



# ***Caboolture East State School***

***Together with courage all students succeed  
• Be Kind • Be Brave • Work Hard • Belong***

# **Student Code of Conduct 2021-2024**

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

Caboolture East State School is committed to providing a safe, respectful and positive learning environment for students and staff, where students have opportunities to engage in rich, engaging and high quality learning experiences and acquire values supportive of their lifelong wellbeing.



The 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.

Our approach to developing responsible behaviour is focused on relationships and takes place in a caring supportive environment where all members feel safe and welcome.

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## Endorsement

Principal Name:	Amanda Wicks
Principal Signature:	
Date:	17 November 2020
P/C President:	Joanne Muller
P/C President Signature:	
Date:	17 November 2020

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## Principal's Foreword

Caboolture East State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Our four core values are:

- Be Kind – is a way to show that we care and think about others
- Be Brave – having the strength to do things that feel hard or scary
- Work Hard – being able to keep going when challenges appear
- Belong – to feel welcomed and accepted for who you are.



These values are used to guide decision-making for the school and are explicitly taught to children. The values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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

As Principal, I am committed to the development and achievement of high standards in academic and social emotional wellbeing. I thank the students, teachers, parents and other members of the community for their work in bringing our Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## Consultation

Caboolture East State School developed this plan in collaboration with our school community. A range of consultations and collaborations were undertaken through P&C meetings, staff meetings, year level meetings and *Helping Emotions Regulate Outcomes* (HERO) meetings. All staff had the opportunity to provide input and feedback on the proposed Student Code of Conduct. A review of school data relating to school opinion surveys, attendance, school disciplinary absences, One School behaviour incidents and staff feedback results informed the development process. The draft Student Code of Conduct was prepared with a range of contributors including teachers, specialised support staff and teacher aides.

In Term 3 and Term 4, we included parent consultation through the P&C meetings for interested parents and community members. We also consulted with student leaders on behalf of the student body. The P&C endorsed the Caboolture East State School Student Code of Conduct for implementation from start of the 2021 school year.

Our communication strategy developed to support the implementation of the Caboolture East State School Student Code of Conduct, includes parent information sessions included within P&C Meetings, enrolment meetings, school website, school Facebook page and school newsletter.

The Caboolture East State School Student Code of Conduct will be available on our school website. Any families who require assistance to access a copy of the Caboolture East State School Student Code of Conduct, including translation to a suitable language, are invited to contact our office on 5431 6111.

### Review Statement

The Caboolture East State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Learning and Behaviour Statement

We understand that people bring their own individual values to a school community. These values influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of values. Whilst this contributes to a richly diverse social environment in a school, it can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the model of behaviour support and discipline used at this school.

At Caboolture East State School we believe that an inclusive, safe and supportive environment protects the rights of all community members. Our school beliefs informing teaching, learning and student wellbeing include:

- Having the courage to believe that I can
- *Working as a team, with passion and curiosity to succeed.*
- Providing a safe, respectful, positive and inclusive learning environment through the modelling of values and providing equal opportunities for all.
- *Students developing a curiosity and passion for their learning, to achieve success and fulfilment in becoming a better version of themselves*
- Community collaboration where students, parents, staff and the community work together to create a safe and supportive learning environment.
- *All learners receiving at least one year's progress for one year's input.*

We further believe that teaching our behaviour and social expectations is part of building an inclusive school community, and we understand that just like other areas of learning some students will require additional support and interventions to achieve expectations.

All areas of Caboolture East State School are learning and teaching environments. In these environments we strive to foster and promote positive behaviours including good citizenship that are fair and non-violent and encompass such qualities as kindness, self-regulation and teamwork. We respect the importance of each students' individual intellectual, social, emotional and physical development whilst maintaining that individual rights and responsibilities must contribute to a safe and positive community spirit.

Our four core values that underpin our school community are:

- Be Kind – is a way to show that we care and think about others
- Be Brave – having the strength to do things that feel hard or scary
- Work Hard – being able to keep going when challenges appear
- Belong – to feel welcomed and accepted for who you are.

### **Three levels of support**

Caboolture East State School uses three levels of support at the foundation for our approach to behaviour. Our staff match increasing intensive interventions to the identified needs of individual students.

