



# Stafford State School

# Student Code of Conduct 2020-2023 (revised)

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

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## Endorsement

### REVIEWED AND AMENDED IN 2022

Principal Name: Craig Hazen

Principal Signature:



Date: 30/03/2022

Principal Name: Lisa Masek

Principal Signature:



Date:

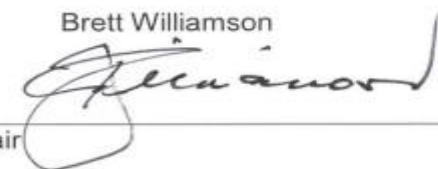
7/12/2020

P/C President

Name:

Brett Williamson

Signature:

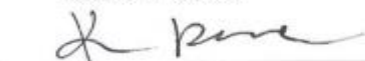


School Council Chair

Name:

Karen Pearce

Signature:



Date:

7/12/2020



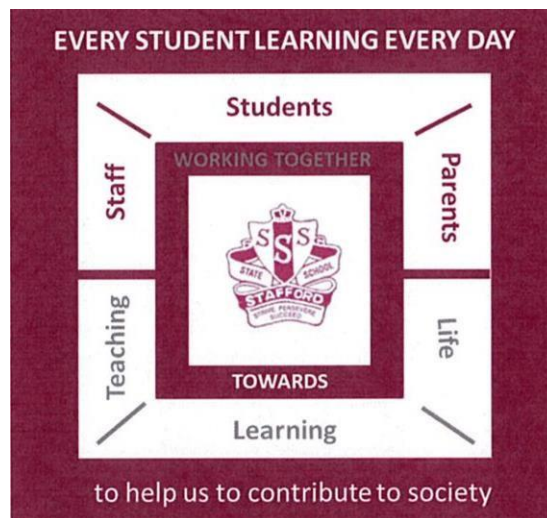
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## Purpose

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

The Stafford State School Learning Culture is represented below and has been developed through professional dialogue. The Learning Culture with our motto Strive, Persevere and Succeed. Our Learning Culture has Staff, Students and Parents working together towards Teaching, Learning and Life. **Every student learning everyday** will help students to contribute to society.



The Student Code of Conduct is designed to facilitate high standards of behaviour so that teaching and learning in our school can be effective and students can participate positively within our school community.

**EVERY STUDENT** makes choices about their behaviour.

**EVERY STUDENT** owns their behaviour.

**EVERY STUDENT** will be supported to accept the consequences of their behaviour.

**EVERY STUDENT** can choose to change their behaviour.

Our Student Code of Conduct, aims to encourage students to take responsibility for their actions. This document sets out guidelines to help staff, students, parents and the wider community achieve this goal.

Our learning culture encourages Stafford State School students to become active participants in a meaningful learning environment. Our aim is to provide a stimulating, satisfying and supportive environment, where students are challenged, engaged and empowered to grow, achieve and succeed through high expectations of staff and school community - giving them the confidence, the personal qualities and skills to live in society as a co-operative, creative and happy citizens.

The school's motto, '**Strive, Persevere, Succeed**' supports this vision and our facilities have been developed to provide an enhanced learning environment to meet the needs and challenges of the 21st century.

### **Stafford School Wide Learning Culture & Expectations**

At Stafford State School we believe:

#### **Students**

Every staff member facilitates high student engagement by:

- Building effective relationships
- Providing explicit instruction and engaging students in purposeful teaching and learning experiences/opportunities

#### **Learning**

Every Classroom has:

- High expectations and reflects the Stafford State School's standards and rules for appropriate behaviour - **SAFETY, EFFORT, RESPECT** and **RESPONSIBILITY**
- A positive learning culture

#### **Staff**

Every staff member works together to ensure:

- There is shared understanding and consistency in language, modelling and shared practice in classrooms
- Making sure positive behaviour is to be explicitly taught, modelled, acknowledged and rewarded

#### **Teaching**

Every staff member will use:

- Explicit instruction
- Data to drive curriculum delivery
- Reflective practice

#### **Parents**

Parents will:

- Be involved in their child's learning
- Be accountable for their child's attendance and punctuality
- Work collaboratively - three way approach (teachers/parents/students)
- Uphold and support the values of Stafford State School
- Actively participate in school activities including events, surveys, and other P&C activities

#### **Life**

Work with the community in:

- Informing students that behaviour is a 'choice'
- Upholding and demonstrating the Core Values Stafford State School - **SAFETY, EFFORT, RESPECT, RESPONSIBILITY**

# Learning and Behaviour Statement

Stafford State School promotes a caring, supportive environment in our classrooms, specialist lessons and in the playground. We achieve this by providing opportunities to maximise the success of learning for our students.

