Alpha State School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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

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Endorsement

Principal Name:	Mr Tim Gorle
Principal Signature:	
Date:	24/04/2024

P/C President:	Vicki Revett
School Council Chair Signature:	Telisha Mabo
Date:	24/04/2024

Purpose

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

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

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

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Principal's Foreword

Alpha State School has a long and proud tradition of providing high quality education to students from the Alpha area. As a school community, we believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Alpha State School's motto is 'Knowledge is Strength' and this is supported by seeing every child as a learner. Therefore, we are learners at Alpha State School by being: safe, respectful & responsible.

Safety	**for all staff and students**
Respect	**for self and others**
Responsible	**for our choices and learning**

These 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 who are here to learn. 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.

All areas of Alpha State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning, to build our students into positive, active members of their community. Having positive behaviour practices within the school also allows for maximising learning time in academic education programs.

Alpha 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.

I thank the students, teachers, parents and other members of the community for their work in bringing this Alpha State School Student Code of Conduct together over the last twelve 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.

Tim Gorle
Principal

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P&C Statement of Support

As president of the Alpha State School P&C Committee, I am pleased to endorse the new Student Code of Conduct. The inclusive and detailed consultation process led by School Principle Mr Tim Gorle and his team, has allowed all parents to have the opportunity to provide feedback toward the final document. Alpha State School values the input and involvement from parents as it facilitates the required guidance and support to ensure students are able to meet the set expectations throughout their school journey.

We strongly encourage all parents and care givers to familiarise themselves with the Alpha State School Student Code of Conduct. Furthermore, we also suggest that parents take the time to discuss these expectations with their children, including any support that they may require to be successful in reaching these expectations. In particular, we wish to emphasise the systems and processes in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Alpha State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying. The Student Code of Conduct provides essential information in relation to bullying and is a very valuable resource to refer to.

We welcome parents and care givers who wish to discuss the Alpha State School Student Code of Conduct and the role of families in supporting the behavioral expectations of students to contact either myself directly or join the Alpha State School P & C Association.
It is with your support and involvement that we can work collaboratively with school staff to ensure all students are appropriately supported to meet their individual social and learning needs within the school values of Respect, Responsibility and Safety.

Vicki Revett
P&C President

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School Captains' Statement

On behalf of the student body at Alpha State School, we endorse the Student Code of Conduct for 2023. We have provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Alpha State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

School Captain: Telisha Mabo

Date: **24/04/2024**

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Data Overview

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

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

School Opinion Survey

Table 1: Parents/caregivers opinion survey

Percentage of parents/caregivers who agree# that:	2021	2022	2023	2024
• This is a good school	90.0%	81.8%	100%	100%
• My child likes being at this school.	80.0%	81.8%	85.7%	100%
• My child feels safe at this school.	72.7%	83.3%	87.5%	100%
• My child's learning needs are being met at this school.	80.0%	63.6%	100%	87.5%
• My child is making good progress at this school.	90.0%	81.8%	100%	100%
• Teachers at this school expect my child to do his or her best.	90.0%	90.9%	100%	100%
• Teachers at this school provide my child with useful feedback about his or her school work.	90.0%	90.9%	100%	100%
• Teachers at this school motivate my child to learn.	90.0%	90.0%	87.5%	100%
• Teachers at this school treat students fairly.	72.7%	58.3%	77.8%	100%
• I can talk to my child's teachers about my concerns.	90.9%	100%	100%	87.5%
• This school works with me to support my child's learning.	90.9%	90.9%	75%	100%
• This school takes parents' opinions seriously.	90.9%	80.0%	85.7%	75%
• Student behaviour well managed at this school.	63.6%	54.5%	66.7%	100%
• This school looks for ways to improve.	90.0%	90.0%	100%	100%
• Is school is well maintained.	90.0%	72.7%	100%	100%

* Nationally agreed student and parent/caregiver items.