**Tier 1** – All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and universal behaviour expectations. This involves proactive and preventative processes and strategies to support student learning and behaviour:

- Teaching behaviours in the setting they will be used
- Weekly HERO social emotional, behaviour or routine lessons taught by classroom teachers
- Providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- Ready to Learn plans for all students with strategies to develop self-regulation skills to maximise stamina for learning
- Active supervision by staff during classroom and non-classroom activities
- Being consistent when addressing challenging behaviour, while taking age appropriate developmental norms and behavioural function into account
- Seeking students and their families perspectives on school climate, instruction, reinforcement and discipline so improvements may be made.

**Tier 2** – Targeted instruction and supports for some students (10-15%) are more intense than universal supports, providing more time and specialisation in services from arrange of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of universal behavioural expectations. The types of interventions offered at this level will vary according to the needs of students, but have certain things in common:

- There is a clear connection between the skills taught in the intervention and the school-wide expectations
- Interventions are sustainable for teachers and have a good chance of working eg they are evidence based interventions that are matched to the student's need

Tier 2 supports can include:

- Targeted behaviour teaching and support eg check-in at the Inspiration Room
- Targeted social skill development strategies and support
- Lunch time support plans
- Behaviour improvement support plans
- Behaviour goal supports
- Parent/Carer communication
- School chaplain support
- Possibility of an individual behaviour support plan or calm plan

**Tier 3** – Individualised services for a few students (up to 5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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

- Prevent problem behaviour
- Teach the student an acceptable replacement behaviour
- Reinforce the student's use of the replacement behaviour

Students may receive intensive Tier 3 supports through an Individual Behaviour Support Plans (IBSP), flexible arrangement, FBA development, MYCP and external agency partnership and support staff to make the necessary adjustments to support these students across all school environments.

Tier 3 supports exist along a continuum. If the school data indicates that more than 5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports is indicated.

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents 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 or deputy principal to discuss the matter.

## Student Wellbeing and Support Network

Caboolture East State School HERO Program includes a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Principal or Deputy Principal if they would like individual advice about accessing particular services.

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

### Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Our school provides:



Daily Welcome Circle and HERO Lesson to all students weekly. Each class begins with a Welcome Circle to build a positive class climate for learning every day. The HERO Lesson is a learning time for our students about our behaviour and social expectations, our values and student wellbeing. We teach students the Caboolture East way for behaviour and social protocols, and we include an ongoing focus on student wellbeing. Examples of learning include: Being Ready to Learn, Say NO! to Bullying, Being Present Centred and Grounded, Growth Mindset, Resilience, and Regulating our Feelings.

As part of the whole school's curriculum at Caboolture East State School, we provide age-appropriate respectful relationships education that reinforces personal health and safety messages including protective behaviour lessons through Act for Kids, *Learn to be safe with Emmy and friends*, in Prep and Year 1 and targeted self-regulation lessons as indicated. Caboolture East State School also marks events such as R U Ok? Day and Queensland Mental Health Week with targeted learning experiences at appropriate grade levels. As part of the Health and Physical Education curriculum a broader sexuality and relationships education program is provided for Year 6 students.

Caboolture East State School runs a number of structured and supported play options for students at lunchtimes. Students can be supported with a 'playground plan' where student input is given to a timetabled plan for play time. Each class offers circle time opportunities.

### **Zen Den and Take 10 Spaces**

As part of our behaviour processes, self-regulation and self-correction, opportunities are incorporated in each classroom. Each class has a designated 'Zen Den' designated for students to self-refer or for teachers to support initial self-regulation and self-correction by referring the student. This is a positive strategy included on student Ready to Learn plans and is supported by teaching staff as necessary. In cases where student behaviour is disruptive to the learning of others, teachers may refer students to the Take 10 space. This is a space where the student attends for a short period of 10 minutes to allow the student an opportunity to reset and to minimise disruption to the learning of other students.

### **Inspiration Room**

Caboolture East State School employs staff dedicated to supporting student behaviour. Our HOD Student Engagement is based in the Inspiration Building to support student behaviour in a variety of ways. One way is through working with identified students in the Inspiration Building to co-regulate student behaviour and teach those identified students positive skills for self-regulation.

### **Specialised health needs**

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

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

### **Medications**

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

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

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

### **Mental health**

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

### **Suicide prevention**

Caboolture East State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, or other appropriate staff.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### **Suicide postvention**

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

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

## **Student Support Network**

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

Students can approach any trusted school staff member at Caboolture East State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Inclusion, Julietta Heywood on the school phone number.

