follow the expectations? Is this what you want to happen? What do you want to do now? What will happen if you disrupt again? (as per Ford's Responsible Thinking Process)
  - o Give choices to the student (you can do this, or this)
- Natural and logical consequence (e.g. homework incomplete = student completes homework during play time; student doesn't complete set tasks = student completes for homework or during play time; student does not respect school property = community service to the school; etc)

Tier 2: Focussed – Responses to continued minor behaviours and major behaviours

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Referral to Buddy class (remove disruption for other students)
- Teacher coaching and debriefing
- Parent contact
- Referral to the Thinking Place
- Identifying and meeting the student's need
  - o Functional Behaviour Assessment
  - o Individual student behaviour support strategies (e.g. Student behaviour plan)
  - o Check in Check Out strategy
- Targeted teaching
  - o Targeted skills teaching in small group
  - o Check in Check Out strategy
  - o Counselling and guidance support
- Referral to administration (Principal) to consider further action, support and/or referral to external agencies

Tier 3: Intensive – Major behaviours that require urgent attention

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

Re-entry following suspension

Students who are suspended from Coolabunia State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Summary of Disciplinary Consequences

Behaviour		Strategies / Consequences
Minor	Late to class Lack of necessary materials Incomplete homework Talking Making noises Interrupting teacher or student when speaking Out of seat Littering Running on cement Not sitting during eating time Chewing gum or eating in class Not wearing correct uniform Playing in the toilets Inappropriate use of equipment (i.e. sports) Taking other students' belongings such as lunch or hats Rough play Minor damage of property (breaking pencils, scratching desk, tearing handouts/books) Being in out-of-bounds areas Failure to follow instructions Inappropriate comments to staff or students Swearing at students Work refusal Persistent back chatting	Proactive interventions Reteaching Consideration of learning environment Reflective thinking questions Buddy class Logical consequence Parent contact
Major	Dangerous use of equipment Bullying and harassment Deliberate use of hand or feet on another student Deliberate destruction of school property Defying a staff member's instruction Deliberate harm of others or self Continued bullying or harassment Minor fighting Bringing dangerous equipment into school Major Physical/ Verbal abuse to a member of staff or another student Making threats to another student or staff member Possession / use of illegal drugs, alcohol, cigarettes or weapons at school	Referral to Thinking Place Referral to Principal Individual Behaviour Plan Suspension Exclusion

Temporary removal of student property

At Coolabunia State School, under certain circumstances, the removal of property in a student's possession may be necessary to promote and ensure a safe and supportive learning environment. At all time, removal of student property is in line with this policy.

Power to remove property from students

As per the Education (general Provisions) Regulation 2017, the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff members is satisfied the removal is necessary:

a) To promote the caring, safe and supportive learning environment of the school; or
b) To maintain and foster mutual respect between staff members and students at the school; or
c) To encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
d) To provide for the effective administration of matters relating to students of the school.

Consent

Consent is not required to search school property such as desks or laptops that are supplied to the student through the school. Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent. **But if student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, school staff may search a student's property or bag.** Student property may be seized and retained for handing to police. In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency). **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 contacted to make such a determination.

Students and parents

It is the responsibility of students and parents to ensure that they/their children to not bring property onto school grounds or other settings used by school that: is prohibited according to the Coolabunia State School Student Code of Conduct, is illegal, puts the safety or wellbeing of others at risk, does not preserve a caring, safe, supportive or productive learning environment, or does not maintain and foster mutual respect.

It is the responsibility of parents to collect their child's property as soon as possible after they have been notified that the property is available for collection.

Use of mobile phones and other devices by students

The Coolabunia State School community has deemed that personal electronic devices including mobile phones are not permitted at school. Every member of our school community should be confident in participating fully in all aspects of school life without concern that personal devices are being used to record them without their knowledge or consent. Our school community also believes that all students have the right to learn and teachers have the right to teach without the distraction that personal electronic devices may create.

Student expectations

The student use of personal electronic devices including, but not exclusively limited to, mobile hones, smart watches, cameras, digital video cameras, MP3 players, ear pods, head phones, iPods, and

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iPads/tablets is not allowed at Coolabunia State School. This encompasses the time from when students arrive at school until when they leave the school grounds at the end of the school day.

The recording of any conversation, function, or incident without the prior consent of all parties involved is considered to be in breach of school policy. Furthermore, the school will not tolerate images being captured by personal electronic devices on school grounds including those that are then forwarded to others, posted on the internet or published in any other way. The use of personal electronic devices in this way is prejudicial to the good order and management of the school.

Additionally, personal electronic devices are often valuable and therefore there is an associated risk of damage or theft. Should the student choose to bring such a device to school, Coolabunia State School accepts no responsibility for loss or damage. IN the event that personal electronic devices are brought to school, they are required to be handed in to administration for collection at the end of the day.

Consequences

Students who use personal electronic devices are deemed to be in breach of school policy and will be directed by staff to hand over their device. The personal electronic device will be stored in administration and must be collected by a parent. If a student refuses to follow this direction, the student is in breach of the Student Code of Conduct and additional consequences may apply as per the Student Code of Conduct.

The sharing of inappropriate images with others and/or posting them on the internet, and the sending of inappropriate text messages during school time, is considered an inappropriate use of personal electronic device. If such use adversely affects the wellbeing of another and/or brings the school into disrepute, consequences as per the Student Code of Conduct may be applied and where applicable, the incident will be reported to the Queensland Police Service.

Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971 it is deemed that 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. Furthermore, it is an offence under the Act for a person who has recorded a conversation to which he/she is not a party, to publish or communicate the conversation. All members of the school community must be aware that some conversations in schools are deemed private and therefore to capture image and/or record conversations in these cases may be deemed to be in breach of this Act.

Preventing and responding to bullying

All members of the Coolabunia State School community uphold our Golden Rule of RESPECT. We also believe in our five core values of:
- Kindness
- Resilience
- Persistence
- Responsibility
- Community

Bullying goes against our fundamental values and Coolabunia State School will not tolerate bullying in any form.

What is 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.

Bullying can take many forms. The National Centre Against Bullying identifies five kinds of bullying:
1. **Physical bullying** This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing. Repeatedly and intentionally damaging someone's belongings is also physical bullying.
2. **Verbal bullying** Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.
3. **Covert bullying** Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.
4. **Psychological bullying** For example, threatening, manipulating or stalking someone.
5. **Cyber bullying** Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Coolabunia State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Coolabunia Sate School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

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Bullying response flowchart for teachers

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

Template timeframes to be adopted/adapted as necessary to address the context

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Principal – Lisa Hawke, 41600333

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

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

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

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

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

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

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

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

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What about other people's privacy?

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

What if I encounter problem content?

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

Student Dress Code

The Coolabunia State School P&C Association has resolved that it supports a student dress code policy for Coolabunia State School because it believes that doing so promotes the objectives of the Education (General Provisions) Act 2006, and in particular that it:
- promotes a safe environment for learning by enabling ready identification of students and non-students of the school
- Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at school
- Promotes a supportive environment at the school by fostering a sense of belonging
- Fosters mutual respect among individuals at the school by minimising visible evidence of economic, class or social differences.

If students arrive to school and are not in their school uniform, they are to present to administration. A bank of school uniform items are held at the school to ensure that all students are dressed according to the student dress code (major items of uniform). Students will be required to change into one of these uniforms for the day and return it before leaving school. If, when offered an item to comply with the dress code, a student unreasonably refuses to put it on, the student can be sanctioned for non-adherence to a school policy and consequences applied as per school procedures.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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