* # 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

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Table 2: Student opinion survey

Percentage of students who agree[#] that:	2021	2022	2023	2024
• I like being at my school.	83.3%	95.7%	100%	83.3%
• I feel safe at my school.	83.3%	100%	90%	83.3%
• My teachers motivate me to learn.	100%	95.7%	100%	91.7%
• My teachers expect me to do my best.	100%	100%	100%	91.7%
• My teachers provide me with useful feedback about my schoolwork.	80.0%	100%	100%	91.7%
• Teachers at my school treat students fairly.	83.3%	95.7%	100%	91.7%
• I can talk to my teachers about my concerns.	83.3%	95.7%	88.9%	91.7%
• My school takes students opinions seriously.	66.7%	95.7%	100%	83.3%
• Student behaviour is well managed at my school.	66.7%	100%	90%	91.7%
• My school looks for ways to improve.	66.7%	100%	100%	91.7%
• My school is well maintained.	100%	95.7%	100%	91.7%
• My school gives me opportunities to do interesting things.	66.7%	95.7%	100%	91.7%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 3: Staff opinion survey

Percentage of school staff who agree[#] that:	2021	2022	2023	2024
• I feel confident embedding Aboriginal and Torres Strait Islander perspectives across learning areas.	87.5%	80.0%	90%	100%
• I enjoy working at this school.	100%	100%	100%	89.5%
• I feel this is a safe place in which to work.	100%	100%	100%	94.7%
• I receive useful feedback about my work at this school.	86.7%	88.9%	92.9%	94.7%
• Students are encouraged to do their best at this school.	100%	88.9%	100%	100%
• Students are treated fairly at this school.	93.8%	100%	100%	100%
• Student behaviour is well managed at this school.	93.8%	100%	92.9%	100%
• Staff are well supported at this school.	100%	88.9%	93.3%	78.9%
• This school takes staff opinions seriously.	100%	87.5%	92.9%	89.5%
• This school looks for ways to improve.	100%	100%	100%	100%
• This school is well maintained.	100%	100.0%	100%	100%
• This school gives me opportunities to do interesting things.	100%	100%	100%	82.4%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

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Consultation

The consultation process for the original Student of Code of Conduct occurred over a period of time in 2020. Since the creation of this document, the Student Code of Conduct has informed the policies and processes used within the school. As time passed, policies and documents have been revised and adjusted to suit departmental priorities and reforms. The updated Student Code of Conduct 2023-2026 reflects these updates. To ensure this document represents the views of staff, students, parents and the wider community there were three phases to the role out of this document.

In the first phase, we worked with staff on updating the Positive Behaviour for Learning Processes at Alpha State School and creating usable documents that are aligned to departmental policies and reviewed OneSchool strategies. During this process we realigned the 3 Core values of what we believe it takes to be a learner at Alpha State School. Staff and student feedback informed our new teaching matrix, outlining what safe, respectful and responsible behaviour practices are within all areas of the school. These values were taken to a P&C meeting for discussion and multiple wellbeing sessions were aligned for viewing and attaining feedback on our revised matrix.

During the second phase, we reviewed and updated the Student Code of Conduct to ensure all documentation was included and inclusive of the 4-year journey Alpha State School had been on since embedding PBL systems as a school. This phase occurred from August to October in 2023. The PBL team were consulted during the change process with changes being identified and discussed at staff meetings.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2023, and the finished version was sent to the P&C Association meeting in November 2023 for endorsement. The P&C Association endorsed the Alpha State School Student Code of Conduct for implementation in 2024.

Review Statement

The Alpha 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. The next full review will be in 2027.

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Learning and Behaviour Statement

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

Positive Behaviour for Learning

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

Schools which implement the PBL framework make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so identified students can receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school.

The Positive Behaviour for Learning (PBL) framework supports schools to improve social, emotional, behavioural and academic outcomes for students. Schools can use it to:

- analyse and improve behaviour and learning outcomes
- select evidence-based practices for student support and intervention
- provide support to staff members in maintaining consistent and proactive school-wide and classroom systems and practices.