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Head of Engagement	<ul style="list-style-type: none"> <li>leadership of HERO Program to promote positive school culture through student, staff and parent wellbeing</li> <li>provides emergent support to students and staff</li> <li>monitors engagement, student self-regulation and behaviour data to identify areas of additional need</li> <li>support identified students access the Inspiration Building</li> <li>Collaboratively produces Individual Behaviour Support Plans and Playground Plans</li> <li>Model for teachers and students in classrooms</li> <li>Follow-up specific behaviour incidents</li> </ul>
Class teachers	<ul style="list-style-type: none"> <li>responsible for student wellbeing</li> <li>provides continuity of contact for their families each year</li> <li>ensures students feel safe and comfortable and want to come to school</li> <li>nurtures a sense of belonging to the class, year level and school.</li> </ul>
School Chaplain	<ul style="list-style-type: none"> <li>supports student social emotional wellbeing</li> <li>provides small group wellbeing activities/programs to identified students</li> </ul>
Community Education Counsellor/Indigenous Mentor	<ul style="list-style-type: none"> <li>provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>
Registered Nurse	<ul style="list-style-type: none"> <li>works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs</li> <li>provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.</li> </ul>

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

# Whole School Approach to Discipline

Caboolture East State School HERO Program includes Positive Behaviour for Learning (PBL), restorative practices and social emotional learning 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.


The HERO Program is an evidence-based framework, based on the Berry Street Education Model, informed by best practice research 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 Caboolture East State School we believe discipline must reflect 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 Caboolture East State School Student Code of Conduct is an opportunity to explain the HERO Program with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of our HERO Program 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. The resources and visuals of the HERO Program are essential in the development of a safe supportive environment.


**CREATING A SAFE, SUPPORTIVE & INCLUSIVE ENVIRONMENT**




**Graphic 1**  
Welcome Circle  
Routine to build safety, security, inclusion and belonging.




**Graphic 2**  
Individual Emotional Check-in Card.




**Graphic 3**  
Whole class Emotional Check-in & Ready To Learn Scale with Strategies.



**Graphic 4**  
Card allows student to access the Inspiration Room for 1:1 adult support x 3/day.



**Graphic 5**  
Individual Student Ready to Learn strategies Card.



**Graphic 6**  
Whole class strategies to support others to become PCG (Present, Centred and Grounded).


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




## Behaviour Expectations

Our staff are committed to every student succeeding and believe that all members of our school community, including students, staff and visitors should follow our school rules to Be Safe, Be Respectful and Be a Learner. Further, all members of our community including students, staff and all visitors should seek to demonstrate our four values – Be Kind, Be Brave, Work Hard and Belong.

### Students

Below are examples of what these positive behaviour 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 them.



School Expectations Matrix										
	All Areas	Classroom	Play Areas	Library	Hall	Toilet	Bus	Tuckshop	Before/After School	Excursions
<b>Be SAFE</b> 	Hands off Follow adult instructions Move safely Exit classroom with lanyard and buddy Walk on hard surfaces	Hands off Follow adult instructions Move safely Be prepared	Hands off Play in the right area Move safely Wear your hat Line up ready for play	Walk in the right place at the right time Hands off	Enter and exit quietly Follow instructions Move safely Move back to class quickly	Wear a lanyard and have a buddy Wash your hands Keep food away from toilets Wait outside if not going to the toilet	Right place, right time Sit in the bus line Stay off play equipment	Wait your turn Stand in line to order Sit and eat in the correct area	Use the supervised crossing Stay off play equipment Sit in the right area before and after school Go straight home from school	Hands off Follow adult instructions Move safely Wear full school uniform
<b>Be RESPECTFUL</b> 	Use kind words Take care of equipment and school property Use your manners Wait your turn	Use kind words Talk one at a time Help others Keep your classroom tidy Care for personal, school and others property	Use kind words Invite others to play Put rubbish in the bin Use your High Five	Use kind words Use your manners Keep the library tidy Use equipment properly	Use kind words Keep the hall tidy Use equipment properly Stand respectfully for the National Anthem	Wait outside if not going to the toilet Allow privacy of others Use quiet voices Use toilets properly Flush the toilet after use	Wait until your bus arrives Keep your area tidy	Say 'please' and 'thank you' Be ready to order Use kind words Put rubbish in the bin Take care of your lunch	Use kind words Sit in line to wait for your teacher before school Listen to the crossing supervisor Use the toilet before/after school	Use kind words Take care of equipment and school property Use your manners
<b>Be a LEARNER</b> 	Give your best effort Be in the right place at the right time Listen to instructions	Give your best effort Be on time and on task Have books and equipment ready Complete all of your work Enter and exit the class with permission	Be on time to line up Go to the toilet on the first bell Use quiet voices Put books back after use	Enter and exit the library with permission Use quiet voices Put books back after use	Listen to all presenters Give your best effort at assembly or PE	Move back to class quickly Exit the classroom with permission Use at appropriate times	Collect your bag and walk to the bus line Follow adult instructions	Make healthy choices Follow adult instructions	Follow adult instructions Enter and exit the classroom in an orderly fashion	Give your best effort Be in the right place at the right time Follow adult instructions

### Parents and Staff

The table below explains the positive behaviour expectations for parents and our broader school community and the standards we commit to as staff based on the Code of Conduct for Public Servants.

What we expect to see from you	What you can expect to see from us
You uphold the school's core values and support your child to meet the learning and behavioural expectations at school.	Uphold the School's core values and support school behaviour expectations  We are clear about our learning and behaviour expectations. We strive to develop each student to their potential by teaching

You support the authority and discipline of the school and observe school rules as required.	effectively and setting high standards in both learning and behaviour. We model positive behaviour for students.
You treat all staff and visiting adults respectfully.	Show respect towards all persons, including students, parents, fellow staff and the general public
You follow the school's policy regarding access to school grounds including before, during, after and non-school days.	We are welcoming and behave with courtesy and consideration for others;
<p>You make an appointment if you wish to speak with a teacher or other staff member to discuss your child.</p> <p>You may not interrupt or distract a teacher while classroom instruction or learning activities are underway.</p>	We respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable time with you.
You let us know if there are any issues that affect your child's ability to learn or their wellbeing.	We contact you if we are concerned about your child's school work, behaviour, attendance or punctuality.
You send to your child to school every day that they are well. If your child is unwell, you keep your child home that day. You inform us at your child's absence and the reason. If your child becomes unwell through the day, you will collect your child if contacted by school.	We advise you if your child is unwell during the day for you to organise for them to be collected from school.
You recognise people are diverse, and you will be non-judgmental, fair and equitable to others in the school community.	We welcome and value a diverse school community with recognition of social, cultural and historical events.
You are respectful in your conversations at home regarding our school including school staff or students.	We are respectful in our conversations regarding our school community.
You use social media in a positive manner, respecting school, student, staff and community privacy.	We use social media in a positive manner, respecting student and family privacy.
You follow all health and safety policies and procedures operating within the School	We follow all health and safety policies and procedures operating within the school and other locations at which we may visit whilst representing the School.
You respect the obligation of staff to maintain student and family privacy.	We maintain confidentiality of student and family information. We are transparent with parents about our record keeping policy.

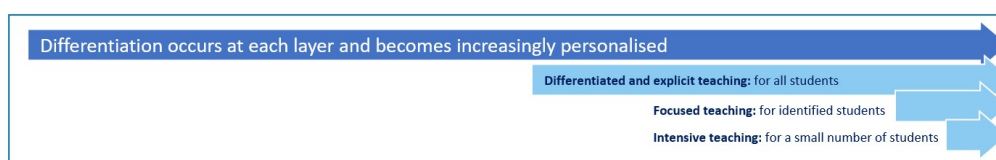


## Differentiated and Explicit Teaching

Caboolture East 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 Caboolture East 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.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the HERO Program, 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 School Expectations matrix (appendix 1), as a basis for developing their behaviour standards. Using the HERO Ready to Learn Plan, the class teacher works with all students to develop self-regulation strategies to engage in learning through a growth mindset with individualised or class strategies to maintain focused learning. The completed Ready to Learn Plan is on display for students to develop their skills to independently self-regulate emotions to maintain positive behaviour. Our school's behaviour and social expectations, and values, are further taught and investigated in HERO lessons which take place weekly across the school.

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning engagement work collaboratively with class teachers at Caboolture East State School to provide focused

teaching. Focused teaching is aligned to the Australian Curriculum Personal Social Capabilities, 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.

Caboolture East State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- The Incredible Years
- Berry Street Education Model
- Managed Young Children's Program
- Functional Based Assessment.

## 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.

## Legislative Delegations

### Legislation

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



## Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

## Disciplinary Consequences

The disciplinary consequences model used at Caboolture East State College 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 positive reinforcement, feedback 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 access Ready to Learning strategies eg check-in or the school administration team 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")
- 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
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Take 10 space for inappropriate behaviour
- Ready to Learn strategies eg classroom Zen Den
- Welcome Circle debrief of student behaviours
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

## Focussed

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

- Ready to Learn Plan review of individual student behaviour strategies
- Targeted skills teaching in small group
- Detention
- Counselling and guidance support
- Self-monitoring plan for play breaks
- Check in Check Out strategy
- Teacher coaching and debriefing

- Functional Behaviour Assessment
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## **Intensive**

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

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

## **School Disciplinary Absences**

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

### **Structure**

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

Possible agenda:

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

### **Reasonable adjustments**

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

## School Policies

Caboolture East 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 Caboolture East 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**

### **State school staff at Caboolture East State School:**

- do not require the student's consent to search school property such as 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 Caboolture East 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 Caboolture East 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 Caboolture East 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 Caboolture East State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk

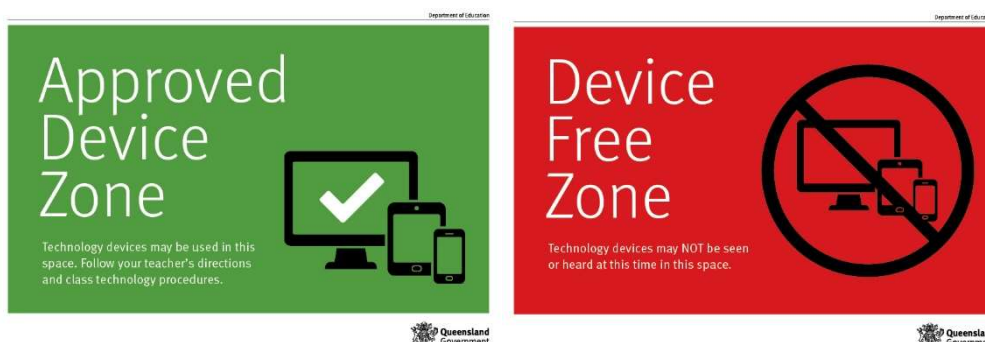
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

## Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



## Responsibilities

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

It is acceptable for students at Caboolture East State School to:

- be courteous, considerate and respectful of others when using a mobile device
- store personal mobile devices eg mobile phone switched off at the office before school throughout the school day. The mobile device is collected from the office at the end of the school day.
- seek Principal or Deputy Principal approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Caboolture East State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile device in a technology-free designated spaces or times
- 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 mobile 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 Caboolture East 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
  - 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

Caboolture East State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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



self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

At Caboolture East State School we have four core values that underpin our school:

- Be Kind – is a way to show that we care and think about others
- Be Brave – having the strength to do things that feel hard or scary
- Work Hard – being able to keep going when challenges appear
- Belong – to feel welcomed and accepted for who you are.

Our school community has identified three school expectations for responsible positive behaviour:

- Be Safe
- Be Respectful
- Be a Learner

Caboolture East State School has a Student Council, with representatives from Year 6 meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. We believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

Caboolture East State School includes Say No! to Bullying Day in its calendar every year. This National Day of action against Bullying and Violence (NDA) is an important day to mark Australian school communities standing together against bullying and violence.

Caboolture East State School supports all students to act as helpful and reasonable bystanders if they feel safe to do so. Bully bystanders can have a powerful effect as they can either encourage or inhibit bullying behaviour. There are three main types of bystander:

1. followers (assistants) – do not initiate, but take an active role in the bullying behaviour.
2. Supporters (reinforcers) – support the bullying behaviour overtly or covertly, and
3. Bullying defenders who dislike the bullying behaviour and try to help the target by intervening, getting teacher support or providing direct support to the target.

This is an alignment with our Belong school value which is taught and reinforced through HERO classes, welcome circle, circle time, celebrations days such as Say No! to Bullying Day and consistently modelled each day in classrooms.

Students at Caboolture East State School may face in-school disciplinary action, such as detention where a leadership team member works with the student to reflect on their actions and design a restorative response, removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affect or is likely to affect, other students or the good order and management of the school. This includes behaviour which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate behaviour of enrolled students that is directed towards other community members or students from other school sites.

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 consequences 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 behaviour 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 relevant Deputy Principal to discuss the matter. If you still believe your concerns have not been heard, you are welcome to make an appointment with our Principal.

The following flowchart explains the actions Caboolture East 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.

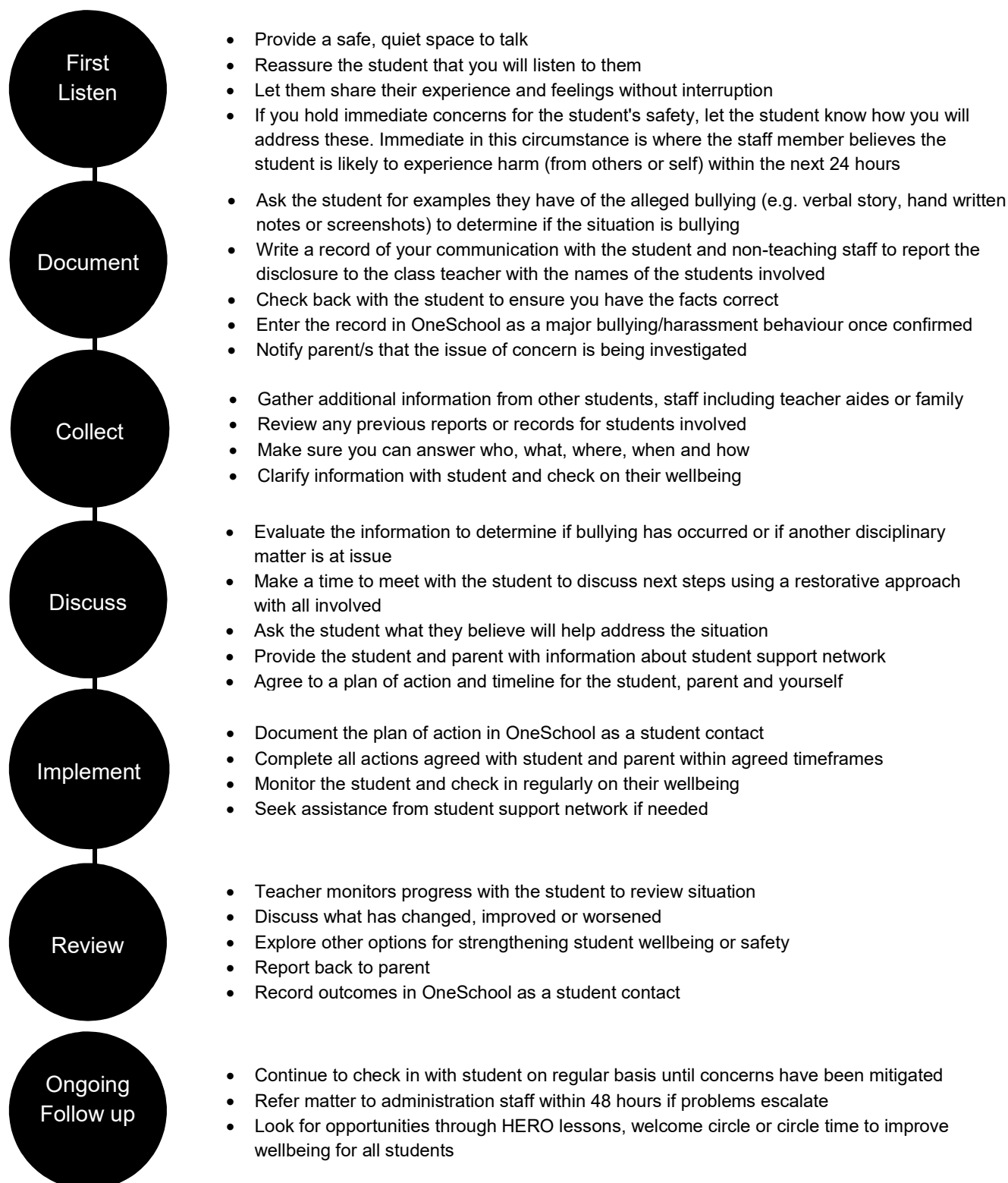
## Bullying response flowchart for staff

### Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Deputy Principal – Anita Judge or Shane Hoy, 07 5431 6111

Principal – Amanda Wicks, 07 5431 6111



## Cyberbullying

Cyberbullying is treated at Caboolture East 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There are dedicated senior leadership officers, Principal and Deputy Principal's, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Caboolture East 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. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

# 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](#).

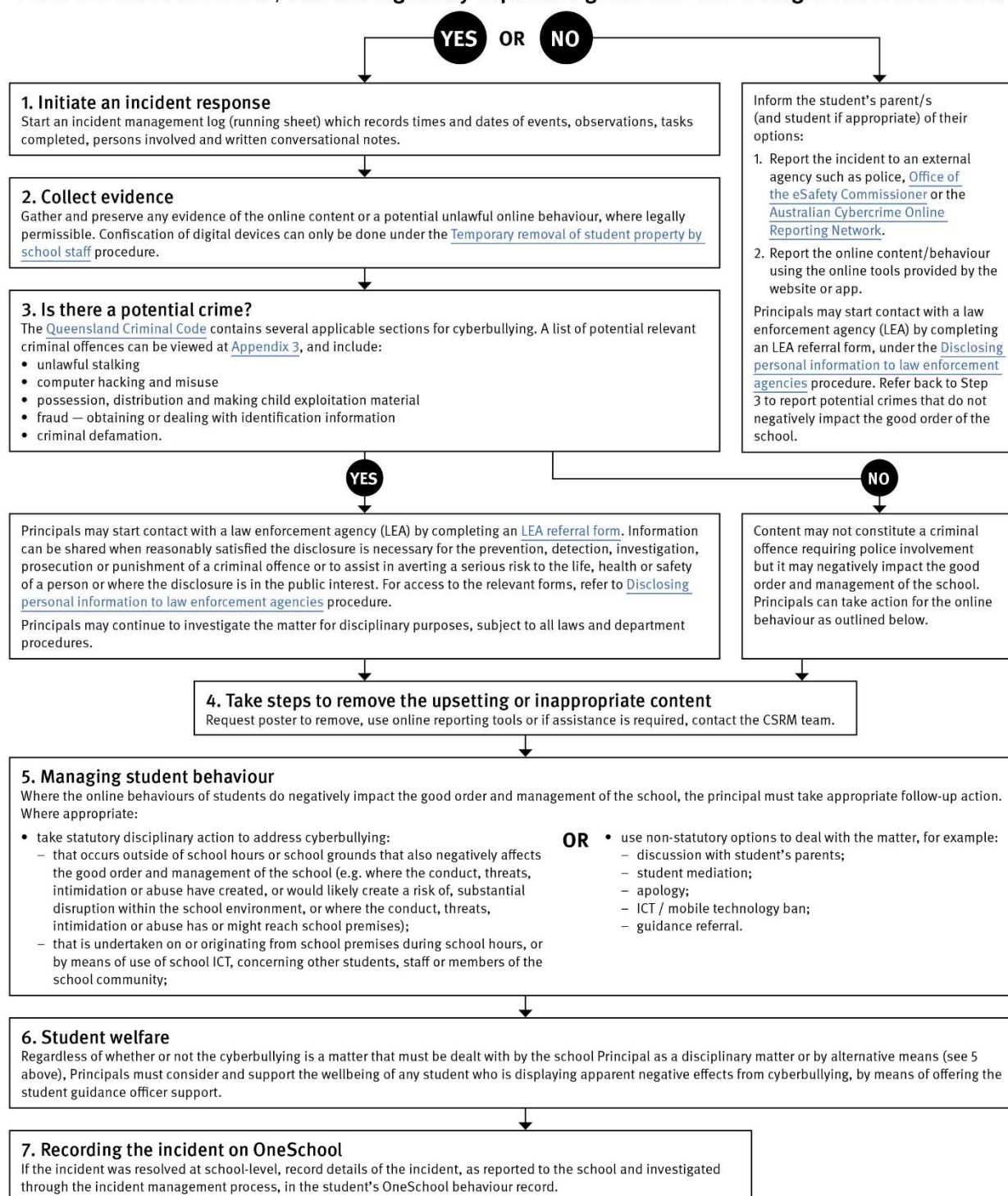
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## **Cybersafety and Reputation Management (CRM)**

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

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

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

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

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

## **Student Intervention and Support Services**

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Caboolture East 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from 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. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

### **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

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

## **Restrictive Practices**

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

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

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

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

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

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



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

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

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

## Critical Incidents

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

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

## Related Procedures and Guidelines

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

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

## Resources

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

## Conclusion

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

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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




3. **External review:** contact a review authority

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

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

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

# Appendix 1: School Expectations Matrix

School Expectations									
All Areas	Classroom	Play Areas	Library	Hall	Toilet	Bus	Tuckshop	Before/After School	Excursions
 <p><b>Be SAFE</b></p> <ul style="list-style-type: none"> <li>Hands off</li> <li>Follow adult instructions</li> <li>Move safely</li> <li>Exit classroom with lanyard and buddy</li> <li>Walk on hard surfaces</li> </ul>	<ul style="list-style-type: none"> <li>Hands off</li> <li>Follow adult instructions</li> <li>Move safely</li> <li>Be prepared</li> </ul>	<ul style="list-style-type: none"> <li>Hands off</li> <li>Play in the right area</li> <li>Move safely</li> <li>Wear your hat</li> <li>Line up ready for play</li> </ul>	<ul style="list-style-type: none"> <li>Walk in the right place at the right time</li> <li>Hands off</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit quietly</li> <li>Follow instructions</li> <li>Move safely</li> <li>Move back to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>Wear a lanyard and have a buddy</li> <li>Wash your hands</li> <li>Keep food away from toilets</li> <li>Wait outside if not going to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Right place, right time</li> <li>Sit in the bus line</li> <li>Stay off play equipment</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> <li>Stand in line to order</li> <li>Sit and eat in the correct area</li> </ul>	<ul style="list-style-type: none"> <li>Use the supervised crossing</li> <li>Stay off play equipment</li> <li>Sit in the right area before and after school</li> <li>Go straight home from school</li> </ul>	<ul style="list-style-type: none"> <li>Hands off</li> <li>Follow adult instructions</li> <li>Move safely</li> <li>Wear full school uniform</li> </ul>
 <p><b>Be RESPECTFUL</b></p>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Talk one at a time</li> <li>Help others</li> <li>Keep your classroom tidy</li> <li>Care for personal, school and others property</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Invite others to play</li> <li>Put rubbish in the bin</li> <li>Use your High Five</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Use your manners</li> <li>Keep the library tidy</li> <li>Use equipment properly</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Keep the hall tidy</li> <li>Use equipment properly</li> <li>Stand respectfully for the National Anthem</li> </ul>	<ul style="list-style-type: none"> <li>Wait outside if not going to the toilet</li> <li>Allow privacy of others</li> <li>Use quiet voices</li> <li>Use toilets properly</li> <li>Flush the toilet after use</li> </ul>	<ul style="list-style-type: none"> <li>Wait until your bus arrives</li> <li>Keep your area tidy</li> </ul>	<ul style="list-style-type: none"> <li>Say 'please' and 'thank you'</li> <li>Be ready to order</li> <li>Use kind words</li> <li>Put rubbish in the bin</li> <li>Take care of your lunch</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Sit in line to wait for your teacher before school</li> <li>Listen to the crossing supervisor</li> <li>Use the toilet before/after school</li> </ul>	<ul style="list-style-type: none"> <li>Use kind words</li> <li>Take care of equipment and school property</li> <li>Use your manners</li> </ul>
 <p><b>Be a LEARNER</b></p>	<ul style="list-style-type: none"> <li>Give your best effort</li> <li>Be on time and on task</li> <li>Have books and equipment ready</li> <li>Complete all of your work</li> <li>Enter and exit the class with permission</li> </ul>	<ul style="list-style-type: none"> <li>Be on time to line up</li> <li>Go to the toilet on the first bell</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the library with permission</li> <li>Use quiet voices</li> <li>Put books back after use</li> </ul>	<ul style="list-style-type: none"> <li>Listen to all presenters</li> <li>Give your best effort at assembly or PE</li> </ul>	<ul style="list-style-type: none"> <li>Move back to class quickly</li> <li>Exit the classroom with permission</li> <li>Use at appropriate times</li> </ul>	<ul style="list-style-type: none"> <li>Collect your bag and walk to the bus line</li> <li>Follow adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>Make healthy choices</li> <li>Follow adult instructions</li> </ul>	<ul style="list-style-type: none"> <li>Follow adult instructions</li> <li>Enter and exit the classroom in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>Give your best effort</li> <li>Be in the right place at the right time</li> <li>Follow adult instructions</li> </ul>



## Appendix 2: Instrument of Authorisation



Department of Education

### Caboolture East State School

#### Instrument of Authorisation

#### **Requirement to tell a student about a suspension under Chapter 12, Part 3, Division 2 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Amanda Wicks, Principal of Caboolture East State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 283(2) of the EGPA.

28 January 2020

Amanda Wicks  
Principal, Caboolture East State School

QUEENSLAND DEPARTMENT OF EDUCATION