St George State School

Student Code of Conduct 2024-2026

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Endorsement

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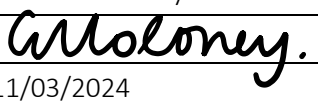
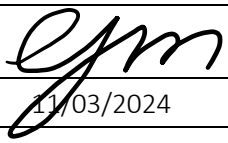
Principal Signature:	
Date:	11/03/2024

P&C President Name:	Emma Moore
P&C President Signature:	
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Purpose

St George State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The St George State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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Whole School Approach to Discipline

St George 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. At St George State School the PBL framework is called Positive Culture for Learning (PCL).

PCL is an 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 St George State School the word 'discipline' 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 St George State School Student Code of Conduct is an opportunity to explain the PCL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PCL can be used in any environment, including the home setting for students. Doing everything we can do 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 PCL are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

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PCL 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 meet the same Positive Culture for Learning (PCL) expectations in place for students: Safe, Respectful, Responsible, and Kind.

Students

Below are examples of what these PCL expectations look like for students across the school. 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 St George State School.

Safe: When I am safe, school if free from risk, danger, hurt and injury.

Respectful: When I am respectful, I treat others with kindness.

Responsible: When I am responsible, I make good choices.

Kind: Kind words and kind actions – everyone, everywhere and every day.

Parents and staff

The table below explains the PCL expectations for parents when visiting our school and the standards we commit to as staff.

Safe

What we expect to see from you	*What you can expect from us*
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focussed approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
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 quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher or Principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

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You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
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.

Responsible

What we expect to see from you	*What you can expect from us*
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 ensure 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 stay informed about school 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.

Kind

What we expect to see from you	*What you can expect from us*
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 notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

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Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 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.

Differentiated and Explicit Teaching

St George 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 reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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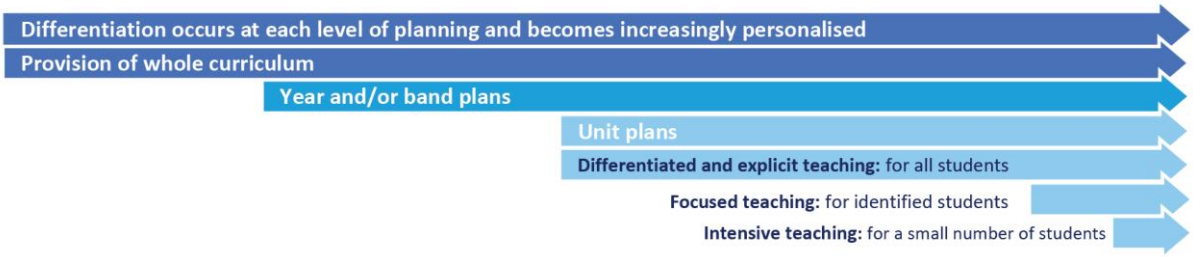
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



In the PCL 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 PCL Expectations Matrix, illustrated below, 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.

St George State School Positive Culture for Learning (PCL)
Behaviour Matrix

KIND WORDS AND KIND ACTIONS – EVERYONE, EVERYWHERE AND EVERY DAY		CARING, LEARNING, ACHIEVING TOGETHER					
		All Areas	Classroom	Playground	Online	Toilets	Before & After School
	Safe: When I am safe school is free from risk, danger, hurt and injury	• Right place, right time, right thing • Use equipment correctly • Sit on chairs • Hands, feet and objects to self • Leave valuables and electronics at home • Use Peli's 5 to solve problems/Stymie	• Permission to leave; use a Peli Pass	• Walk on concrete and stairs • Be sun safe; wear sunscreen and a broad brimmed hat • Wear shoes and socks • Stay in my play and eating areas • Keep to the left on stairs • Stay on paths • Stay with my class	• Keep usernames and passwords private	• Wash hands after using the toilet	• Wear a helmet when riding • Walk scooters/bikes in and out of school • Use crossings • Straight to the bus stop at 3pm and wait with the teacher on duty
	Respectful: When I am respectful I treat others with kindness	• Follow instructions; first time, every time • Always be kind • Use manners • Greet others "Yaama" • Wear school uniform with pride • Encourage and support others • Wait my turn • Share with others • Knock before entering	• Allow the teacher to teach and others to learn • Maintain personal space	• Follow the rules of the game • Invite others to join in • Line up quietly at Peli's Yuul Munda • Uphold Yarning Circle protocols	• Interact appropriately online	• Allow privacy of others	• My scooter/bike only
	Responsible: When I am responsible I make good choices	• Be honest; tell the truth • Be a role model for others • Clean up after myself • Everything in its place • Keep passageways/walkways clear and tidy • Accept consequences for my behaviour	• Be a learner; have a go • Listen to others • Ready to learn; be prepared • Set goals for myself • Co-operate with others	• Finish playing when the first bell rings and line up	• Log off and shutdown at the end of lessons	• Use toilets during breaks • Turn off taps • Leave it how you find it • Straight there, straight back	• Arrive at school after 8:30 am • Leave school promptly at 3pm • Wait behind the gate to be collected • User bike racks and scooter parking

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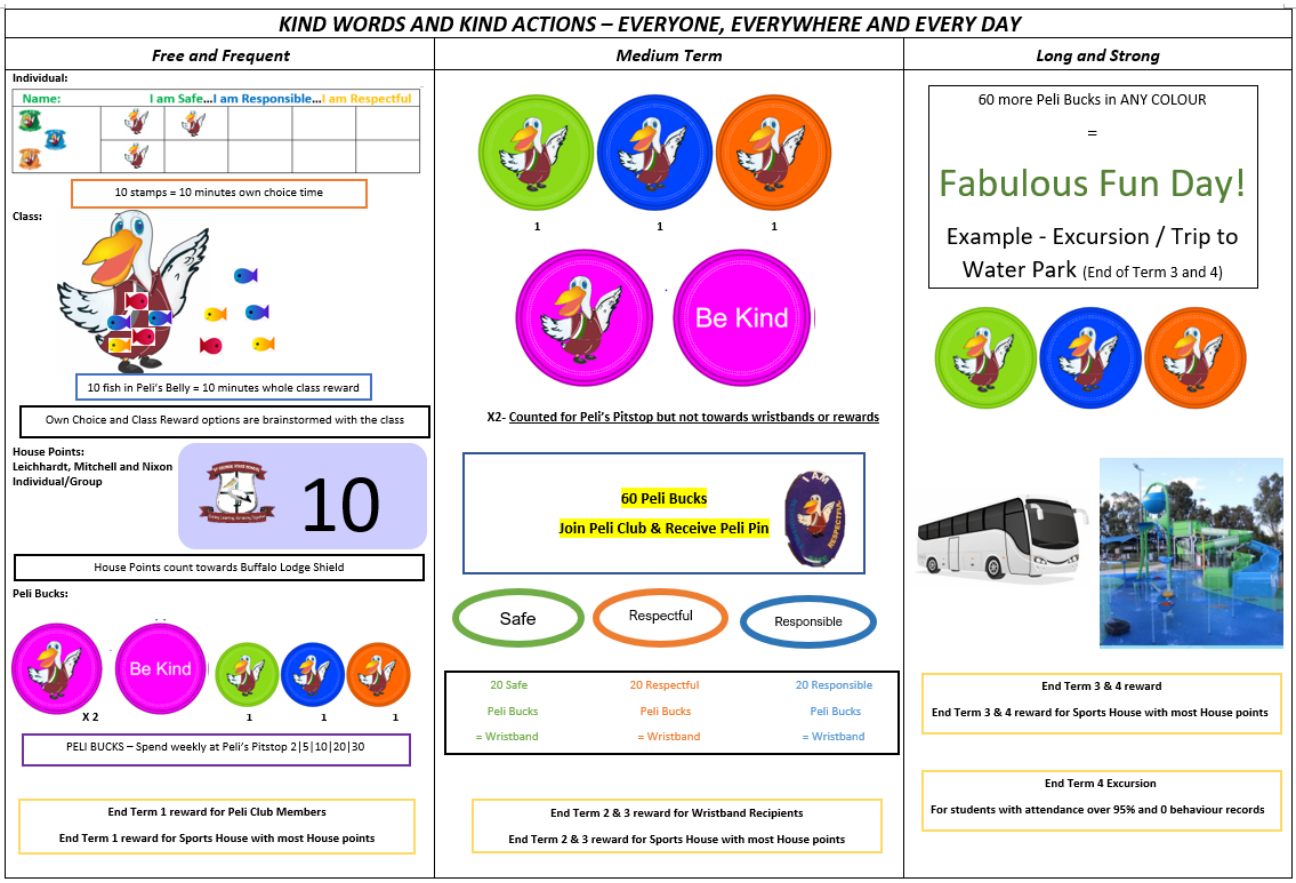

Focussed Teaching

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 focussed teaching is provided to help them achieve success.

Focussed teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focussed 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 St George State School to provide focussed teaching. Focussed teaching is aligned to the PCL 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.

St George State School has a range of Learning and Wellbeing staff in place to help arrange and deliver focussed 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:

- Rock and Water
- Zones of Regulation
- Tree of Life
- 'Be Kinder'
- The Resilience Project

For more information about these programs, please speak with the Principal.

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.

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

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Disciplinary Consequences

The disciplinary consequences model used at St George 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.

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")

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- Explicit behavioural instructions (e.g., “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Whole class incentives
- 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 the next step is, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)

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., Individual Behaviour Support Plan)
- Targeted skills teaching in small group
- Counselling and guidance support
- Check in Check Out strategy
- Staff professional development
- Referral to Learning and Wellbeing team
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Learning and Wellbeing team to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g., mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

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- 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)

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

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

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

Re-entry following suspension

Students who are suspended from St George 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 or text message. 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 a Guidance Officer or School-Community Partnership Facilitator, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

St George 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 St George 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)

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- 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 St George 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 St George State School:

- ensure your children 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 St George 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

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- 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 St George 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 St George 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

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students. Mobile devices include mobile phones, wearables such as smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

St George State School does not require students to bring their own mobile devices such as tablets, phones or laptops to school. Therefore, all digital devices of this nature owned by students are to be left at home. Should a student bring a device of this nature to school, it will be expected to be handed in at the front office for collection by the parent/carer.

Wearable devices, such as smartwatches, must have notifications switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

Parents may apply for an exemption from this requirement based on certain criteria (for example certain medical, disability and/or wellbeing needs).

St George State School does provide students with electronic devices for the purposes of continuing their learning. When this occurs, under teacher supervision:

It is acceptable for students at St George State School to:

- use school provided digital 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

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    - 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 digital device
- seek teacher's approval where they wish to use a digital device under special circumstances.

It is unacceptable for students at St George State School to:

- bring their own personal mobile phone or digital device from home
- 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 and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g., forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use digital devices at exams or during class assessment unless expressly permitted by school staff.

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 St George 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:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

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- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

St George State School promotes 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.

Understanding Bullying

The PCL Framework guides our proactive approach to responding to bullying. PCL is an evidenced based approach to promoting a safe and supportive learning environment.

Bullying of any form – student to student, adult to student, student to adult, adult to adult, will not be tolerated and will be addressed immediately.

In addition, the three school expectations, and language that supports a common understanding of them is embedded in all daily interactions with students and carers.

Definitions

Bullying behaviour is deliberate, repeated oppression (psychological or physical) of a less powerful person by a more powerful person or group of persons that:

- is a repeated and unjustifiable behaviour
- is intended to cause fear, distress and/or harm to another
- may be physical, verbal or indirect/relational
- is conducted by a more powerful individual or group against a less powerful individual who is unable to effectively resist.

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What is and isn't bullying behaviour: (Student definitions)

When someone says something or does something unintentionally hurtful and they do it once, that's rude.

When someone says or does something intentionally hurtful and they do it once, that's mean.

When someone says or does something intentionally hurtful and they keep on doing it, even when you tell them to stop or show them that you're upset – that's BULLYING.

What is not bullying?

There are also some behaviours, which, although they might be unpleasant or distressing, are not classified as bullying, however will be responded to as they are unacceptable in the school community:

- mutual conflict - which involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single-episode acts of nastiness or physical aggression, or aggression directed towards many different people, is not bullying
- social rejection or dislike is not bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Types of bullying behaviours:

	Direct	Indirect
Physical	• Hitting, slapping, punching • Kicking • tripping • Pushing, strangling • Spitting, biting • Pinching, scratching • Throwing things e.g., Stones	• Getting another person to harm someone
Verbal	• Mean and hurtful name-calling • Hurtful teasing • Demanding money or possessions • Forcing another to do homework or commit offences such as stealing.	• Spreading nasty rumours • Trying to get other students to not like someone
Non-Verbal	• Threatening and/or obscene gestures • Sending inappropriate, degrading and/or offensive images or text by phone or internet	• Deliberate exclusion from a group or activity • Removing and hiding and/or damaging other's belongings • Tagging and following someone without consent • Passing on emails or images to other people

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Responding to bullying

The following flowchart explains the actions St George State School teachers will take when they receive a report about student bullying. 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.

St George State School - Bullying response flowchart for teachers

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

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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

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Stymie

Stymie allows St George State School to receive anonymous email notifications from bystanders. These Stymie Notifications are about students who may be experiencing harm. In fact, students are using Stymie to report all manner of concerns. Bystanders can make notifications to St George State School about people who they believe are being bullied. This notification can be about physical, cyber, relational, or emotional bullying. Information received includes: where the alleged bullying happens, when it happens, how many people are involved and how often it happens.

Preventing bullying

St George State School adopts a number of positive and proactive strategies to create inclusive learning environments where everyone feels safe, supported and respected.

- Peli's 5
- Stymie
- National Day of Action Against Bullying and Violence
- "Be Kinder"
- The Resilience Project

Teaching about Bullying

Talking and teaching about the impacts of bullying through everyday opportunities is the best way to make it clear that bullying is never ok.

Talking about bullying means it can't be hidden or overlooked in the busy school environment. Conversations provide opportunities for students to raise issues that adults may not have noticed, and to discuss concerns before they become long-term and entrenched.

Bullying, harassment, discrimination and violence are all interpersonal behaviours that can create or contribute to negative social situations and school environments. Identifying whether a situation is bullying or something else helps to determine the most appropriate response.

The Australian Curriculum provides specific curriculum relevant to bullying and respectful relationships.

The topics of bullying, resolving conflict and overcoming interpersonal issues can be explored in many curriculum areas. The sections specifically relevant to learning about bullying are:

- Personal and Social Capability (General capabilities)
- Health and Physical Education.

Cyberbullying

Cyberbullying is treated at St George 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.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other 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.

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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 under the *Student protection procedure*.

Explicit images
If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the *Online incident management guidelines*.

Help
Refer to the *Online incident management guidelines* for more details, or if assistance is required, contact the Cybersafety and Reputation Management team (CSRM) on 3034 5035, email CybersafetyReputationManagement@qed.qld.gov.au or search 'Cybersafety' through Services Catalogue Online.

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 evidence of the online content or a potential unlawful online behaviour, where legally permissible. Note the exemption about explicit images above. 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? (See Appendix 3 of the *Online incident management guidelines*.)

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

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 Cyber Security Centre.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with an 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.

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 in line with the Student Code of Conduct.

4. Take steps to remove the upsetting or inappropriate content
If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

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

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Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

St George 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 support staff. 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 St George State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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St George State School – Anti-Bullying Compact

The Anti-Bullying Compact (an ongoing agreement between 2 or more people) provides a clear outline of the way our community at St George State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

St George State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at St George 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 kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature

Parent's signature

School representative's signature

Date

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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.

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Restrictive Practices

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

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

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Critical Incidents

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

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

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

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

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

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

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

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

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

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