PBL provides a model of support for all students, consisting of 3 tiers of intervention. The tiers represent levels of intervention.

Tier	Prevention Description
	'Universal' supports
1	Tier 1 'differentiated and explicit teaching for all students', or school-wide interventions, are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings—whole-school, classroom and non-classroom. Examples of Tier 1 supports include: • explicit teaching of behavioural expectations and social-emotional competencies • clear boundaries in place • high rates of acknowledgement for expected behaviours • effective instruction • active supervision

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'Targeted' interventions

2 Tier 2 or 'focused' interventions support approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). Support is provided through additional Tier 2 or "targeted" level interventions.

The focus of Tier 2 is to reduce the number of existing students requiring additional support.

Examples of Tier 2 supports include:

- daily check ins
- academic modifications
- mentoring support
- social skills groups.

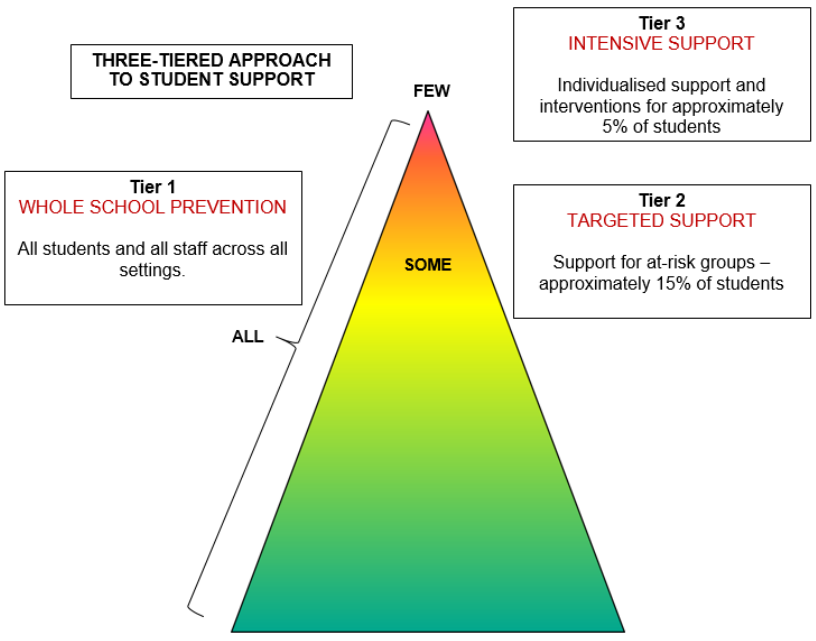
'Intensive' interventions

Tier 3 or 'intensive' interventions support approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require Tier 3 or 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

It is important that students requiring Tier 2 and Tier 3 interventions have received, and are continuing to receive, the same level of Tier 1 support as other students. Tier 2 and 3 interventions are only effective when Tier 1 foundations are strong. If there are more than 15% of students receiving Tier 2 support then more attention has to be paid to Tier 1.

Tier 3 interventions and supports involve:

- a case management approach
- a process for assessment, such as functional behaviour assessment (FBA)
- individual behaviour support planning
- ongoing monitoring and review



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PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students: being Safe, Respectful and a Responsible.

Students

Alpha State School has a Behaviour Matrix, which outlines the expected behaviours of students. We believe the values of being a learner are showing:

- **Safety**
- **Respect**
- **Responsibility**

POSITIVE BEHAVIOUR TEACHING & LEARNING MATRIX

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX							
	ALL AREAS	INSIDE SPACES	ONLINE	PLAY AREAS	CONCRETE	TOILETS	EXITING/BIKE RACKS
SAFETY	▪ We use equipment appropriately. ▪ We keep hands, feet and objects to ourselves. ▪ We leave valuables at home.	▪ We walk safely. ▪ We enter and exit rooms in an orderly manner. ▪ We return equipment to the correct place.	▪ We participate in the use of approved online sites and educational games. ▪ We report any misuse of our account immediately. ▪ We keep any usernames or passwords private.	▪ We participate in school approved games. ▪ We wear shoes and socks at all times. ▪ We are sun safe by wearing a broad brimmed hat. ▪ We use equipment and resources appropriately. ▪ We stay in supervised areas at all times.	▪ We walk safely. ▪ We use hand rails when needed. ▪ We carry items safely. ▪ We keep passage ways clear at all times.	▪ We respect the privacy of others. ▪ We leave food and equipment outside. ▪ We wash our hands with soap and water, then dry our hands with paper towel. ▪ We walk safely.	▪ We ride our own bike/scooter. ▪ We wait inside the gate until directed by an adult. ▪ We walk our bike/scooter in school grounds and to crossings. ▪ We walk around fences and through gates.
RESPONSIBLE	▪ We ask permission to leave the classroom. ▪ We are on time. ▪ We are in the right place at the right time. ▪ We follow instructions immediately. ▪ We follow school procedures regarding personal devices.	▪ We are prepared for learning. ▪ We complete set tasks to the best of our ability. ▪ We take an active role in classroom activities. ▪ We keep our work space clean and tidy.	▪ We report any unacceptable behaviour to a trusted adult. ▪ We post only appropriate content online. ▪ We use all school devices responsibly.	▪ We problem solve. ▪ We return equipment to the sports centre at the first bell. ▪ We use the correct equipment for the game we're playing, and in the right areas.	▪ We move peacefully through the school. ▪ We allow others to learn.	▪ We use toilets during breaks. ▪ We report any inappropriate behaviour in the toilets.	▪ We leave the school promptly under parent, carer or adult supervision. ▪ We use designated paths and gates for entering and exiting the school.
RESPECT	▪ We respect others' personal space and property. ▪ We care for ours and others' equipment. ▪ We clean up after ourselves. ▪ We use polite language. ▪ We wait our turn. ▪ We wear the correct uniform with pride.	▪ We raise our hand to speak. ▪ We respect others' right to learn. ▪ We talk in turns. ▪ We are a good listener and audience member. ▪ We use inside voices. ▪ We use equipment respectfully.	▪ We respect others' right to use online resources free from interference or bullying. ▪ We are courteous and polite in all online communications. ▪ We follow all school policies and adult instructions online.	▪ We play fairly – take turns, invite others to join in and follow rules. ▪ We use encouraging language towards others. ▪ We care for the environment.	▪ We walk quietly and in an orderly way so that others are not disturbed.	▪ We wash our hands after using the toilet and before eating food. ▪ We take care of the bathrooms and leave them clean and tidy.	▪ We wait our turn. ▪ We keep our belongings nearby. ▪ We put our helmet on before we get on our bike/scooter. ▪ We wait patiently for instructions from an adult.

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Whole School Community, Students, Parents and Staff

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

Rights and Responsibilities of Members of our School Community Our Student Code of Conduct is based on the principles that are essential for the creation of a supportive school environment.

1. All members of the school community (students, staff and parents) understand and accept that certain kinds of behaviour are expected.
2. Each person should be treated fairly and they have both Rights and Responsibilities.
3. The school community accepts that when Rights are infringed or Responsibilities not accepted, there needs to be appropriate actions or consequences.

	Rights	Responsibilities
Whole School Community	• To be treated with respect, courtesy and fairness. • To be given equitable opportunities within the school community. • To have their personal views considered and respected. • To have a safe/secure environment for self and property.	• To demonstrate respect, courtesy and fairness to all and to behave in a way that creates respect in the community. • To listen to and consider others' viewpoints, refraining from unfair criticism and put-downs. • To act in a manner that promotes the safety of all members of the school community and their property. • To demonstrate responsible use and care of school facilities and equipment.
Students	• To receive opportunities to develop socially, emotionally and academically (including decision-making and responsibility). • To have a safe, well-resourced and maintained learning environment unhindered by the action of others. • To be free from disruption in the learning process.	• To be punctual and co-operative, completing work and participating at school without interference of others. • To be actively involved in school activities. • To accept responsibility and consequences for their own actions (positive and negative) • To treat others with consideration, helping them feel accepted and safe and ensure that they do not tease, bully, hurt or threaten others or their property. • To set a positive example for others.

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Staff, Helpers or Visitors	• To be able to perform their duties in the school without disruption. • To have access to and be supported in the use of appropriate behaviour management strategies. • To expect appropriate student and parent input into decision making. • To be informed of needs or circumstances that may affect a child's education (appropriate to role) • To have access to adequate resources, facilities and professional development and support to facilitate effective performance of their role. • To feel safe in their workplace.	• To provide teaching/learning experiences designed to promote student development. • To provide a supportive, encouraging learning environment with clear guidelines/expectations. • To consistently implement school policies and programs. • To monitor, record, reflect, review and revise professional practice, procedures and strategies to ensure they remain current. • To provide opportunities for consultation with parents and students. • To be aware of specific needs/circumstances that may impact on a child's education. • To avail themselves of appropriate Professional Development • To make your provision of service to the school, well organised and informed. • To abide by DoE Code of Conduct. • To be an appropriate role model for students.
Parents	• To be accepted as the major influence in their children's learning/development. • To expect that their children will be provided with an environment conducive to learning with consistent approaches to codes of behaviour throughout the school. • To be considered a valued part of the school community.	• To provide students with a supportive home environment including encouraging healthy study habits which support school activities appropriate to their child's development. • To set clear guidelines and expectations for their children. • To provide an appropriate social and moral role model for children. • To advise staff of any special needs or circumstances which may affect their children's education. • To work in partnership with the school to assist their children overcome learning/behaviour difficulties. • To support the implementation of the school's Student Code of Conduct. • To express themselves in a socially acceptable/responsible manner.

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Student Wellbeing and Support Network

Alpha State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher to make an appointment to meet with the Principal or Head of Curriculum & Inclusion, if they would like individual advice about accessing particular services. The Guidance Officer can be referred to from there if necessary.

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 health curriculum covers the following topics in the following years:

Year PREP/1/2 – strengths and achievements, growing and changing, emotions, food and nutrition, hygiene, safe and unsafe situations and strategies, advertising and making healthy choices.

Year 3/4 - frendships, bullying and staying safe, sustainablility of the environment, benefits of physical activity, five food groups and a balanced diet, culture in Australia and positive interactions, health messages – smoking, netiquette and online protocols.

Year 5/6 – emotional interactions, healthy habits, multi-cultural Australia, growing up, benefits of physical activity in groups, drink alternatives, transitioning to secondary school.

Year 7/8 – Approaching adolescence, alcohol and drugs, healthy snack choices, respectful relationships in families, food choices – healthy eating plan, decision making, respectful relationships with peers, inclusivity and discrimination.

Year 9/10 – Respectful relationships, sustainable health challenge, my social responsibility with alcohol and drugs, physical activity, CPR and first aide, looking after myself and others, cultural connections, problem solving a health issue.

As part of the whole school's curriculum at Alpha State School, we provide age-appropriate CPR training to all Year 10 students.

Policy and expectations

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

Drug education and intervention

Alpha State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform when required. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

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Specialised health needs

Alpha 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

Alpha 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 school can provide further information and relevant forms.

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

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

Mental health

Alpha 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

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Alpha 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, Alpha 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, Alpha 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.

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Inclusion Committee

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

Students can approach any trusted school staff member at Alpha 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 team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school phone number.

Role	What they do
Principal	• leadership of Student Support to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • lead role for implementation of Positive Behaviour for Learning (PBL)
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the Inclusion process.

