



Strathpine State School

Student Code of Conduct

2021-2023

Every student succeeding

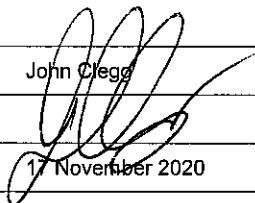
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

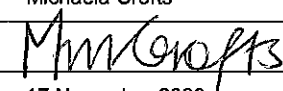
Queensland Department of Education
State Schools Strategy 2019-2023

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Principal Signature:	
Date:	17 November 2020

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P/C President and-or School Council Chair Signature:	
Date:	17 November 2020

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Acknowledgment to Country

At Strathpine State School we would like to acknowledge the Traditional Custodians, on whose land our school stands for us to learn and play. We pay our respects to Elders past, present and emerging. We recognise the continued connection to Country, Waterways and Community.

Purpose

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

The Strathpine 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.

Whole School Approach to Discipline

Strathpine 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 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.

Our school community consists of students, parents, teachers, administration, teacher aides, ancillary staff, visiting teachers and specialists, local community members and organisations.

A Strathpine student consistently takes responsibility for his/her own learning and behaviours through being actively engaged in the learning environment and always displays respect for self, others and his/her school. It is the intention of Strathpine State School to develop the capabilities of students to self manage the appropriate proactive or reactive behaviours that they may encounter in their daily routine.

The school community recognises that as with all other skills and knowledge, a student's position on the behavioural developmental continuum is dependant on the individual and their specific circumstances. This individuality therefore requires each behavioural incident, either positive or negative, to be seen as an opportunity to empower students to make choices which facilitate positive outcomes for themselves and other members of the school community.

The guiding principles for all stakeholders in the Strathpine State School Community revolve around two key understandings:-

1. Every person has the right to learn and/or teach at school.
2. Every person has the right to be safe at school.

At Strathpine State School we operate with the following beliefs about behaviour and learning:-

- It is essential to provide learning opportunities that engage and challenge children whilst also enabling them the opportunity to experience success.
- Learning by doing
- Learning is a life long journey
- Learning styles vary according to individual needs
- It is essential all stakeholders work as a team
- Improvement of all skills is a continuous process
- Positive learning outcomes can be affected by emotional and physical health
- Development of a positive self-image is essential to learning
- Expectations should be modelled/taught explicitly
- All stakeholders are accountable
- An inclusive and supportive environment is essential for all learners
- It is essential to acknowledge, value and celebrate the successes of Individuals and the wider school community

These beliefs, with an over-riding value of COURAGE, are reflected in our core school values of:

- Care
- Co-operation
- Compassion
- Courtesy
- Common-sense

The core values are explicitly taught each week to each and every student at Strathpine State School as a major component of our "5Cs" personal growth program and as part of our Positive Behaviour for Learning. These core values are frequently revisited throughout the year as opportunities for growth and development present themselves in the school and classroom settings.

The five core school values of Strathpine State School are reflected in the five key rules which are used to establish the overall expectations of student behaviour at Strathpine State School. These key rules are:-

1. Students should display **COURTESY** to all members of the school community (i.e. good manners, respect and privacy)
2. Students should show **COMPASSION** to all members of the school community
3. Students should demonstrate **CO-OPERATION** at all times with all members of the school community
4. Students should exhibit **CARE** of self, others and property within the school community and environment
5. Students should apply **COMMON-SENSE** to all aspects of life as a member of the Strathpine State School community

Core Student Responsibilities:

Do not swear.

Do your best.

Follow directions of an adult.

Keep hands, feet and objects to yourself.

Core Student Values:

To be safe.

To learn.

Virtue:

Courage. (Promoted by Captain Courage)

The processes, methods and strategies are linked under the banner of the **GOLDEN RULE**.

TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU

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

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

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

A set of behavioural expectations in specific settings has been attached to each of our five school rules. The PBL Matrix outlines our specific behavioural expectations in all school settings.

The PBL Matrix is displayed in all classrooms and other buildings in the school.

Reinforcement of school rules, expectations and social skills is undertaken on School Assemblies and during active supervision by staff during classroom and non-classroom activities. Strathpine State School implements the following proactive and preventative processes and strategies to support student behaviour:

- a dedicated section of the school newsletter and Facebook page, enabling parents to be actively and positively involved in school behaviour expectations.
- PBL team members' regular provision of and evaluation of data and information to staff and parents, and support to others in sharing successful practices.
- comprehensive induction programs in Strathpine State School's Student Code of Conduct delivered to new students as well as new and relief staff.
- individual support/education plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Weekly lesson plus revision lessons as required.

The following whole school initiatives, systems and strategies have been developed and implemented at Strathpine State School in order to develop and foster an environment that fulfils our vision of children achieving their full potential in all areas of development.

	VALUE ALL
School	<ul style="list-style-type: none"> ▪ Establishment of productive partnerships throughout the school community ▪ School-wide 5Cs Programme ▪ High 5 ▪ Chaplain Support ▪ End of semester awards to acknowledge exemplary behaviour ▪ Establishment of a strong, inclusive school spirit for all members of the school community ▪ Proactive identification of individual needs and early intervention planning by Student Support Committee.
Classroom	<ul style="list-style-type: none"> ▪ Inclusive and differentiated curriculum ▪ Engaging and stimulating curriculum content ▪ Negotiated classroom rules aligned to 5Cs ▪ Development of students' self-reflection and analysis of relationship between behaviours and outcomes ▪ Implementation of a variety of classroom rewards to encourage and maintain positive behaviours ▪ Flowchart of Behaviour Process ▪ Use of support and buddy classes ▪ Promotion and profiling of Super Star behaviour ▪ Lessons are taught from P-6 and reinforced by the whole staff to explicitly teach behaviour expectations and skills to students
Student	<ul style="list-style-type: none"> ▪ Individual Support Plans ▪ Opportunity to further develop and refine behaviour skills through staff feedback and/or support ▪ Provision of opportunities to develop leadership skills (Student Council, PRCSC meetings, Class Buddy Program, Sports, Music, House, Academic Captains, etc.) ▪ Mentor Program ▪ Celebrating significant cultural dates and events ▪ Break Buddies Program ▪ School Camps
Staff	<ul style="list-style-type: none"> ▪ Compliance with the Department of Education's Code of Conduct and Standards of Practice. ▪ Implementation and adoption of PBL ▪ Implementation of AITSL standards ▪ Maintenance of a collaborative approach to facilitate positive behavioural outcomes ▪ Positive reinforcement using consistent language ▪ Analysis of data to inform decisions ▪ Positive Role Modelling ▪ Collegial support (Mentoring for Beginning Teachers, Best Practice Group)
Parents and Carers	<ul style="list-style-type: none"> ▪ Implementation and adoption of Education Queensland's Code of School Behaviour. ▪ Development of a Parent Code of Conduct ▪ Productive partnership between parent, class teacher and school ▪ 'Open door' policy encouraging parental involvement in school routines, functions and decision making processes ▪ Open communication through class/school newsletters, communication books, assemblies, Facebook. ▪ Development of a strong, vibrant and active Parents and Citizens' Association ▪ Parent Information Sessions, Prep Open Days, Volunteer Induction
Community	<ul style="list-style-type: none"> ▪ Pine Rivers Show ▪ Embedding Aboriginal and Torres Strait Islander significant cultural dates ▪ Under 8's Day ▪ Strathpine Flea Market ▪ ANZAC March/Day ▪ Sports Days ▪ Choir/ Band ▪ Performing Arts Concerts

Reinforcing expected school behaviour

At Strathpine State School communication of our key messages about behaviour is backed up by the explicit teaching of social skills through the Strathpine State School Superstars program. The Superstars program involves students becoming proficient in a range of social skills and has been devised to apply the 5 school rules- Care, Compassion, Co-operation, Courtesy and Common-Sense. Great emphasis is placed on students developing self-esteem, goal setting and the prevention of bullying. An overview of the targeted 5Cs and associated teaching strategies is developed each term.

Emphasis is placed on positive reinforcement of the Superstars program with students demonstrating the 5Cs in the playground being acknowledged by staff in the playground. These students are awarded a coloured ticket (different colour for each of the 5Cs) upon which teachers record the student's name. Students place half of the ticket in the draw box, and retain the other half as a reminder of their excellent behaviour. Once they have received at least 10 tickets, they bring them to the office and they receive rewards. Random draws also take place to publicly acknowledge on assembly the achievements of students.

Students demonstrating consistent, outstanding behaviour are also rewarded with a Strathpine State School Superstar Award. They are provided with a 'superstar reward' that can be used each day at school.

Playground Support Systems

Playtime Activities - in order to cater for students who wish to play quietly or to access calm places during lunch time we offer a range activities. Students may access the library, technology centre and SEC during first break and the library during second break.

Many of our staff run lunch time activities to ensure children have something to do at lunch time. Examples of lunchtime clubs include: Dance Squad, Rubix Cube Club, League Tag, Art Club and Craft Club.

Play plans devised to support students in making appropriate choices in positive environments.

Captain Courage - Captain Courage can often be found in the playground at lunch times searching for children following the 5Cs, when he/she find children demonstrating these behaviours he/she will hand out star tickets for our weekly draw. Captain Courage will also assist in peer mediation at break times.

Consideration of Individual Circumstances

The aim of any intervention provided to students displaying unacceptable behaviour is to break the cycle of poor behaviour choices and return the student to positive decision making processes.

At Strathpine State School it is imperative that the whole child is taken into account when developing behaviour plans which consider the diverse influences of culture, socio-economic status, special needs/disabilities and family environments.

To facilitate meaningful intervention careful consideration is also given to:

- the student's age
- disabilities
- emotional well-being
- family support
- prior behaviours/history
- severity of the incident, amount of substantiated evidence
- involvement of others as antecedents
- intent, ownership of inappropriate behaviours and remorse

Any single or combination of factors mentioned may require additional strategies. In rare cases more severe strategies such as suspension or exclusion according to the Department of Education policies may need to be considered. At Strathpine State School the outcome of any intervention strategy focuses on the needs, rights, safety and overall maximisation of learning for all students including the child who has displayed inappropriate behaviours

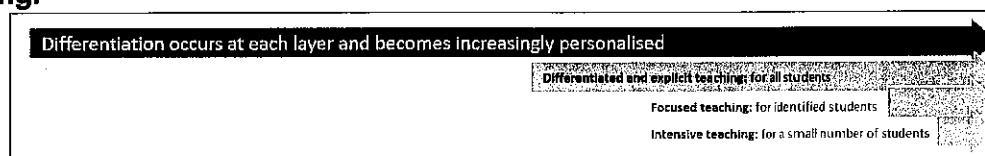
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's 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

The belief that every student can learn underpins all that we do at Strathpine State School. Our inclusive school vision, processes and practices allow every student to succeed, to (experience a sense of belonging) belong to the school community, to engage purposefully in learning and to experience success. This means that every day in every classroom every student at Strathpine State School is learning and achieving in a safe, supportive, inclusive and disciplined learning environment.

The skilled and dedicated staff at Strathpine State School use a whole school approach to teaching and learning (for all students as they respond to the diverse learning needs of students) by identifying differentiated teaching and learning in all three levels of planning. This also applies when teaching behaviour strategies in the classroom and playground in response to the diverse needs of all students in the class/ year level. Differentiation for all students is provided through teaching which becomes increasingly personalised: **differentiated and explicit teaching, focused teaching and intensive teaching.**



These three layers map directly to the tiered approach in the PBL framework. 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 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.

Focused Teaching

A small group of students (as identified through One School and school based data) within the school may require Focused Behaviour Support. These students have additional needs in order to regain responsibility for their own behaviour.

Once a child has been identified for Focused Behaviour Support, the classroom teacher, in consultation with parents and School Administration aims to identify: specific behaviours, possible antecedents and proactive and reactive strategies. This information is then used to develop and implement an Individual Behaviour Support Plan.

The Individual Behaviour Support Plan includes:

- Positive reinforcement – rewards
- Curriculum adjustments
- Classroom strategies
- Suggestions for classroom program modifications
- Home-School communication proforma
- Risk Management Plan
- Major stakeholders/identified support networks
- Additional support requirements i.e.: playground support, specialist lessons support, transition support
- Lunch time activities in SEC

Playground Support includes:

- Support person in the playground to assist with conflict resolution, positive choice making, and positive peer selection
- Play Plans for students at risk
- Safe area within the SEC for time out, quiet space etc.
- Structured games and play time in the SEC and school playground to assist in the development of social skills e.g.: turn taking, sharing, losing gracefully, using manners, following directions, dealing with conflict/anger and compromise.

The plan is regularly reviewed by the team and adaptations made as necessary.

Intensive Teaching

Students at Strathpine State School who are displaying a high level and/or frequency of inappropriate behaviours would be referred to the student support committee. Students in this category receive intensive behaviour support in order to develop skills and competencies that allow the student to successfully re-engage academically, socially and emotionally.

Strathpine State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The student support team:

- works with other staff members to develop appropriate behaviour support strategies
- monitors the impact of support for individual students through continuous data collection
- makes adjustments as required for the student, and
- works with school staff to achieve continuity and consistency.

Disciplinary Consequences

Strathpine State School makes systematic efforts to prevent problem student behaviour by explicitly teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Entries on One School are used to record all minor and major problem behaviour.

Minor and major behaviours

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

Minor problem behaviour is handled by staff members at the time it happens. Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not generally require involvement of Administration.

Minor problem behaviours may result in the following consequences:

- classroom consequences
- time out in classroom
- exit to support class with work to be completed
- detention for repeat offences or exit to Administration for further investigation.

Minor problem behaviours may require a re-direction procedure from a staff member. The student is taken aside and the teacher:

- names the behaviour that student is displaying
- asks a student to name the expected school behaviour
- states and explains expected school behaviour if necessary
- gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member escorts the student to Administration or Administration is called.

Major problem behaviours may result in the following consequences:

- immediate exit to Administration
- detention with Administration to investigate
- parents to be contacted
- time in office
- classroom re-entry to be negotiated with Administration/class teacher/child
- School Disciplinary Absences (Suspension) only after all responses have been considered
- Proposal to exclude and recommendation to exclude from school following an immediate period of suspension for very serious problem behaviours

The following table outlines **examples** of major and minor problem behaviours:

Out of Class Behaviour Guide (reactive)	
<p align="center">Major Behaviour</p> <p>An action involving significant intentional emotional or physical harm to others or significant damage to property. <i>Recorded on Oneschool as MAJOR</i></p>	
<ul style="list-style-type: none"> • Serious verbal abuse of staff and other students • Fighting • Threatening to harm self and/or others • Placing self at risk by leaving school grounds • Severe property destruction 	<p align="center">Potential Consequences</p> <ul style="list-style-type: none"> Parent meeting Removed from classroom for a day Playground Plan Suspension Possible outside agency support Possible GO intervention Possible Behaviour Plan Possible suspension / exclusion
<p align="center">Minor Behaviour</p> <p>An unintentional action that requires a rule reminder or small consequence. <i>Recorded on Oneschool as MINOR</i></p>	
<ul style="list-style-type: none"> • Swearing during play • Not taking turns/not playing safely • Out of bounds/wrong play area • Not being respectful (using manners) 	<p align="center">Potential Consequences</p> <ul style="list-style-type: none"> Pick up rubbish at lunch time Rule reminder Removal to another area Walk with teacher Sit out of play for a period of time Detention

At Strathpine State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development. Through training activities, we work to ensure consistent responses to problem behaviour across the school. Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Strathpine State School recognises it is essential if the development of positive student behaviours is to occur, that students have supportive, educative and non-inflammatory assistance when inappropriate behaviours are displayed. The development of responsive strategies also needs to be fair, logical and consistent throughout the classroom and school in general, whilst also taking into account the varying influences and needs and rights of the school community. Strategies for managing unacceptable behaviour at Strathpine State School include the development and promotion of simple and clear and consistent school wide behaviour expectations based on our 5Cs:-

For behavioural incidents resulting in unacceptable behaviour that occur outside the school and that affect the good order and management of the school e.g.

- bullying and cyber bullying
- travelling by bus or train to and from school

Strathpine State School reserves the right to take action and to issue appropriate consequences.

Classroom Management –

- Prompting student (5Cs display chart)
- Captain Courage- Character
- Developing clear and concise expectations and responsibilities (Use of 5Cs) both at school and on the way to and from school
- Provide clear and concise redirection of instructional directions
- Verbal/visual cues
- Proximity
- Positive reinforcement to appropriate behaviours of peers
- Tactical ignoring
- Consistent classroom expectations across the school

Time Out

Time out in designated area – every classroom has a specified time out area. Students can reflect on their behaviour and think about changing it to more appropriate ways to respond.

Support Class

Every class has an allocated support class where children are sent when the above steps have not been successful. Teachers phone the support class teacher. Students are sent to support class and are then allowed to return to their classroom. On return to the classroom the teacher welcomes them back into the room and has a restorative conversation with them. It is the teacher's responsibility to record every visit to support class on OneSchool and to contact the parent.

Office

If a student has made their way through the behavior chart and is still unco-operative he/she will be sent to the office. Being sent to the office can have the following implications:

- Phone call home to parents
- Loss of play time
- Time out in Administration
- Suspension

Recording, Analysing and Reporting Inappropriate Behaviour Data

- One School Behavioural Data
- Anecdotal notes
- Detention book entries
- Administration Behaviour Referrals
- Managing Student Behaviour data
- Functional Behaviour Analysis and other data collection

Communication

- Communication book
- Parent, Student and Teacher meeting
- Parent, Student, Teacher and Administration meeting

Teacher and Student Plan of Action

- Restorative Talks
- Development of clearly understood targeted behaviour goals, rewards and consequences
- Referral to Detention Room
- Development and implementation of Behaviour Improvement Plans

School Intervention

- Conflict resolution/mediation sessions
- Restorative Talks/Conferences
- Development of Individual Behaviour Support Plans
- Individual Behaviour Contracts
- Student Support Committee referral
- Classroom support (Guidance Officer, Support Teachers, Chaplain)
- Targeted behaviour support (Guidance Officer, Support Teachers, Teacher Aide for playground support)
- Targeted Skill sessions (bullying, anger management, etc.)

External Assistance

- Referral and support from Principal Advisers, Senior Guidance Officers, Therapists and AVTs.
- Internal and external formal observation, assessment and analysis by external agency
- Interagency Referral (Child Development Unit, Paediatrician, Dept Child Safety, Youth Justice, etc.)

Monitoring and Review

- Student Support Committee reports
- Case Conferences with stakeholders
- Student self-reflection and goal setting
- Adjustments to Individual Behaviour Support Plan

School Disciplinary Absence

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).

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.

The Principal is the only staff member with the power to make a decision about the use of suspension for an enrolled student. This responsibility cannot be delegated to any other person. The Principal can delegate the responsibility of communicating the decision regarding a SDA to a Deputy as long as there is a current instrument of authorization in place.

The student and parent must be offered the opportunity to discuss the allegations and respond prior to the Principal making a decision.

The suspension takes effect from when the Principal tells the student and the parent about it.

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.

School Policies

Strathpine 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 Strathpine 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 Strathpine 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 Strathpine 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 Strathpine 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 Strathpine 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 Strathpine 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

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

Mobile Phones Etiquette

Mobile phones are a permitted personal technology device. Mobile Phones, however, that are brought to school by students must be taken to the office immediately on arrival at school. Mobile phones will be collected by students at the end of the school day. Breaches of this policy may result in discipline consequences being applied.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be removed by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline consequences being applied.

Confiscation

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

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

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

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

Recording voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent. We uphold the value of trust and the right to privacy at Strathpine State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

Recording; and/or disseminating material (through text messaging, display, internet uploading etc); and/or, knowingly being a subject of a recording, would be in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to Queensland Police Service.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment of even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

The Department of Education does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis, laptop computers, PDDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods and devices of a similar nature.

Preventing and responding to Bullying

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

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

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

Bullying

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 Strathpine State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying behaviours will not be tolerated at Strathpine State School. These may include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health condition
- sexual orientation
- sexist or sexual language
- young carers or children in care.

At Strathpine State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Strathpine State School's anti-bullying procedures are organised into three levels of action:

1. Building a safe and supportive school and preventing bullying

Research demonstrates adopting a comprehensive whole school approach is the best way to prevent bullying behaviour and promote respectful relationships in our school. Attempting to address specific problem behaviours will be more successful if the general level of disruptive behaviour in all areas of our school is kept to a low level. Therefore, we will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 5 School Values and have been taught the expected behaviours attached to each rule in all areas of the school.
- Students at Strathpine State School have an understanding of, and enact the Student Charter. This includes Core Student Values; to be safe and to learn, in addition to knowing characteristics students should aspire to in order to be effective members of the school community.
- As a part of the Student Charter, Strathpine Students also understand the Core Student Responsibilities, which allow themselves and others to learn in a safe and supportive environment.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

As part of the Positive Behaviour for Learning (PBL) approach to the prevention of bullying, Strathpine State School emphasises instruction and acknowledgement of desired behaviour whereby specific behavioural expectations and social skills are explicitly taught to all students. The Strathpine PBL behaviour curriculum places great emphasis on the prevention of bullying is a whole school program. It is specifically integrated into curriculum units in all classrooms, thereby maintaining consistency of skill acquisition across the school.

2. Knowing when bullying is happening, acting to stop it and supporting those involved

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

Teachers explicitly teach a 5-step process (High Five Strategy) to be used by all students when experiencing bullying behaviour as either a person being bullied, the person bullying or bystander. A bystander is a witness who sees or knows about bullying happening to someone else. But it doesn't mean they have to just watch it happen. Whether they know it or not, by doing nothing a bystander supports the bullying behaviour. Lessons include instruction on how to approach adults and on what reactions and systemic responses they should expect from adults.

The Strathpine State School 'High Five Strategy' is

1. Talk friendly
2. Talk firmly
3. Ignore
4. Walk away
5. Report

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Strathpine State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'. Lessons therefore also include that bystanders in bullying have choices: they can either be part of the problem, by staying silent; or part of the solution, by stepping up.

3. Managing incidents that have serious impact on individuals and/or the school

As whole school community this means:

- Developing and implementing agreed policies, strategies and procedures in handling serious incidents for both within classrooms and during out of class activities.
- Reviewing incidents and continually implementing improvements to school responses and policies where identified.
- Ensuring that all staff are confident to support students affected by serious incidents. Staff are able to access regular and ongoing professional development opportunities. Opportunities are offered to whole staff or can additionally be individually identified based upon reflection on professional practice.

In practice, this means at Strathpine State School, all reports about bullying or cyberbullying will be investigated by an appropriate member of staff. Depending on the seriousness of the bullying, a range of possible outcomes may occur, including:

- Consequences in-line with the school's Student Code of Conduct (E.g. detentions, suspension)
- Counselling
- Using restorative justice principles to resolve issues and restore the sense of wellbeing for all involved
- Meeting with relevant school staff (Deputy Principal, Chaplain, Guidance Officer, SET)
- Targeted group support
- An Individual Behaviour Support Plan for future standards of behaviour
- External agency support

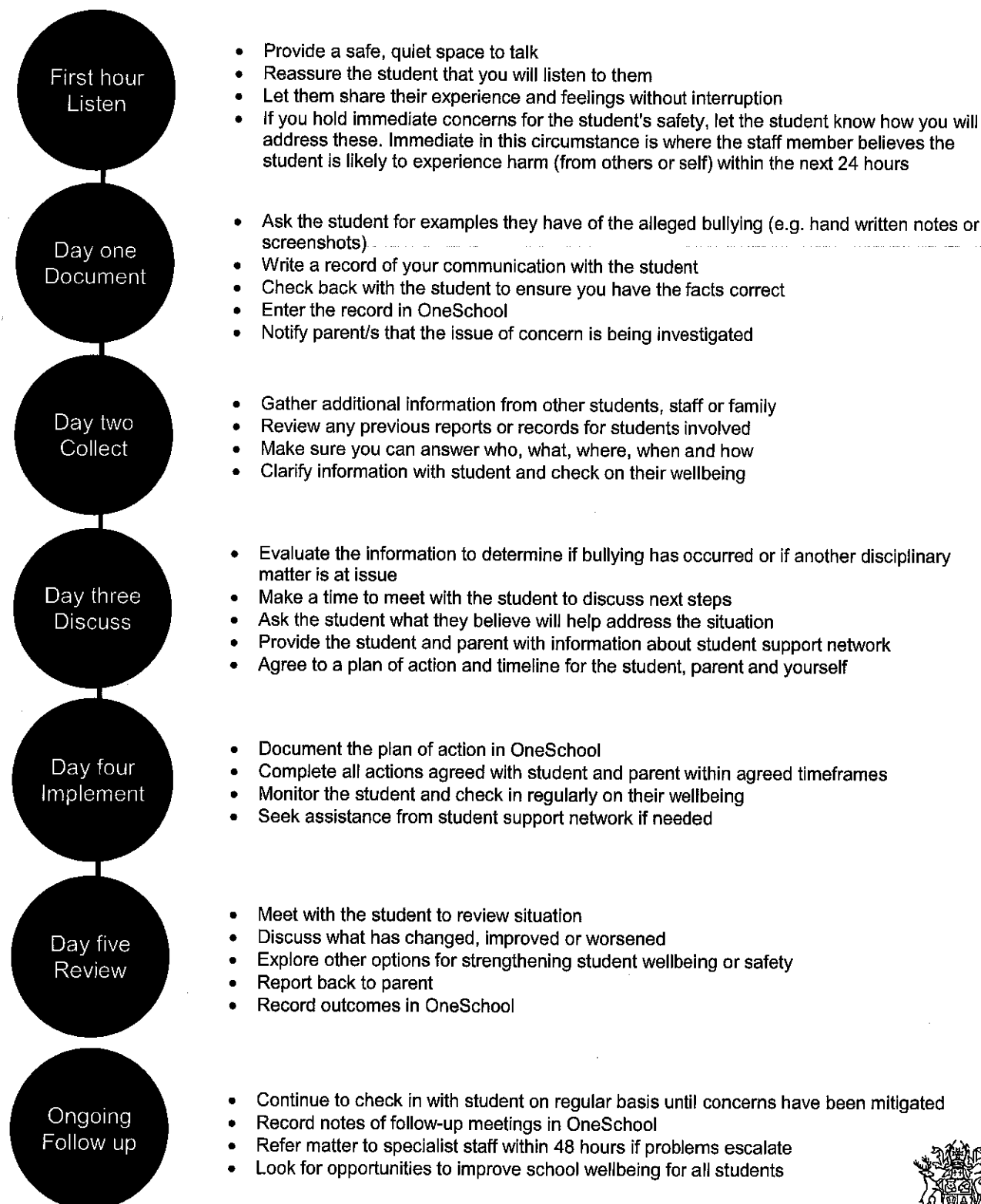
Strathpine State School uses behavioural data for decision-making. This data is entered into our OneSchool database on a daily basis and can be recalled as required. This facility allows the school to track the effectiveness of its whole school approach to bullying to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

The following flowchart explains the actions Strathpine 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

Key contacts for students and parents to report bullying:

Class teacher
Principal or Deputy Principal
School Chaplain



Cyberbullying

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

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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

Parents 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. Strathpine 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

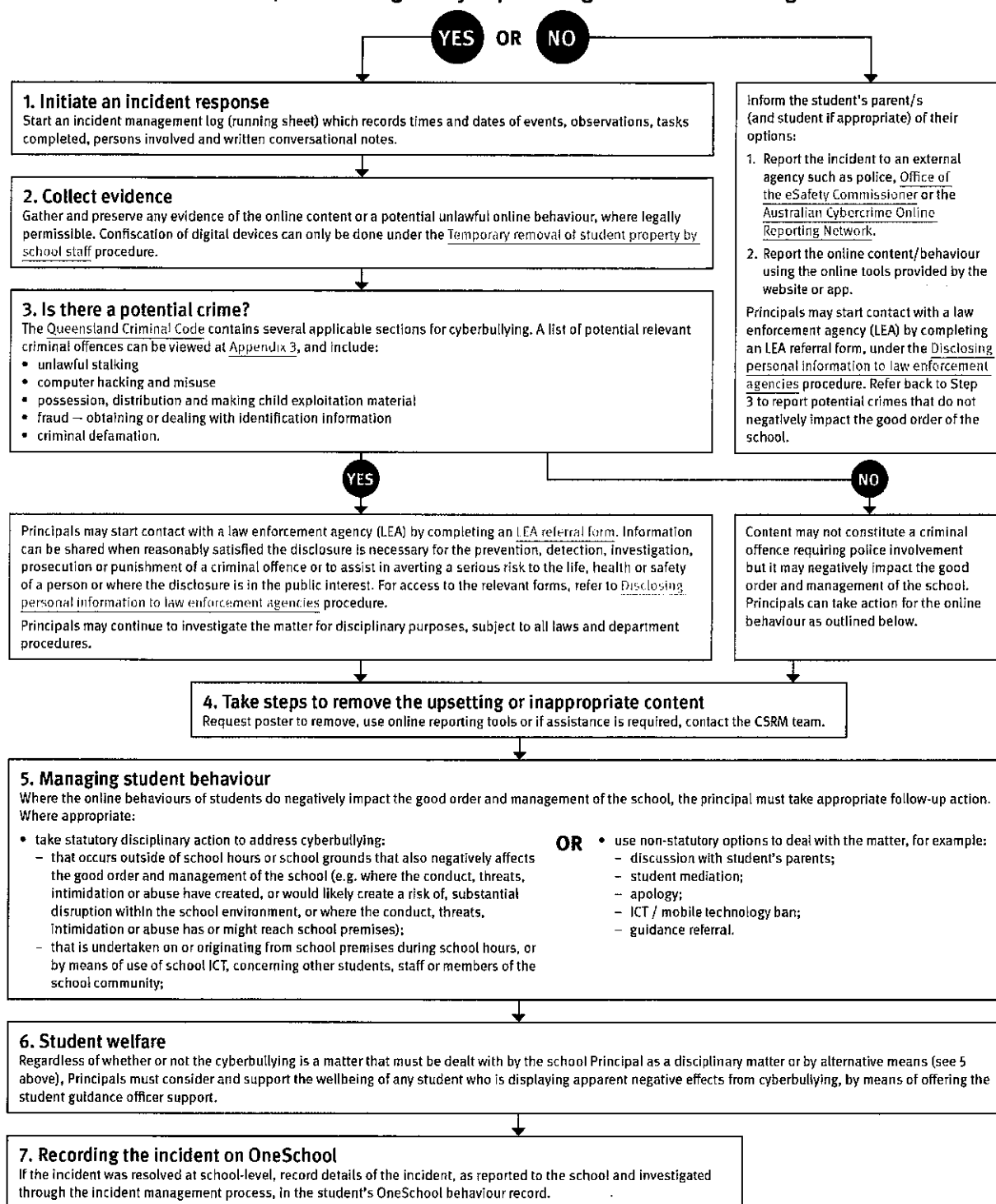
Explicit images

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

Help

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

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



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. ***Refrain from uploading photos containing other students and any staff members. Staff must give written permission before any photos are uploaded onto any social media site.***

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 Strathpine 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. **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.**

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

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:

Basic defusing strategies

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: 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.