We recognise, respect and value the diversity of our community and through the learning experiences we provide and promote active engagement and inclusion for all.

This Student Code of Conduct outlines our system for managing behaviours that are considered positive, problem or unacceptable. Having a shared understanding of expectations, language, processes and procedures for student behaviour builds consistency for all stakeholders.

The Student Code of Conduct guides and assists students to develop a growth mindset and realise that with hard work and effort they can learn and grow skills, talents and dispositions they are yet to realise. The values of **Safety, Effort, Respect and Responsibility** provide students and staff with a positive and productive outlook. These values are explicitly taught, modelled, practised and recognised in classrooms, specialist lessons, in the playground and at assemblies.

It is based on respecting the **RIGHTS and RESPONSIBILITIES** associated with:

- Students have the right to learn
- Teachers have the right to teach
- All members of the school community have the right to feel safe
- All members of the school community are treated fairly
- All members of the school community are treated with respect.

At Stafford we promote the following behaviours and values in our community:



## Multi-Tiered System of Differentiation

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

Tier	Prevention Description
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	All students (100%) in the school receive support for their academic <b>1</b> and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:
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|--|--|
|  | <ul style="list-style-type: none"><li>• Teaching behaviours in the setting they will be used</li><li>• Being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li><li>• Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li><li>• Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li></ul> |
|--|--|

	Targeted instruction and supports for some students (10-15%) are <b>2</b> more intense than <b>Tier 1</b> services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.
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	<b>Tier 2</b> supports build on the lessons provided at <b>Tier 1</b> , and may prevent the need for more intensive interventions. <b>Tier 2</b> supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each student body, but all have certain things in common:
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- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• There is a clear connection between the skills taught in the interventions and the school-wide expectations.</li><li>• Interventions require little time of classroom teachers and are easy to sustain</li><li>• Variations within each intervention are limited</li><li>• Interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).</li></ul> |
|--|--|



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

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

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

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

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

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

## Student Wellbeing and Support Network

### Universal behaviour support

The first step in facilitating positive behaviour is communicating those standards to all students. At Stafford State School, we emphasise the importance of explicitly modelling and teaching students the behaviours we want them to demonstrate at school.

### Programs

To promote positive behaviour we regularly and consistently communicate our expectations to all students, staff and parents. These expectations are communicated and explicitly taught through a number of strategies and programs including:

- Explicit and comprehensive emphasis of expectations during the enrolment process
- Essential Skills strategies embedded in weekly whole school program including the 'High 5' strategies

- Reinforcement of High Expectations and Stafford standards on Assembly, in classrooms and in the playground
- Goal Setting and reviewing in Literacy, Numeracy and Social Goals
- Engagement in Growth Mindset activities
- “Rock and Water” Program by Chaplain
- **Supporting Student Behaviour**  
Stafford State School implements the following proactive and preventative processes and strategies to support positive student behaviour for learning:
  - A dedicated section of the school newsletter, informing parents of ways to be actively and positively involved in school and classroom behaviour expectations
  - School Behaviour Leadership team members’ regular provision of information to staff and parents, and support to others in sharing successful practices
  - New staff to Stafford State School, as a part of their Induction will be given a copy of the Stafford State School Student Code of Conduct to ensure consistency and alignment
  - Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

### Celebrating Positive Behaviour

 <p>Principal's Star Award</p>	 <p>P - 3</p>	 <p>4 - 6</p>
<p>NAME: _____ HOUSE: _____ TEACHER: _____ DATE: _____</p> 	<p>Safety      Effort Respect      Responsibility</p> <p>TEACHER: _____ DATE: _____</p>	<p>Safety      Effort Respect      Responsibility</p> <p>TEACHER: _____ DATE: _____</p>

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

To celebrate positive behaviour expectations at Stafford State School we:

Encourage staff to send students to a member of the Leadership Team

Present Stafford Star Awards on Assembly with a focus on Safety, Effort, Respect and Responsibility Present Stafford Star Armbands (for completion of all High Expectations)

Present Award for class "Wearing the School Uniform with Pride"

Present Award for Class "Attendance"

Principal "Star" Award / Principal's Award Stickers on Report Cards

Principal's Morning Tea. A 'Stafford State School Postcard' is sent home to share success

Mail home 'Stafford State School Bookmarks' to Students from Staff and Principal for Reading

Conduct an End of Year School Awards Ceremony (Academic / Citizenship / Sports / Music / LOTE Awards)

Distribute 'Stafford Stars' in recognition of students who are caught behaving to our Stafford Standards. These are placed by the student into the 'Stafford Star Box' near the office. The students' House is also written on the Stafford Star for House Points. A lucky draw is held every Wednesday on Assembly and selected students receive a Tuckshop Voucher

End of Year School Awards Ceremony - Stafford Star House Trophy

School Captains / School Leaders and House Captains invited to lunch with Principal at the end of the Year.



### ***Mental health***

Stafford State School implements early intervention measures and guidance support where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

### ***Suicide prevention***

Stafford State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

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

- The student is not left alone
- Their safety and the safety of other students and staff is maintained
- Students receive appropriate support immediately
- Parents are advised
- All actions are documented and reported.

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

***In the case of suicide***

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

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

- Parents/Carers
- Teachers / Teacher Aides
- STLaN (Support Teacher Literacy & Numeracy)
- Administration Staff / Principal
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Guidance Officer
- Senior Guidance Officer
- School Chaplain
- School Police Liaison Officer
- School Based Youth Health Nurse
- HOSES (Head of Special Education Services)

Student Services meetings are held alternate weeks to identify and target support for those students identified as presenting with academic, learning, behavioural or wellbeing needs to create and implement action plans and to monitor and review their progress.

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

- Disability Services Queensland
- Child and Youth Mental Health Service
- Queensland Health
- Department of Communities (Child Safety Services)
- Police / Local Council / Neighbourhood Centre.

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

It is also important for students and parents to be aware that there are regional and state wide 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.

## Student Wellbeing and Support Network

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

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

### **Medications**

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

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

Stafford State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/premise's first aid kit to provide emergency first aid medication if required. Additional devices of this nature are provided by the parents may also be located securely in the classrooms of the student.

## Whole School Approach to Discipline

All areas of Stafford State School are considered teaching and learning environments. We consider behaviour management to be an opportunity for valuable social and emotional learning as well as a means of maximising the success of student academic learning outcomes.

Our approach to discipline will take into account the RIGHTS and RESPONSIBILITIES associated with:

- Students' right to learn
- Teachers' right to teach
- All school community members' right to feel safe
- All school community members' right to be treated fairly
- All school community members' right to be treated with respect.

## Consideration of Individual Circumstances

Staff at Stafford State School take into account students' individual circumstances, such as their behaviour history, additional needs, 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, staff recognise that the way they teach, the support they provide and the way they 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.

Stafford 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 nonviolent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, stature, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
  - o express opinions in an appropriate manner and at the appropriate time

- o work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation
- o receive adjustments appropriate to their learning and/or impairment needs.

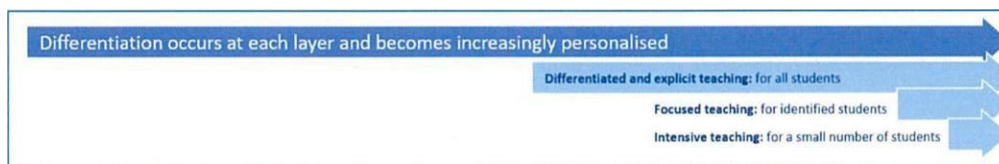
## Disclosures

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

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

## Differentiation

At Stafford State School there are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for behaviour, academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section.

**Tier 1** is differentiated and explicit teaching for all students, **Tier 2** is focussed teaching for identified students and **Tier 3** is intensive teaching for a small number of students.

Each layer provides progressively more personalised supports for students.

Stafford staff work with all students to explain and model exactly what our values and expectations for appropriate behaviour looks, sounds and feels like in classrooms and playgrounds.

## Differentiated and Explicit Teaching

Stafford State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours.

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

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Stafford State School to provide focused teaching. Focused teaching is aligned to the **Stafford State School Behaviour 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.

## Intensive or Targeted Teaching

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



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

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

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

### **Behaviour Support Team**

Students who are identified as requiring intensive support through data collection and monitoring of our self-management flowchart will be referred to our "Student Services". This committee consists of school based administrative staff, specialist support staff and teachers. Students referred to Student Services will be supported on a case by case basis in response to the individual student's needs. The reporting and communication processes within school ensures that parents of these students will have a comprehensive picture of the behaviour history of their child and will have had direct conversations with the School's administration. The referral to the Student Services also requires parent input, conversation and signature.

At Stafford State School, intensive behaviour support is provided through a collaborative approach. Parents/carers are an imperative part of this collaboration. Stafford State School will initiate for students requiring intensive behaviour support a case conference and identify a case manager. An individual behaviour plan will be jointly developed and signed off by all parties including parents/carers. Daily monitoring and communication between home and school will be a condition. To support this process the school may also initiate

- Modifications to task requirements
- Development of individualised management strategies
- Modified timetable or attendance
- Counselling with the school Guidance Officer
- Teacher Aide support through school or regional behaviour resources
- Invitation to parents / caregivers to attend Triple P program
- Referral to other specialist behaviour support
- Referral to outside agencies (CHYMS, Youth Family Services, Child safety, Police, Paediatrician, etc.)
- Access to alternative programs
- Rocket Program (Behaviour Services)
- PLC (Positive Learning Centre)

The aim of intervention and support at this level is to effect behavioural change towards self-management and re-engage the individual student at risk.

Stafford 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. *Student Services:*

- 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, and
- « Works with the School Leadership Team to achieve continuity and consistency.

*Student Services, led by the STLaN, (Support Teacher Literacy and Numeracy)* has a simple and quick referral system in place. Following referral, the classroom teacher attends Student Services to discuss areas of concern. The relevant staff member then contacts the parent to let them know the next step in the support process.

# Legislative Delegations

## Legislation

In this section of the Stafford 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-Generars delegations](#)
- [Education \(General Provisions\) Act 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General’s authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister’s delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General’s delegations](#)

## Disciplinary Consequences

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

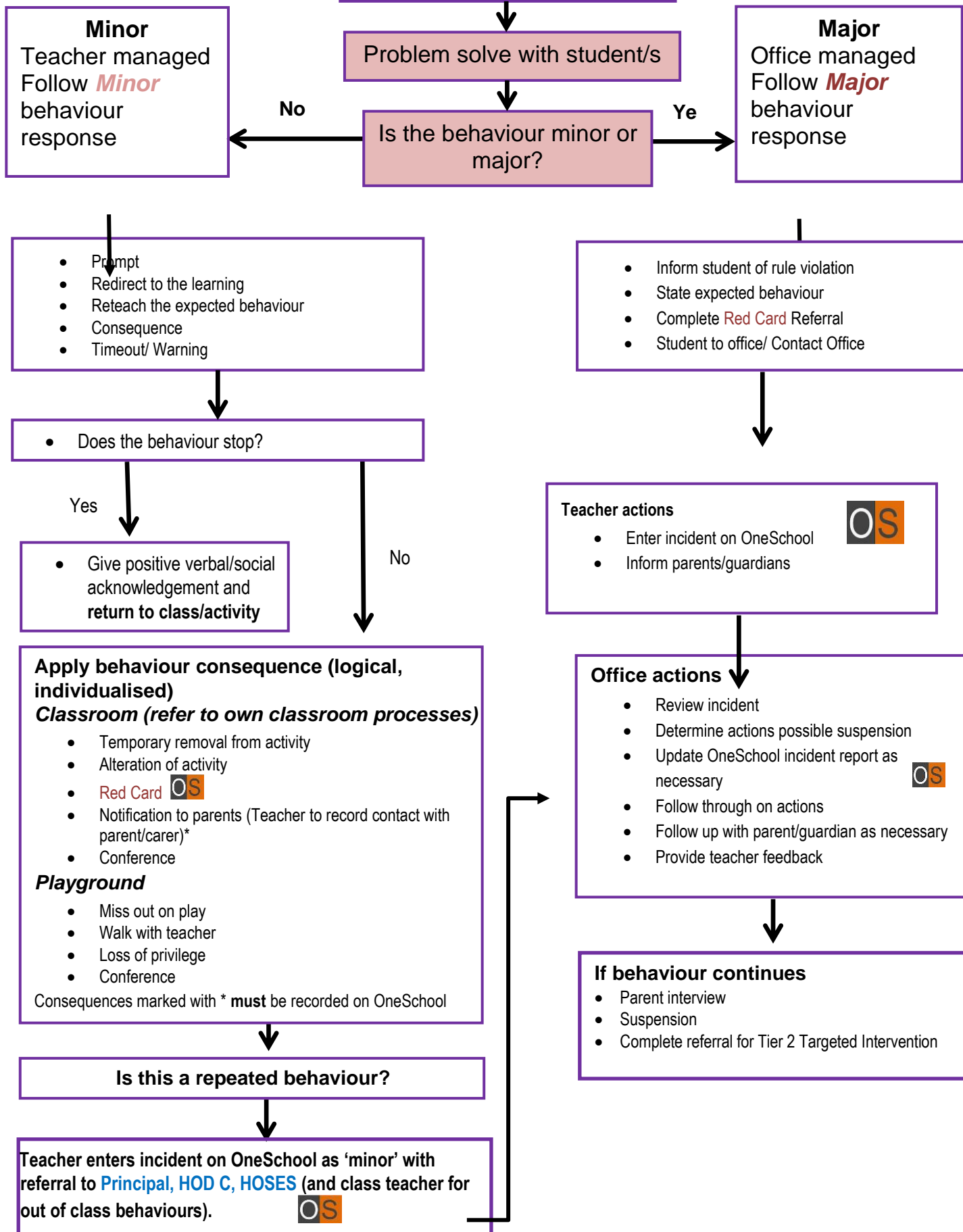
The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

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

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

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.

# Stafford State School Behaviour Management Flowchart



**Response to ALL student problem behaviour is:  
Respectful, calm, consistent, brief, immediate, and private**



## STAFFORD BEHAVIOUR GUIDE

<b>MINOR</b>	<b>MAJOR</b>
Inappropriate language <ul style="list-style-type: none"> <li>low level of intensity</li> </ul>	Inappropriate language directed at a person or group Eg. racist, sexual, offensive etc
Minor Disruption or Non-compliance <ul style="list-style-type: none"> <li>low intensity</li> </ul>	Persistent Non-Compliance or Disruption <ul style="list-style-type: none"> <li>repeated deliberate behaviour causing interruption or not following routine</li> </ul>
Minor Dishonesty <ul style="list-style-type: none"> <li>minor lying or cheating</li> </ul>	Major Dishonesty <ul style="list-style-type: none"> <li>messages the deliberately violates a rule harming other</li> </ul>
Minor Aggression <ul style="list-style-type: none"> <li>non-serious but inappropriate physical contact</li> </ul>	Major Aggression <ul style="list-style-type: none"> <li>actions involving physical contact with the intent to harm</li> </ul>
	ICT Misuse <ul style="list-style-type: none"> <li>a pattern of misuse in school that is intended to cause harm</li> </ul>
Property Misuse <ul style="list-style-type: none"> <li>low intensity misuse of property</li> </ul>	Vandalism <ul style="list-style-type: none"> <li>engaging in intentional and substantial destruction to property</li> </ul>
Dress Code Minor <ul style="list-style-type: none"> <li>low level pattern of wearing inappropriate clothing outlined in our policy</li> </ul>	Dress Code Major <ul style="list-style-type: none"> <li>Refusal to comply with school dress code outlined in our policy</li> </ul>
	Bullying <ul style="list-style-type: none"> <li>repeated and targeted physical or verbal intimidation including cyber bullying</li> </ul>
Friendship Issues <ul style="list-style-type: none"> <li>minor disagreement between students that is not persistent or threatening</li> </ul>	
Safety Minor <ul style="list-style-type: none"> <li>low level safety violation not involving hurting others</li> </ul>	Safety Major <ul style="list-style-type: none"> <li>frequent unsafe activity that could hurt others or self</li> <li>-Use of weapons</li> </ul>
Out of Bounds <ul style="list-style-type: none"> <li>briefly stepping off the school campus</li> </ul>	Persistent Truancy <ul style="list-style-type: none"> <li>leaving the school grounds for extended periods and frequently</li> </ul>

## Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")

Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)

## Focused

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

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

## Intensive or Targeted

The Leadership team works in consultation with Student Services 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 Stafford State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from Stafford State School will 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/caregiver, back to the school. It is not a time to review the student's behaviour or the decision to suspend as 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.

The student along with their parents or carers, as partners in this process attend a re-entry meeting. It is offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated in person, via telephone or in writing. Re-entry meetings are usually held with the Principal and/or their delegate with the student and their parent/s or carers. On occasions, the inclusion of support staff eg. Guidance Officer may be deemed advantageous to the student.

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

### **Structure**

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

### **Possible agenda:**

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

### **Reasonable adjustments**

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

## School Policies

Stafford State School's proactive and preventative whole school processes and strategies are designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment. The school has a policy on each of the following:

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

### Temporary removal of student property

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

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

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

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Stafford State School and will be removed if found in a student's possession:

1 No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

2 \* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students **(including over-the-counter medications such as paracetamol or alternative medicines)**.

## **Responsibilities**

### **Staff at Stafford State School:**

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- Require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- May, however, in emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- Require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### **Parents of students at Stafford State School**

- Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o Is prohibited according to the Stafford State School Student Code of Conduct
  - o Is illegal
  - o Puts the safety or wellbeing of others at risk
  - o Does not preserve a caring, safe, supportive or productive learning environment
  - o Does not maintain and foster mutual respect;
- Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### **Students of students at Stafford State School**

- Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - o Is prohibited according to the Stafford State School Code of Conduct
  - o Is illegal
  - o Puts the safety or wellbeing of others at risk
  - o Does not preserve a caring, safe, supportive or productive learning environment
  - o Does not maintain and foster mutual respect;
- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

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

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

- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- Be aware that:
  - o Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - o The school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - o Schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - o Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

- o Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- o Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents/Carers who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Stafford State School strives to create a positive, predictable and safe environment for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- Enhance academic outcomes
- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- Raising achievement and attendance
- Promoting equality and diversity and
- Ensuring the safety and well-being of all members of the school community

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

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

Bullying may be related to:

- Race, religion or culture
- Disability
- Appearance or health conditions
- Sexual orientation
- Sexist or sexual language
- Young carers or children in care.

At Stafford State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent/motivation of the behaviour; however we will consider the misuse of power and frequency of the behaviours occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it is repeated or has the potential to be repeated, and whether or not the persons involved cite intimidation, revenge, or self- defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable.

Many bullying behaviours are peer-maintained through the action of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Stafford State School are an addition to our school wide positive behaviour support processes. This means that all students need to be explicitly taught the expected school behaviours and receive high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Students also engage in targeted and age appropriate Cyber safety lessons as part of the Digital Technologies curriculum.

## **Prevention**

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

- Our behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- Each week a school rule is highlighted at Assembly
- Active supervision is routine in the playground. This means that duty staff members are easily identifiable and are constantly moving,

scanning and positively interacting as they move through the designated supervision areas.

- Cyberbullying often does not occur at school. Students are explicitly taught Cybersafety, for example, how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example:
  - o Not to respond to messages but keep them to report to parents and/or teachers immediately.
  - o Report any instances they see as a bystander of cyberbullying to parents and /or teachers immediately.
- Stafford State School will then investigate and respond to any incident of cyberbullying.

**The High 5 Strategy** to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

Stafford State School will take part in actively supporting anti-bullying programs and events such as the National Day of Action Against Bullying and Violence on the third Friday of the March each year. This is to highlight the importance of bullying issues within our school community and what our school is doing to prevent this. Day for Daniel, Harmony Day are other awareness raising days that the school supports.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The antibullying process at Stafford State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Stafford State School uses behavioural data for decision-making. This data is entered into OneSchool on a weekly basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



## High 5 Strategy

### Talk Friendly

- Speak clearly and calmly
- Use eye contact
- Say “Stop it, please.”

### Talk Firmly

- Speak clearly
- Say “STOP! I don’t like it.”
- Use confident body language and an assertive voice
- Restate, “I said .....”
- Say, “If you don’t stop, I am reporting it to the teacher.” **Ignore**
- Pretend the person is not there
- Be calm and confident
- Take deep breaths

### Walk Away

- Walk away confidently
- Stand tall, head high
- Walk towards an adult that is on duty

### Report

- Speak to the teacher on duty
- Look Confident
- Bystanders should support and report



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## 1. Leadership

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

## 2. Inclusion

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

### **3. Student voice**

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

### **4. Partnerships**

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

### **5. Support**

School staff, students and families share and cultivate an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

## **Bullying**

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- Mutual arguments and disagreements (where there is no power imbalance)
- Not liking someone or a single act of social rejection
- One-off acts of meanness or spite
- Isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Stafford State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

### **Stafford State School - Bullying response flowchart for teachers**

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

**Key contacts for students and parents to report bullying:**  
 Prep to Year 6 - Class teacher > Deputy Principal or HOSES > Principal



- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself
- Document the plan of action in OneSchool
- « Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool
- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Appropriate use of social media

Stafford State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

Stafford State School is committed to promoting the responsible and positive use of social media sites and apps.

No student of Stafford State School will face disciplinary action for simply having an account on Facebook or other social media site.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found in Appendix 2, it is unacceptable for students to bully, harass or victimise another person whether within Stafford State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Stafford State School whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Stafford State School engaging in appropriate online behaviour.

### **Role of social media**

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### **Appropriate use of social media**

Students of Stafford State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoke, or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Stafford State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Stafford State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

## Laws and consequences of inappropriate online behaviour and cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Commonwealth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Stafford State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Stafford State School expects its students to engage in positive online behaviours.

## Cybersafety and Reputation Management (CRM)

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

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

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

## **Student Intervention and Support Services**

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

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

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

## Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

#### Explicit images

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

#### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or [Cybersafety\\_ReputationManagement@qed.qld.gov.au](mailto:Cybersafety_ReputationManagement@qed.qld.gov.au).

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

#### 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.

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.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

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

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

#### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

#### 5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

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

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

#### 6. Student welfare

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

#### 7. Recording the incident on OneSchool

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



## Related policies and procedures

- [Statement of expectations for a disciplined school environment policy](#)
- [Safe, Supportive and Disciplined School Environment](#)
- [Inclusive Education](#)
- [Enrolment in State Primary, Secondary and Special Schools](#)
- [Student Dress Code](#)
- [Student Protection](#)
- [Hostile People on School Premises, Wilful Disturbance and Trespass](#)
- [Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions](#)
- [Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems](#)
- [Managing Electronic Identities and Identity Management](#)
- [Appropriate Use of Mobile Telephones and other Electronic Equipment by Students](#)

## Restrictive Practices

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

## Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community or 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 reescalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

## Related Procedures and Guidelines

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

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

## Resources

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

## Conclusion

Stafford State School is committed to ensuring the success and wellbeing for all students through each stage of learning in an inclusive, diverse and culturally rich learning environment.

The School acknowledges the importance of engaging the broader school community, particularly the parents/carers, to ensure this Code of Conduct is understood and complied with.

### **Review Statement**

This Code of Conduct will be regularly reviewed, annually at least, to reflect changing circumstances Department of Education policies, data and changing circumstances and data. Staff will also continue to engage with and receive professional development to build greater understanding of the department's Restrictive Practices Procedure and Inclusive Education Policy.

All changes or amendments will be shared and approved by the P&C and School Council.

- Illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, rope)
- Drugs\*\* (including tobacco)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).