Head of Department Curriculum/ Inclusion
&
Head of Special Education Services
	• co-ordinate transition to secondary for students moving from Year 6 to Year 7
	• co-ordinates the teaching and learning for PREP to Year 10
	• works with teaching and non-teaching staff to ensure student adjustments are being planned for, implemented, documented and reviewed.
	• co-ordinates with teachers and specialists to cater for the needs of all students:
	  • Students with Disabilities (inferred or verified)
	  • Students with Medical needs
	  • Students who experience difficulty learning
	  • Students who are gifted
	  • Students with mental health needs
	  • Students in care
	• arranges intervention for students in PREP to 10.

School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to:
	  ○ healthy eating and exercise
	  ○ relationships
	  ○ personal and family problems
	  ○ feeling sad, worried and angry
	  ○ health
	  ○ smoking, alcohol and other drugs.

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Classroom teachers	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the eleven years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the year level and school.
Chaplain	• provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as • attendance at school • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing.

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. For more information about these services and their roles, please speak with the Principal.

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Whole School Approach to Discipline

Alpha State School uses Positive Behaviour for Learning (PBL) as the multi- tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Alpha State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same doesn't represent individual circumstances. 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.

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

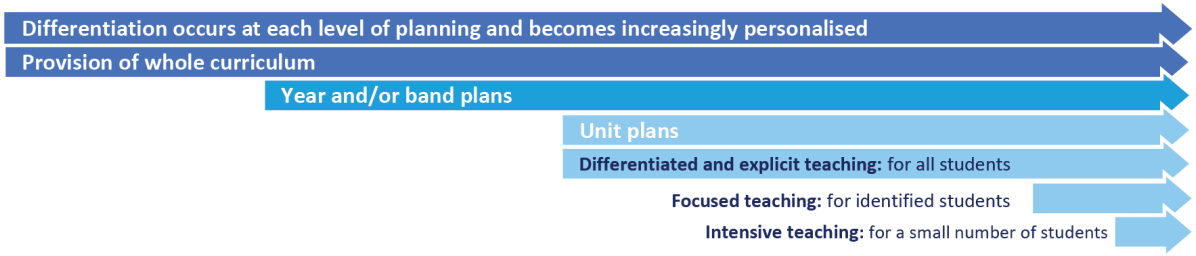
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Alpha 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 Alpha 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 on the next page. This model is the same used for academic and pedagogical differentiation.



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

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

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Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Alpha State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

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

Intensive Teaching

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

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

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

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

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Legislative Delegations

Legislation

In this section of the Alpha State School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Disability Discrimination Act 1992 (Cwth)
- Disability Standards for Education 2005 (Cwth)
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006 (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- 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)
- Work Health and Safety Act 2011 (Qld)
- WorkHealth and Safety Regulations 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

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Disciplinary Consequences

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

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

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

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

See below for our Referral Process within the school. Each section in blue has a list of consequences associated with it. This is by no means an exhaustive list however it gives teachers and the school community an understanding of what processes we follow at Alpha State School. Please see the reference sheet below the Referral Process for more details.

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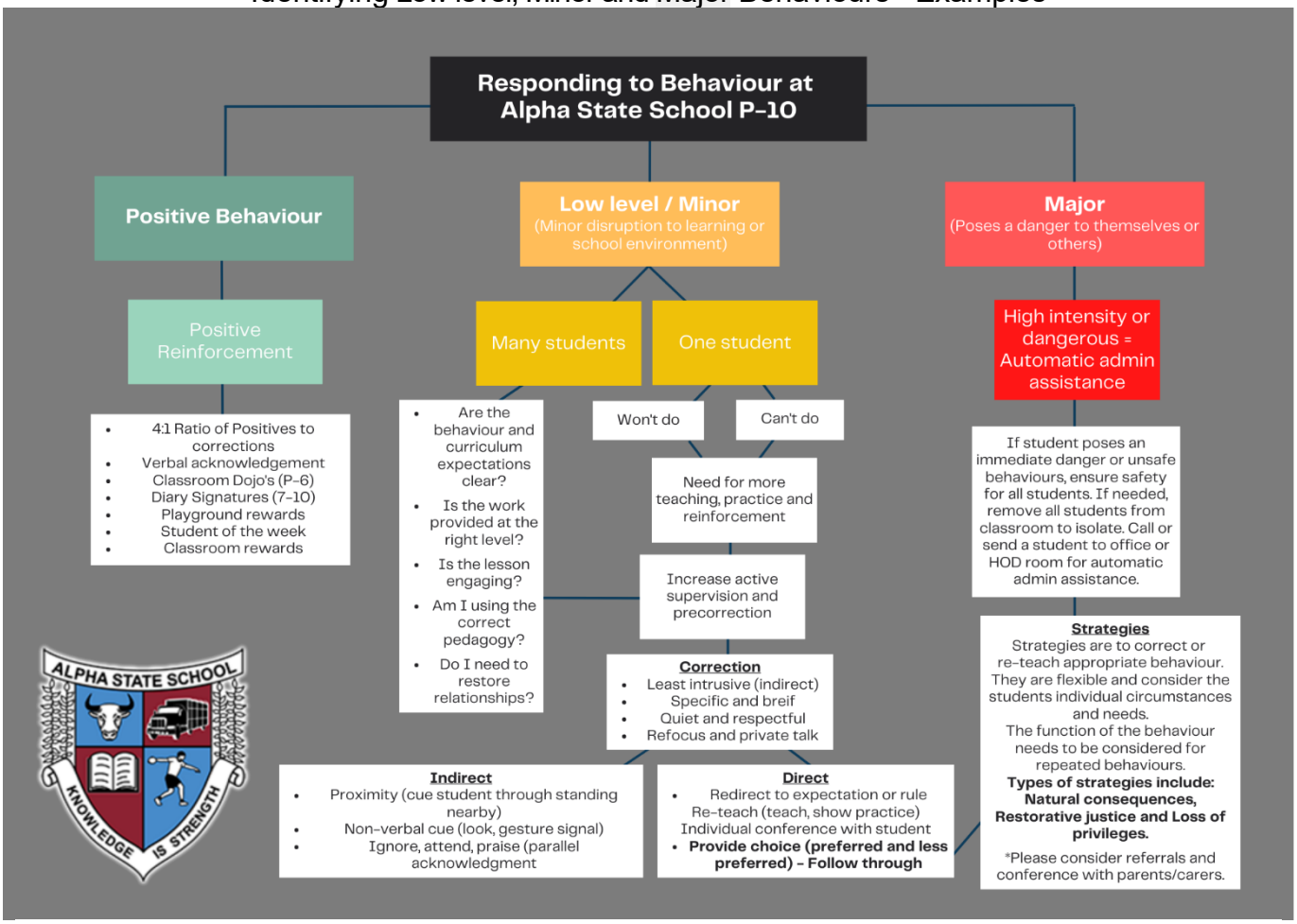
<table>
<tr><td rowspan="6">Tier 1</td><td colspan="2">Whole School Positive Behaviour for Learning Expectations</td></tr>
<tr><td>• Teaching of PBL lessons
• Whole class practising of routines
• Ratio of 5 positive to 1 negative commentary or feedback to class
• Class wide Dojo & Signature incentives
• $5 voucher for 50/100/150/200 dojo or signature intervals</td><td>• Non-verbal and visual cues (e.g. posters, hand gestures)
• Break down tasks into smaller chunks
• Differentiate content so it is accessible to all
• Parade - whole school awards (student of the week)
• Rule reminders on parade – Rule of the week
• Modelling behaviour proactively and reactively</td></tr>
<tr><td colspan="2">Positive Support Strategies</td></tr>
<tr><td>• Pre-correction (e.g. “Remember, walk quietly to your seat”)
• Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
• Explicit Behavioural instruction
• Class wide incentives and reminders
• Revised seating
• Give time to process instructions – Wait time
• Positive communication with parents</td><td>• Scaffolding
• Providing support when needed
• Individual positive reinforcement for appropriate behaviour
• Non verbal/visual clues
• Cuing with parallel acknowledgment (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
• Positive teaching attitude
• Teacher uses a calm, measured voice and tone
• Positive choice given</td></tr>
<tr><td colspan="2">Non-Consequential Support Strategies</td></tr>
<tr><td>• Corrective feedback (e.g. “Hand up when you want to ask a question”)
• Explicit behavioural instructions (e.g. “Pick up your pencil”)
• Warning of more serious strategies (e.g. loss of privilege, natural consequence, restorative justice)
• Proximity control
• Redirection</td><td>• Ignoring
• Prompt student to take a break or time away in class
• Tactical ignoring of inappropriate behaviour (not dangerous)
• Provide positive choice of task order (e.g. “Which one do you want to start with?”)
• Private discussion with student about expected behaviour
• Non verbal/visual cues – reduce verbal language
• Rule reminders</td></tr>
<tr><td colspan="2">Consequential Strategies – Contact with home and recording on Oneschool
Be calm, consistent, brief, immediate and respectful when delivering consequences
• Low voice and tone for individual instructions
• Reduce verbal language
• Give 30 second ‘take-up’ time for student/s to process instruction/s</td></tr>
<tr><td>• Natural Consequences – Pick up papers for littering
• Revised seating plan and relocation of student/s
• Restorative conversation for inappropriate behaviour</td><td>• Restitution
• Detention – please see Detention Policy
• Contact home</td></tr>
<tr><td rowspan="2">Tier 2</td><td colspan="2">Student Services Referral – Contact with home (OneSchool) Focused Instruction, Supports and Consequences</td></tr>
<tr><td>• Functional Behaviour Assessment
• Individual student behaviour support strategies (e.g. Student behaviour plan)
• Targeted skills teaching in small group
• Behavioural contract
• Counselling and guidance support
• Communication books home daily</td><td>• Self-monitoring plan
• Check in Check Out strategy
• Teacher coaching and debriefing
• Referral to Student Support Network for team based problem solving
• Stakeholder meeting with parents and external agencies
• Buddy class (as organised in Behaviour Support Plan)</td></tr>
<tr><td rowspan="2">Tier 3</td><td colspan="2">Student Services Referral – Contact with home (Oneschool) Intensive Intervention, Supports and Consequences</td></tr>
<tr><td>• Functional Behaviour Assessment based individual support plan
• Complex case management and review
• Stakeholder meeting with parents and external agencies including regional specialists
• 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)</td><td>• 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 refuses to participate in the educational program provided at the school.</td></tr>
</table>

Identifying Low level, Minor and Major Behaviours - Examples



DEFINING & ALIGNING BEHAVIOUR RESPONSE STRATEGIES AT ALPHA STATE SCHOOL

LOW LEVEL BEHAVIOUR	MINOR BEHAVIOUR	MAJOR BEHAVIOUR
Low frequency and low intensity behaviours which interfere with teaching and learning. Behaviours that change through the use of Essential Skills for Classroom Management (ESCMs).	*Frequent, low intensity behaviours which do not seriously endanger others' health, safety or well-being. Behaviours that do not respond through the use of Essential Skills for Classroom Management (ESCMs).*	*High intensity behaviours that cause potential to or have seriously endangered others' health, safety or wellbeing.*
✓ STAFF MANAGED	✓ STAFF MANAGED ✓ PARENT NOTIFIED BY STAFF MEMBER (at discretion) ✓ ONESCHOOL ENTRY [+ REFERRAL TO PRINCIPAL at discretion]	✓ OFFICE MANAGED ✓ PARENT NOTIFIED (BY OFFICE) ✓ ONESCHOOL ENTRY + REFERRAL TO PRINCIPAL
• Off task behaviours • Talking, making noises, calling out, late, work avoidance • Not interacting/playing fairly • Dishonesty • Out of seat • Unprepared for learning • Using put downs towards self • Moving unsafely (e.g. running, swinging on chairs etc) • Inappropriate tone or attitude, unintentional swearing	• