Queensland Government

PAYNE ROAD STATE SCHOOL

Student Code of Conduct

2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

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Contact Person:	Mrs Nicky Brazzale (Principal)

Endorsement

Principal Name:	Nicoletta Brazzale
Principal Signature:	
Date:	16.11.20

P/C President Name:	Kym Bierenbroodspot
P/C President Signature:	
Date:	16.11.20

Contents

Purpose

Payne Road State School is committed to providing a **safe, respectful and disciplined and inclusive learning environment** for all students, staff, parents and visitors.

The Payne Road 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 our school community, ensuring learning and teaching at Payne Road State School are prioritised, where all students are able to experience success in learning and wellbeing and all staff enjoy a safe workplace.

Principal's Foreword

Payne Road State School has a long and proud tradition of providing high quality education to students from the area in the north west of Brisbane, within the suburb of The Gap. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students, and enhancing a safe, respectful, disciplined and inclusive environment – as together **"We Aim Ever Higher".**

Payne Road State School fosters four core values:
Collaboration:
We work together to create an environment where children are happy and engaged in quality learning. To do this we balance kindness and empathy with courage and honesty in order to build trust between children, teachers and community members. We show respect towards ourselves, others and our environment.

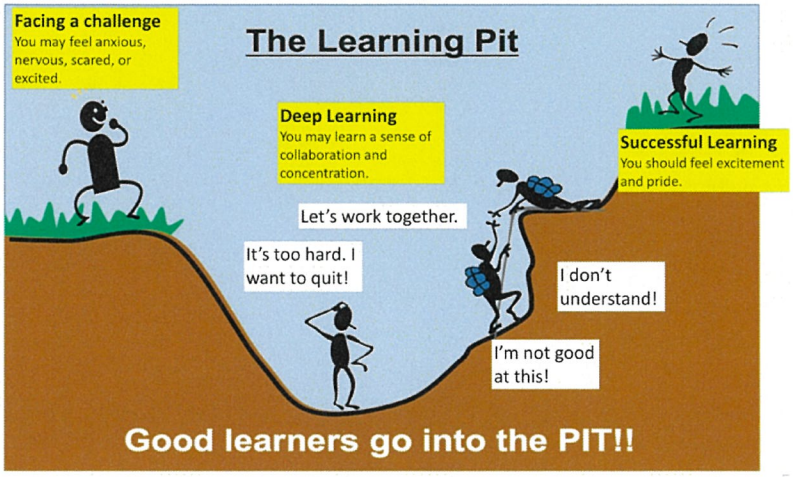
Creativity and Ingenuity:
We value learning that encourages children to develop their thinking. We value learning that provides a solid foundation for their role in the world. We want our children to grow in mind and body, to enjoy the discovery of new ideas and ways of doing things. We encourage and foster innovative thinking that leads us to discover and grow new ways of teaching and learning in order for our children to achieve their best.

Excellence:
We encourage children, staff and parents to be industrious and strive to achieve their personal best. We constantly strive to aim ever higher and do better from wherever we start. We value tenacity in order to achieve our goals.

Celebration:
We enjoy coming together as a community to celebrate learning and success. We celebrate diversity of ability, background and culture. We show appreciation and acknowledge achievement.

These values have been used in the development of this Student Code of Conduct, with the aim of helping to grow the 'Keys to Success' for all our students: **Confidence, Persistence, Getting Along, Organisation, Resilience.** Our school staff believe open communication and strong, positive connections are fundamental skills that our communities need now and in our uncertain future.

Payne Road State School staff take an **educative approach** to discipline, so that behaviour can be taught and mistakes are viewed as opportunities for everyone to learn, encouraging a growth mindset through the central use of 'The Learning Pit'.



Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it identifies the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I sincerely thank the students, teachers, parents* and other members of the community for their collaboration in bringing this 'Payne Road State School Student Code of Conduct' together over the last six months. Your active participation and input have been invaluable to us. It provides a clear explanation of what we explicitly expect from our students (**Expectations - Be Respectful, Be Safe, Be Responsible)**, how we will support them to meet these expectations, and how staff and parents can work together to support such continual growth and self-discipline.

*'Parents' refers to both parents and caregivers.

P&C Statement of Support

As president of the Payne Road State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Nicky Brazzale and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final document. This has been a very important aspect in the development of the Payne Road State Schools Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with our Schools Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Payne Road State School, we endorse the Student Code of Conduct for 2020. We have represented students for consultation through our Student Council, provided feedback on draft materials and put forward the views of students on a range of issues affecting their behaviour, learning and wellbeing at school. Throughout the year, we will continue to work with the school administration team and the Payne Road State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class Student Council Representative, however they are also invited to approach any of us directly.

School Captain: Billy Brand _____ Billy Brand

Date: 16.11.20

School Captain: Grace Fedrick _____

Date: 16.11.20

Vice School Captain: Savita Keong _____

Date: 16.11.20

Vice School Captain: Jackson Brewster _____ J Brewster

Date: 16.11.20

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Consultation

The consultation process used to inform the development of the Payne Road State School Student Code of Conduct occurred in three phases.

In the **first phase**, we held a series of internal meetings with staff across term 1 and term 2. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the **second phase**, we convened a series of face to face Class Parent Representative and P&C Executive Groups and subsequently implemented surveys with students (Student Council) and all parents on school culture, a whole school approach to behaviour and bullying topics. This included a response to previously identified key themes. The Class Parent Representatives Group informed the survey for parents where participants were asked to rank their priorities, identify levels of satisfaction, and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. This third phase of community feedback was completed in a two week period. The finished version, incorporating suggested changes and feedback, was tabled at the P&C Association Executive meeting on 16.11.20 for endorsement and Term 4 General meeting on 20.11.20 with unanimous endorsement.

An **intentional communication strategy** has been developed to support the implementation of the Payne Road State School Student Code of Conduct, which includes promotion through the school website and regular weekly newsletter articles and subsequent parent information evenings.

Review Statement

The Payne Road State School Student Code of Conduct will undergo minor annual updates to reflect changing circumstances, data and staff. A comprehensive school and community review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting Cycle.

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. This survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver from all families and a sample of students from each state school. Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes. These four different confidential surveys follow:

School Opinion Survey

Parent opinion survey

Performance measure				
Percentage of parents/caregivers who agree# that:	2017 %	2018 %	2019 %	2020 Pulse Check Areas of Increase
their child is getting a good education at school (S2016)	92.1	96.8	92.9	Not in survey
this is a good school (S2035)	89.5	90.3	92.7	100
their child likes being at this school* (S2001)	97.4	96.9	97.6	100
their child feels safe at this school* (S2002)	94.7	96.9	92.9	95.2
their child's learning needs are being met at this school* (S2003)	92.1	93.8	92.9	95.2
their child is making good progress at this school* (S2004)	94.7	96.9	85.7	90.5
teachers at this school expect their child to do his or her best* (S2005)	100.0	100.0	90.2	100
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86.5	86.7	89.7	94.4
teachers at this school motivate their child to learn* (S2007)	94.7	81.3	95.1	95.2
teachers at this school treat students fairly* (S2008)	86.5	93.5	87.5	94.7%
they can talk to their child's teachers about their concerns* (S2009)	97.4	96.9	95.1	100
this school works with them to support their child's learning* (S2010)	92.1	80.0	92.7	100
this school takes parents' opinions seriously* (S2011)	82.9	80.0	71.8	95
student behaviour is well managed at this school* (S2012)	83.8	83.9	87.2	100
this school looks for ways to improve* (S2013)	89.2	87.1	85.0	100
this school is well maintained* (S2014)	91.9	90.6	83.3	95.2

Student opinion survey – Payne Road State School

Performance measure				
Percentage of students who agree# that:	2017 %	2018 %	2019 %	2020 Pulse Check Areas of Increase
they are getting a good education at school (S2048)	98.8	98.2	95.5	Not in survey
they like being at their school* (S2036)	90.5	93.6	95.5	84.5
they feel safe at their school* (S2037)	94.1	95.5	95.5	78.3
their teachers motivate them to learn* (S2038)	89.2	95.5	95.4	89.1
their teachers expect them to do their best* (S2039)	94.0	95.4	93.5	95.6
their teachers provide them with useful feedback about their school work* (S2040)	91.5	89.0	90.8	95.6
teachers treat students fairly at their school* (S2041)	84.7	89.2	82.7	78.3
they can talk to their teachers about their concerns* (S2042)	84.7	75.7	80.2	79.1
their school takes students' opinions seriously* (S2043)	78.8	88.1	82.2	72.1
student behaviour is well managed at their school* (S2044)	79.0	78.3	85.6	82.6
their school looks for ways to improve* (S2045)	92.9	96.3	94.4	93.2
their school is well maintained* (S2046)	90.4	93.7	97.2	89.1
their school gives them opportunities to do interesting things* (S2047)	90.6	93.5	95.4	91.3

Staff opinion survey – Payne Road State School

Performance measure				
Percentage of school staff who agree# that:	2017 %	2018 %	2019 %	2020% Pulse Check
they enjoy working at their school (S2069)	100.0	100.0	86.4	Not in Survey
they feel that their school is a safe place in which to work (S2070)	100.0	100.0	100.0	76.3
they receive useful feedback about their work at their school (S2071)	91.3	78.3	81.8	Not in Survey
students are encouraged to do their best at their school (S2072)	100.0	100.0	95.5	Not in Survey
students are treated fairly at their school (S2073)	95.7	100.0	100.0	Not in Survey
student behaviour is well managed at their school (S2074)	95.7	100.0	86.4	Not in Survey
staff are well supported at their school (S2075)	87.0	95.7	86.4	Not in Survey
their school takes staff opinions seriously (S2076)	87.0	95.7	90.9	Not in Survey
their school looks for ways to improve (S2077)	100.0	100.0	100.0	89.3
their school is well maintained (S2078)	87.0	100.0	95.5	Not in Survey
their school gives them opportunities to do interesting things (S2079)	95.7	91.3	90.5	Not in Survey

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

PAYNE ROAD SCHOOL DISCIPLINARY ABSENCES			
Type	**2017**	**2018**	**2019**
Short Suspensions – 1 to 10 days	0	3	0
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

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

Multi-Tiered Systems of Support

Payne Road State School uses a multi-tiered system of support, aligned with the highly evidence-based '**Positive Behaviour for Learning' model**, as the foundation for our school-wide approach to learning and behaviour. This is a **preventative, differentiated and inclusive** model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match appropriate interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the **whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations**. This involves: • teaching behaviour expectations in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	**Targeted instruction** and supports for **some students** (10-15%) are more intense that Tier 1 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. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. **Tier 2 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 school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • intervention programs may be facilitated by a student support team member • a common language between classrooms and intervention groups targets consistency • interventions have a good chance of working as they are 'evidence-based' interventions that are matched to the student's need.

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 **Individualised services for <u>few students</u>** (2-5%) who 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 multidisciplinary 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 behaviour (their 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 (or brief) Functional Behaviour Assessment (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 (case management).

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.

Consideration of Individual Circumstances

Staff at Payne Road 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 **principles of equity** 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 to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child.

You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We also 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.

Student Wellbeing

Payne Road 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, in the first instance**, if they would like information about accessing particular services. The Guidance Officer can also be consulted by appointment through the Principal.

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

Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Payne Road State School, we provide age-appropriate Health education that reinforces public health, personal safety and respectful relationships. Sex education is provided through TRUE Relationships for Year 5 and 6 and students, with parental consent.

Policy and expectations
Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs
Payne Road State School staff (and regional staff as needed) work 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
Parent consent and medical authorisation are required, at Payne Road State School, 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.

Payne Road State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's administration first aid kit to provide emergency first aid medication if required.

Mental health
Payne Road State School implements early intervention strategies for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention
Payne Road 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 or an imminent threat to the safety of a student in the first instance, schools call 000 and where necessary provide first aid. In all other situations, Payne Road 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.

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

Where a suicide has occurred on school grounds or at a school event, Payne Road 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.

Student Support Network

We at Payne Road State School are proud to have a comprehensive Student Support Services Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Payne Road State School to report concerns and/or seek assistance.

Parents should report to the class teacher in the first instance, and discuss a referral to the Student Support Services Team (SSS Team). Where there is an urgent need, parents are to make contact with the school principal.

Role	What they do
Guidance Officer	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting (on referral). • Assists students with specific difficulties, acting as a mediator or providing information on other life skills. • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process. • Provides a range of specialised cognitive, social and emotional assessments following consultation with the SSS Team (on referral) • Supports case management and inter-agency collaboration with intensive/complex cases. • Provides families with information on external community support services.

Chaplain	• Provides proactive whole-school support for wellbeing promotion and community engagement.
	• Provides individual and group support to students to assist their engagement with education and wellbeing (on referral).
	• Supports students to overcome barriers to education such as
	  o attendance at school
	  o friendship and social skills
	  o emotional regulation skills
	  o behavioural engagement
	  o conflict with peers
	Liaises with Local Consultative Committee (Mt Coot-tha Cluster)

Community Indigenous Elder Contact	• Provides support and external contact for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students. • Student Mentor Teacher opportunities are accessed as appropriate.
Defence Family Community Contact	• Provides support and external contact for students and parents, to support the social and emotional wellbeing of Defence students • Assists the school to commemorate and appreciate the contributions of Defence personnel.
Differentiation Teacher	• Support staff and families to implement a differentiated whole school approach to learning and wellbeing. • Implement co-teaching and targeted intervention for identified students. • Liaison with families, and transition into school with Payne Road Tykes Playgroup. • Co-ordination of SSS Team meetings and follow-up.
Special Education Teachers	• Support staff and families to implement an inclusive whole school approach to learning for students with a disability. • Collaborative planning of personalised support plans, risk management plans and differentiated curriculum plans. • Provide case management for identified students, complex cases. • Liaison with Regional staff and private providers.
Speech & Language Pathologist	• Support staff, families to implement Speech & Language Programs • Provides intervention to students and staff resources to support speech, language and wellbeing (social pragmatics).

It is important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Principal Advisers Autism & Inclusion, Success Coach, Advisory Visiting Teachers, Senior Guidance Officers, Physiotherapists, Occupational Therapists, Registered Nurses (Specialised Health).

For more information about these services and their roles, please speak with the Principal or members of the SSS Team.

Whole School Approach to Discipline

Payne Road State School uses Positive Behaviour for Learning (PBL) as the 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.

PBL is a highly evidence-based framework used 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 Payne Road State School, we believe discipline is more about an opportunity for learning and growing. 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.

The development of the Payne Road State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. **The language and expectations of PBL can be used in any environment, including the home setting for students**. Doing everything we can to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should align with the same Positive Behaviour for Learning (PBL) approach:

OUR OVERARCHING EXPECTATIONS:
BE SAFE, BE RESPECTFUL, BE RESPONSIBLE.

ALIGNED WITH OUR 'KEYS TO SUCCESS':
RESILIENCE, GETTING ALONG, ORGANISATION, CONFIDENCE, PERSISTENCE.

Student Expectations:

Below are examples of what these PBL expectations look like for students across the school – BEHAVIOUR EXPECTATIONS IN CONTEXT. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the **standards we hold for everyone** at Payne Road State School.

PAYNE ROAD STATE SCHOOL: BEHAVIOUR EXPECTATIONS IN CONTEXT

EXP	KEY	AT ALL TIMES	CLASSROOM	PLAYGROUND	TEAM OR EXCURSIONS	EATING/ TUCKSHOP	TRANSITIONS (moving around the school)	AUDIENCE	COMPUTERS, IPADS, DIGITAL TECHNOLOGY	TOILETS
Be Responsible	Persistence	- Always try my best - Participate well - Be a problem solver - Use Zone tools	- Ask for help when needed - Attempt all tasks - Keep going when the going gets tough	- Participate and play well - Use kind words and stay calm to solve problems	- Attempt all activities - Do my best from beginning to end - Be a team player	- Eat lunch before playing - Eat healthy food first - Wait my turn in line	- Follow the rules	- Be a good listener	- Stay on task	
	Confidence	- Bounce back - Accept consequences - Make amends - Use Zone tools	- Work hard and don't give up - Take on learning challenges - Use feedback to strive for personal best	- Use the High 5 strategies - "Own" my behaviour - Encourage others	- Accept the umpire's decision - Think "I can do it" - Be a good sport, whether I win or lose	- Eat what I have been given or take it home	- Be patient	- Be patient	- Try another way - Seek help if you need it	
	Organisation	- Be in the right place at the right time - Be prepared with the right materials - Wear the correct uniform - Use Zone tools	- Keep my workplace clean and tidy - Turn up to learn - Plan and think ahead	- Take my hat and lunchbox to eating times - Put equipment away on the bell - Get to class on time after playing	- Be on time - Return permission forms early or on time - Bring my equipment	- Order tuckshop before 9 a.m. - Bring fruit for fruit breaks - Use break time to get a drink	- Find a partner, face the front - Be ready and organised for the next activity	- Make a good standing or sitting neighbour choice	- Log off when you finish - Know your password - Hand in personal I-pods and mobile phones	- Go in break times - If in school time, return to class quickly
Be Respectful	Getting Along	- Use good manners - Be honest - No put downs - Follow directions first time, every time - Use Zone tools	- Be considerate of others - Wait my turn - Allow the teacher to teach and others to learn	- Play fair and by the rules. - Share and take turns - Take care of my own and others' property	- Be courteous and well mannered. - Follow the rules that apply to wherever I am - Behave in a way that brings credit to me and my school	- Put rubbish in the right bins - Say please and thank you - Wait your turn - Spend only your own money	- Stay together and in line - Walk and wait quietly - Keep hands, feet and objects to myself.	- Lips closed, ears open, face the front - Applaud others	- Use digital technology only for school purposes - Think before you send - Treat school equipment carefully	- Respect others and their privacy - Report inappropriate behaviour to an adult
Be Safe	Resilience	- Keep my hands and feet to myself - Think before I act - Use equipment safely - Use Zone tools	. Walk when inside - Enter a room only when an adult is present.	- Leave sticks and stones alone - Wear a broad brimmed hat - Run on grass, walk on concrete	- Stay with my group/team - Listen to instructions	- Sit down to eat. - Eat only your own food. - Wait until you are dismissed	- Line up where the teacher has taught me - Listen and follow the teachers' instructions	- Legs crossed, hands in lap.	. Keep your passwords to myself - Keep my personal details private - Report bad content on the internet or emails	- Consider personal hygiene - Wash your hands well. - Go with a buddy - No playing in toilets

Parent and Staff expectations:

The table below explains the PBL expectations for parents when visiting our school, and the standards we commit to as staff, as we work in partnership to maximise learning and wellbeing for your child.

BE RESPONSIBLE

Parents ***What we can expect to see from you:***	***Staff*** ***What you can expect to see from us:***
You make an appointment to speak with the class teacher to discuss any matter relating to your child. If you then feel your issue has not been resolved, contact the principal.	We will respond within 48 hours to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure that positive behaviours are role modelled for all students.
You respect school, student and staff privacy in your online communications.	We will act promptly to address social media issues that affect staff, student or families.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You take a positive solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You will be responsible for 'Facilities Agreements' for community use.	We will be responsible for mutual 'Facilities Agreements' made.

BE RESPECTFUL

Parents ***What we can expect to see from you:***	***Staff*** ***What you can expect to see from us:***
You will collaborate with the school in developing reasonable adjustments to progress learning and behaviour for your child.	We will collaborate with families in developing reasonable adjustments to progress learning and behaviour for your child.
You share up to date relevant information about your child's health, learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's health, learning, social and behavioural progress at school.
You encourage and expect your child to use respectful language.	We will explicitly teach your child how to use respectful language, in context.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

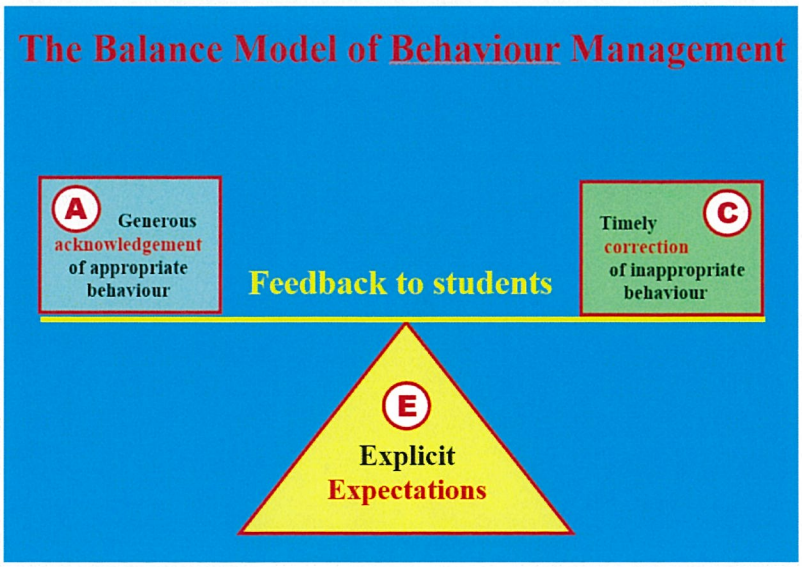
You stay informed about news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You notice when others need help, whether parents, staff or students and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

BE SAFE

Parents ***What we can expect to see from you:***	***Staff*** ***What you can expect to see from us:***
You leave and collect your child at the designated area in a timely fashion.	We will give clear guidance about designated areas and times for parents to leave and collect children.
You ensure that your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to promptly address any complaints or concerns about the behaviour of staff, students or other parents.

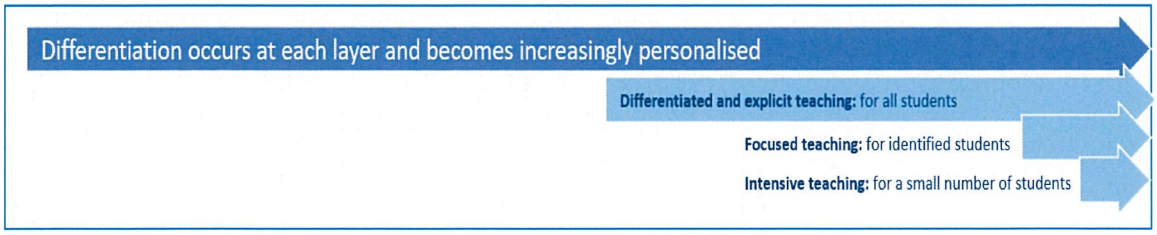
Differentiated and Explicit Teaching

Payne Road 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 establish explicit expectations and reinforce expected behaviours, provide feedback and correction (generous acknowledge and timely correction), and craft opportunities for practise. This is actively implemented by our staff through the '**Balance Model of Behaviour Management' strategies** in a responsive manner every day – lesson by lesson, in all indoor or outdoor and play or learning contexts.



Teachers at Payne Road State School **differentiate** 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.

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



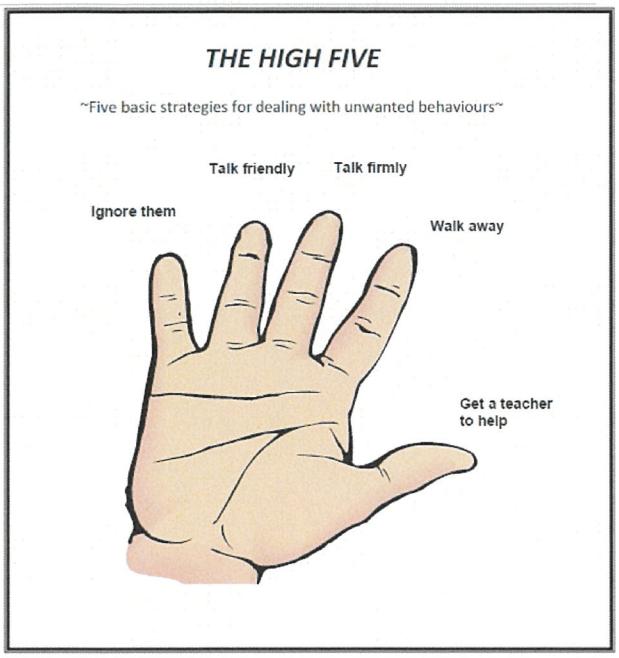
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, **Tier 1 is 'Differentiated and explicit teaching for all students', Tier 2 is 'Focussed teaching for identified students' and Tier 3 is 'Intensive teaching for a small number of students'.** Each layer provides progressively more personalised supports for students.

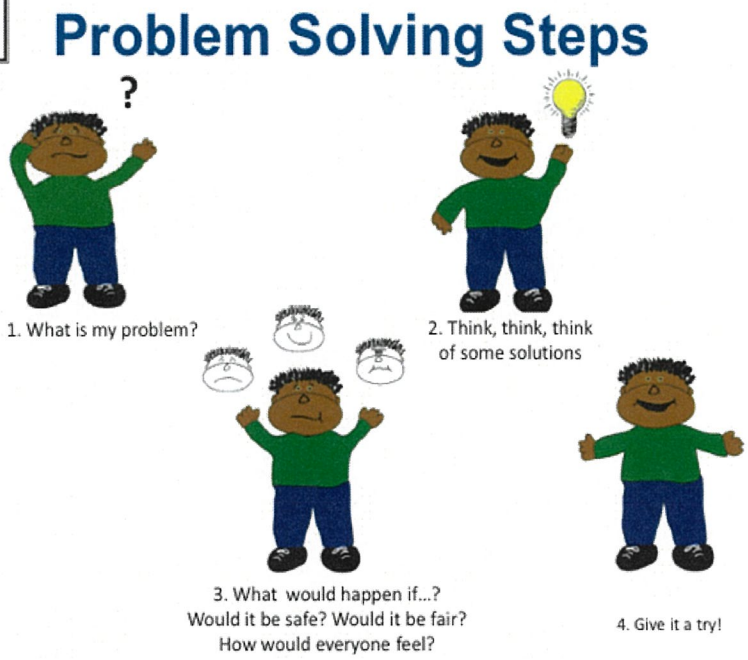
Every classroom in our school uses the PBL Expectations Matrix, as illustrated above, as a basis for developing their **behaviour standards**. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Intentional Schoolwide Behavioural foci, linked to the Matrix, are proactively and **explicitly taught** across all classrooms and at assemblies in a consistent approach for ALL students. These focussed expectations are concurrently featured in school newsletters, enabling common expectations and language between school and home. End of term Top 5 Behaviour (Platypus) Awards and Weekly Gotcha Awards linked to behaviour expectations of being a responsible, respectable and safe learner are celebrated at Payne Road State School.

Processes for Facilitating Standards of Positive Behaviour

Queensland Government





IF YOU ARE BEING BULLIED

USE THESE 3 STEPS

1. Ignore
2. "I" statements
3. Ask for help

Queensland Government

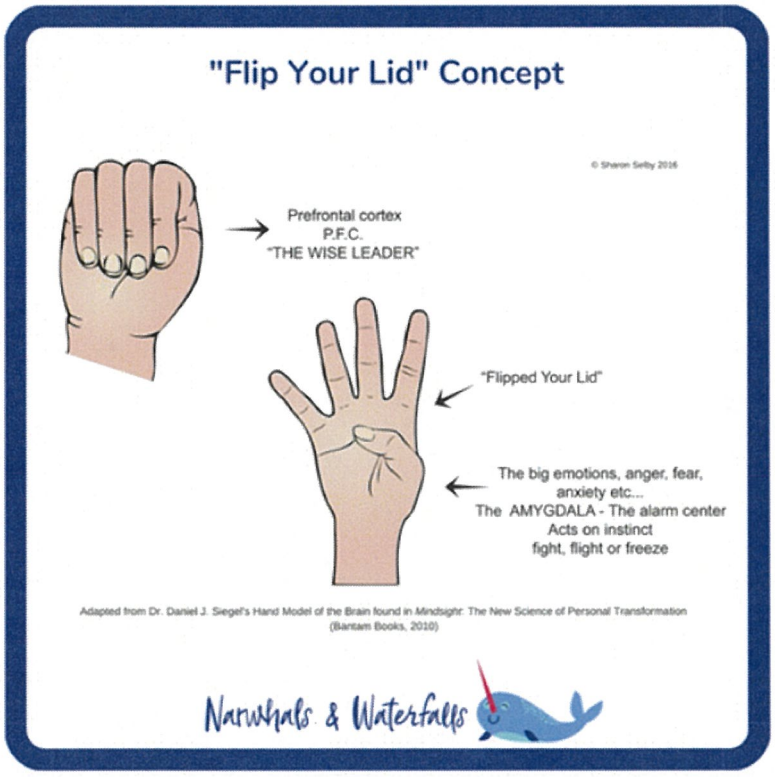
4 OPTIONS YOU CAN USE AS AN UPSTANDER

1. Be a buddy – let the bully know that you are a friend of the person being bullied.

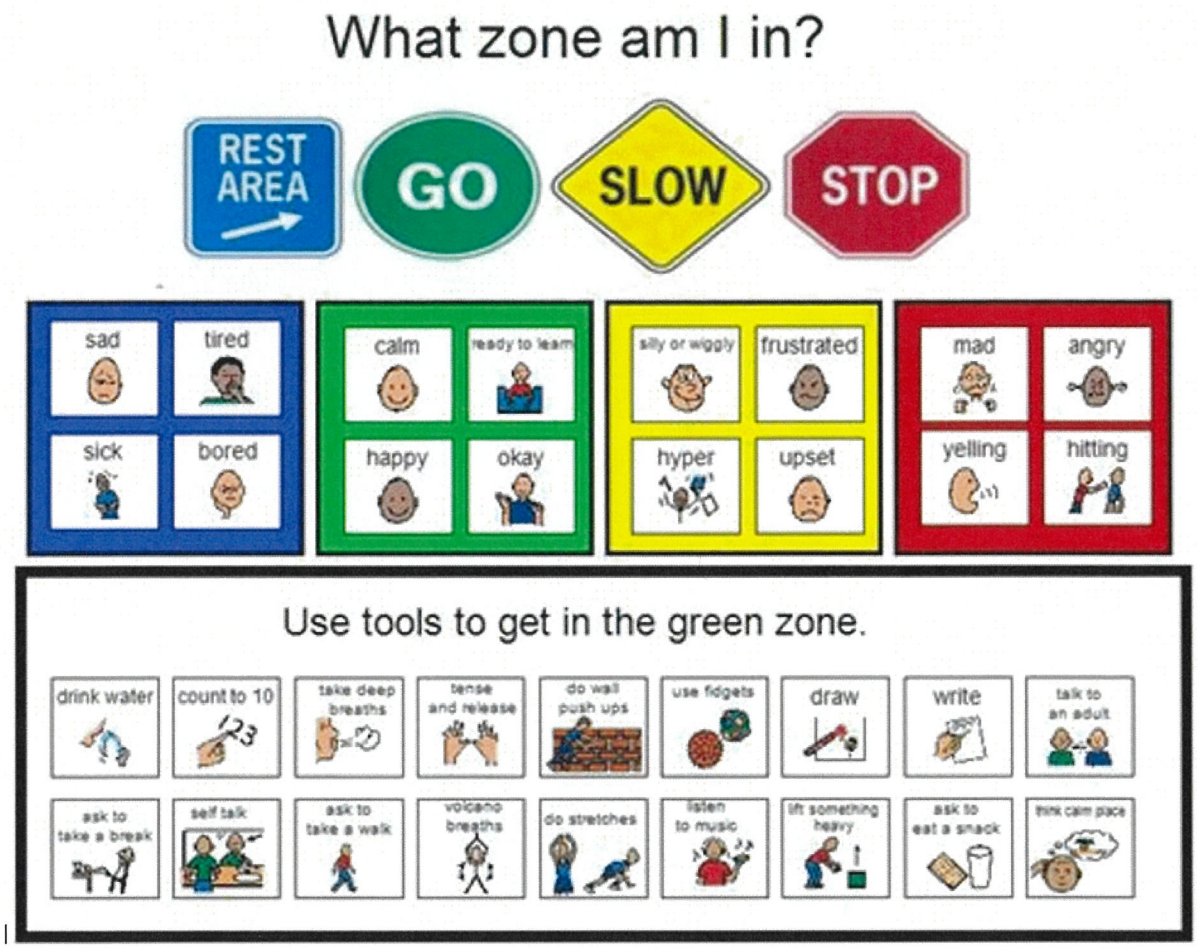
2. Interrupt e.g. ask the person being bullied to come and join your game or activity

3. Speak out – let the bully know that what they are doing is not ok.

4. Tell someone - it's not tattling if you feel the bullying situation is continuing, ask for help



Neuroscience: Mindfulness (PAUSE), the Hand Model of the Brain, Trauma Informed Practices



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 behaviour 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 Payne Road State School to provide focused teaching. Focused teaching is aligned to the PBL 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.

Payne Road State School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- FRIENDS Program
- The ZONEs Intervention Program
- Targeted Resilience Intervention Lessons (You Can Do It!)
- Targeted Respectful Relationships Lessons

Students Responsible Thinking Time Out Reflection

Responsible Thinking time out reflection

1. What did you do to be in the office reflecting on your behaviour? (What rule did you break)

_____
_____
_____

2. How did / could this affect others?

_____
_____
_____

3. What else could you have done instead?

_____
_____
_____
_____

Child's signature when work is completed: _____ Date work completed: _____

Parent's signature: _____ Date: _____

For Year 1 & 2 Students ONLY

What did you do?	What should you have done?

Intensive 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 behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their 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.

Evidence-based practices used in Tier 3 include:

- Functional Based Assessment
- Case Management
- Inter-Agency Collaboration (Intensive, Complex Cases)
- Positive Behaviour Support Plans, some may include risk assessment and agreed safety planning (parents, school, and region).

Students who require intensive teaching will be assigned a Student Mentor/Case Manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

In this section of the Exemplar State College 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

Disciplinary Consequences

The disciplinary consequences model used at Payne Road 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 the school administration 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. 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 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.

Core, consistent and corrective 'Classroom Behaviour Management Steps' (PAWS) are made visible in every classroom at Payne Road State School, and are adhered to by all staff.

These draw on the evidence-based '**Ten Micro Skills for Classroom Management**', which are ranked from least intrusive to most intrusive/corrective.

A ratio of 5 positive to 1 negative commentary or feedback to the class serves to maintain positive and productive relationships between staff and students.

PAWS Classroom Behaviour Steps

Instruction

- Instruction is given

Redirect

- Redirect
- Rule reminder

Problem Solve

- Individual conferencing to establish reason for behaviour (PAWs)
- STOP, WALK, TALK

Time Out

- Student requires some inclass time out to re-focus

Time Away

- Buddy class (Minor)
- Student requires alternative environment. Work to be sent with student

Responsible Thinking

- Student displays continuous low/mid/high level behaviour (Major)

PrincipalReferral

- Student displays unsafe behaviour or repeated high level behaviours

The Ten Essential Skills of Classroom Management

1. Establish expectations – clear simple rules on display and referred to regularly

2. Giving instructions:
   - Gain attention with verbal or non-verbal prompts,
   - Wait and scan
   - Give descriptive encouragers
   - Start with a verb
   - Make instructions short and clear
   - Use visual cues to assist

3. Wait and scan
   - 5 – 10 seconds
   - stand still, facing the group
   - use this as your think ahead time
   - scan and link with a descriptive encourager or redirection as necessary

4. Cue with Parallel Acknowledgement when a student is off task
   - Acknowledge and praise someone in close proximity
   - Follow up with low key acknowledgement once on task with verbal or non-verbal language

5. Body Language Encouragement
   - Praise, prompt, push off
   - Non-verbal signals (smile, thumbs up, pat or other classroom signals)

6. Descriptive Encouragement
   - Describe the behaviours you see and hear
   - Use with the whole group or in a quiet way up close to individual students
   - Use frequently

7. Selectively Attend
   - Keep student in peripheral vision
   - Attend to student when on-task, when behaviour disturbs others, when maintained over extended time.
   - Praise, prompt, push off

8. Redirect to the Learning
   - Non Verbal - signal, proximity, pause in talk
   - Verbal – redirection, individual close talk, where should you be? What should you be doing? Humour, call student's name,
   - Calm, clear, firm and positive tone.

9. Give a Choice (Use after a redirection hasn't worked)
   - In close proximity, calm measured voice
   - Your choices are ….. or ….
   - Walk away, scan back intermittently
   - Allow 'take up' time for choice to be made
   - Follow through with consequence if right choice not made

10. Follow Through
    - Do what you planned and said you would do
    - In a crisis, send for help immediately and follow crisis procedure
    - Follow up with a class discussion, take a short break if needed

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
- Selective attending (ignoring of inappropriate behaviour)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide 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)
- Individual, quiet discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Responsible Thinking Reflection Time – a safe space for student reflection and restitution, restorative justice, parents informed; followup plan.

Focussed

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. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Responsible Thinking Time for reflection and restitution
- Restorative Justice meeting
- 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 meetings with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Services Team to address **persistent, major, 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)

MINOR AND MAJOR BEHAVIOURS

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

- **Minor behaviour incidents are handled by staff members at the time it happens**
- **Major behaviour incidents are referred to the school Administration team along with a Responsible Thinking Referral Form**

	EXAMPLES OF MINOR & MAJOR BEHAVIOURS	
	MINOR	**MAJOR**
Being respectful	· Discourteous or disrespectful behaviour · Unfriendly play · Low level name calling, teasing · Inappropriate language – crude or inappropriate words spoken or written · Not playing fairly, unsporting behaviour · Lack of care for the environment · Misuse of sporting equipment or other student's property	· Bullying behaviour – repeated incidents of targeted teasing, harassment or hurtful statements aimed at individuals and/or their family members · Serious name calling, insults · Racial or sexual comments or inappropriate sexual behaviour · Offensive language · Threatening or intimidating behaviour · Deliberate or thoughtless damaging of personal, another student's, or school property through actions, vandalism or graffiti
Being Responsible	· Lateness for class · Playing in toilets · Being 'out-of-bounds' before school, at eating or play time · Uncooperative behaviour · Refusal to do schoolwork · Minor dishonesty · Having unauthorised digital technology at school · Mobile phone switched on in any part of the school at any time without authorisation · Littering	· Leaving class or an activity without permission and going out of sight of the teacher · Leaving school without permission or truancy · Breaking into school buildings · Wilful disobedience or repeated misconduct, · Continuing disregard for school and class rules · Wilful ignoring or adult instructions · Actions that may impact negatively on the good reputation of the school · Major dishonesty that impacts on others · Theft · Deliberate use of school IT for purposes other than specific educational purposes · Use of a mobile phone or other digital device in any part of the school for voicemail, email, text messaging, photography or filming purposes without authorisation · Inappropriate use of personal technology devices related to use of school computers · Inappropriate use of social networking sites that impacts on the good order, reputation or management of the school
Being Safe	· Being in the sun or playing without a sun-safe hat · Running on concrete or around buildings · Risky behaviour on equipment and in play areas · Playing during eating times · Incorrect use of equipment · Playing in stairwells · Playing in area that are out of bounds · Riding in the school ground · Minor physical contact (e.g. pushing and shoving without injury to someone else)	· Aggressive physical behaviour (intentional or results in injury) · Bullying/physical intimidation · Fighting or kicking, biting or spitting, hitting or punching, tackling · Throwing or using rocks, sticks, stones or other objects that can cause physical injury to others · Possession of drugs (including alcohol, cigarettes) on school premises or suppling these to other students · Weapons including knives and any other items which could be considered a weapon being brought to school · Flammable liquids or items for igniting flame being brought to school

RESPONDING TO MINOR UNACCEPTABLE BEHAVIOURS

Strategies to implement supportive, fair, logical and consistent consequences.

The Ten Essential Classroom Management Skills provide a framework of responses for teachers and teacher aides for active student management in responding positively and appropriately to minor inappropriate behaviours. Regular profiling of teachers in these skills occurs throughout the year.

CONSEQUENCES FOR MINOR UNACCEPTABLE BEHAVIOURS

- **Natural consequences** appropriate to the context of the behaviour.
- **Restatement and Rule Reminders:** Staff members use a combination of: restatement of the rule, giving specific direction, giving the student a choice e.g. to work or play appropriately or move to a different area/activity
- **Time Out:** a strategy for students to manage their own behaviour and to assist the student to calm down. The student is sent to a designated time out space for no more than 10 minutes, supervised and given an opportunity to re-join the class or activity and demonstrate the expected behaviours. In the playground, these areas are identified as a PAWs square.
- **Time Away:** students who continue to exhibit inappropriate behaviour of a minor nature may be required to spend time away in a buddy class for further reflection. This time is supervised and students are given an opportunity to re-join the class or activity and demonstrate the expected behaviours.
- **Responsible Thinking reflection:** for repeated minor behaviours, teachers may complete a Responsible Thinking reflection form and refer on to the Admin team. These forms will be completed by students and sent home to be signed by parents. A detention is no more than 20 minutes during school lunch. The parent will receive a reflection form completed by the student outlining the incident for them to sign and return to school the following day.

Where a **pattern of minor behaviours** begins to establish, teachers will be respond proactively through:

- Contact with parents to advise them accordingly
- Focused observations to identify patterns or triggers for these behaviours
- Consideration of individualised adjustments to shape more positive behaviours
- Provision of timely feedback to parents on the student's responses to these measures
- Behaviour Referral to the Student Support Services Team for consideration of behaviour plan

RESPONDING TO MAJOR UNACCEPTABLE BEHAVIOURS

The processes for responding to major behaviours are outlined in the Behavioural Incident Follow-Up Process flowchart (below). Where this escalates into a critical incident, staff members will follow the procedures as outlined in Emergency Situation or Critical Incident Responses.

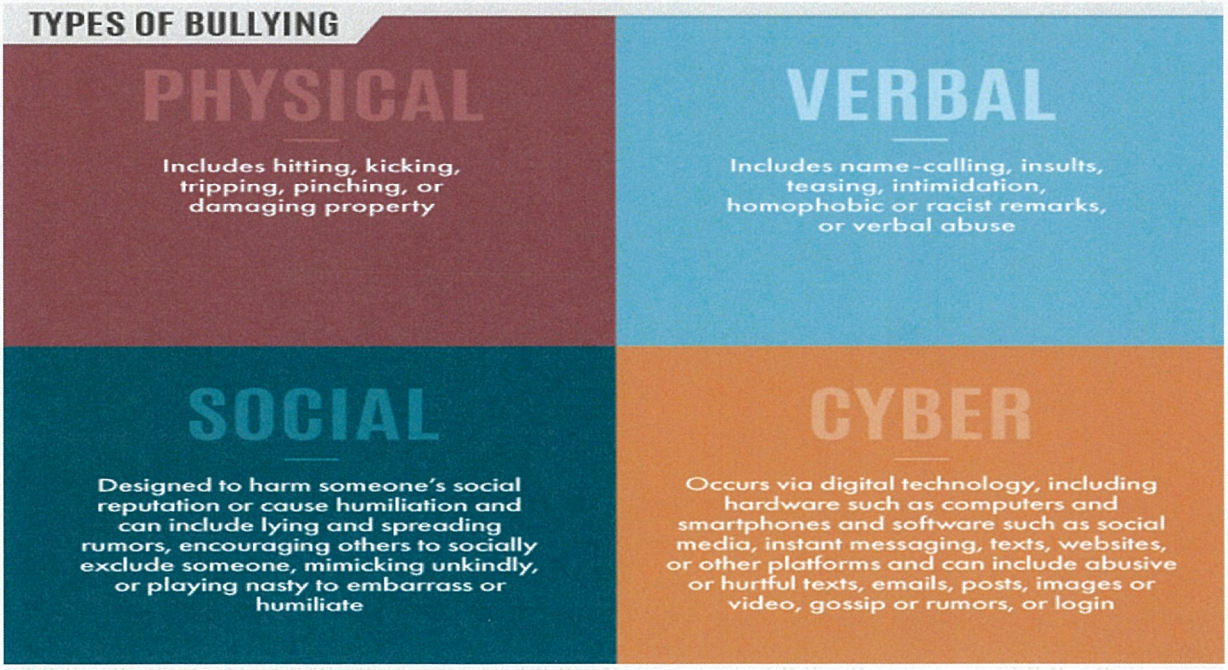
Major unacceptable behaviours may result in a range of consequences **determined by the nature of the incident, its frequency, personal contributing factors and the impact on others.** The imposition of consequences will be determined by the Principal in consultation with relevant staff.

The recording of significant behavioural incidents on One School is an essential accountability requirement in establishing ongoing records of inappropriate student behaviour, consequences and interventions. These records also provide data on student incidents and **patterns of behaviour (including bullying)** to inform and shape modifications to the school's Student Code of Conduct.

CONSEQUENCES FOR MAJOR UNACCEPTABLE BEHAVIOUR		
Less serious incidents or for non-repeat behaviours	**Repeated or more serious incidents (including bullying)**	**Continual major behaviours or the most serious unacceptable behaviours**
May include the following: · Time out · Time away · Referral for support · Detention time in the Responsible Thinking reflection room · Restricted/supported play · Loss of privilege · Restitution and making amends (Restorative Justice Process) · Written apology · Completion of a *Responsible Playground Behaviour Plan* · Parent Contact	May include the following: · Exclusion from an event, excursion or school camp · An individual behaviour support plan, may include risk management and safety plan. · A designated playground plan with a check in and check out · Referral to the Student Support Services Team · Referral to the Guidance Officer · Referral to specialist behaviour services · Suspension from school	May include the following: · Extended Suspension · Referral to specialist behaviour services for off campus intervention · Recommendation for exclusion from school.

TYPES OF BULLYING

(Bullying is a repeated and targeted behaviour.)



BEHAVIOURAL INCIDENT FOLLOW-UP PROCESS.

Does the incident appear to:

- cause serious harm to others or cause you to suspect that a student may be harmed?
- violate the rights of others in any other serious way?
- be part of a pattern of repeated disruptive inappropriate behaviours?
- require involvement of specialist support staff or Administration?

No

Respond as appropriate to a **MINOR** incident

- Natural consequence
- Restatement or Rule Reminder
- Time Out
- Time Away
- Responsible Thinking Reflection Form

Yes – emerging MAJOR incident

Is the situation inflamed or escalating?

Yes

Send a **red card to get assistance** – office, SEP, staffroom. Stay calm. If more than one student is involved, **direct** one student to time out spot, first aid room, or office. **Monitor** the other student. Direct other students

Someone e.g. Principal arrives to help and calm the situation

No

Refer student to **classroom Teacher** after suitable time out. Possible Responsible Thinking Reflection Time referral.

Consider and follow up as a major incident.

Students write an individual account of what happened prior to investigation.

Principal
- Investigates the incident.

Teacher, HOSES or Principal
- Investigates the incident

Investigation Process - Discussion of written accounts with student involved leading to a documented agreed version and sequence of the events, points of contention for later recording on One School. This may require discussion with other students or adults to clarify details. **Refer process and dedicated timeline in Bullying Response Flowchart.**

Principal
- determines consequences
- records incident on One School
- informs parents

Teacher or HOSES
- Discusses with Principal to identify consequences.
- Principal completes bottom of pink form
- Teacher, Principal or HOSES records incident on One School
- Teacher, Principal or HOSES informs parents.

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 Payne Road 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 schools 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 Payne Road 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.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be 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 via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and 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 Behaviour Support Personnel, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all 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 or 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 Payne Road State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- 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).

* 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.

** 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 Payne Road 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;
- consent from the student or parent is required 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;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required 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 Payne Road 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:
    - is prohibited according to the Payne Road 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
    - 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 Payne Road State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
    - is prohibited according to the Payne Road State School 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
    - 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 iPad. 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, Payne Road State School has determined that explicit teaching of responsible use of iPad, laptops 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.

Responsibilities

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

It is **acceptable** for students at Payne Road State School to:

- use iPad, laptops or other devices for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
  - conducting general research for school activities and projects
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place a mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

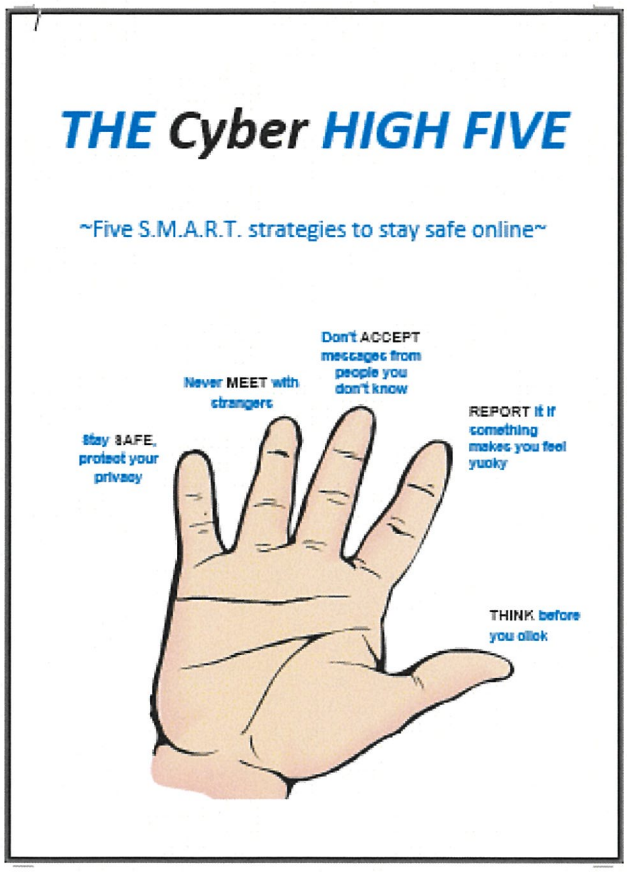
It is **unacceptable** for students at Payne Road State School to:

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

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 Payne Road 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 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

Payne Road State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents 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.

Payne Road State School has a **Student Council**, with representatives from each Yr. 3-6 class and all School Captains, who regularly meet with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. Agenda items link to the core elements of the Australian Student Wellbeing Framework, and are student inspired.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of students in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Payne Road State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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. At Payne Road 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 Payne Road 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. 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

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 by student and family.

Key contacts for students and parents to report bullying: Prep to Year 6 – Class teacher who then can report to the Principal. An investigation into a report of bullying is co-planned, parents are kept informed from the outset.

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 concern 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
- 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

Day four Implement

- 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

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The class teacher and Principal will collaborate in response to the situation. Students or parents should approach the Principal directly if the matter requires urgent attention.

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

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

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

Payne Road State 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.

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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

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

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

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team 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.

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.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Payne Road 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 or witness to bullying have access to a range of internal support staff, as identified in the Student Support Services 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. All staff at Payne Road State SS 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. This includes 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 community takes 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.

ANTI BULLYING CONTRACT

The Anti-Bullying Contract provides a clear outline of the way our community at Payne Road State School works together to establish a safe, supportive, inclusive and disciplined school environment. **This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.**

Payne Road State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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).

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.

Restrictive Practices

School staff at Payne Road 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.

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to 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. **Reflection**: 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. Culminate this discussion by strongly highlighting the student's strengths and resilience, and a positive outlook for the overall future.

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

Payne Road State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner.

As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.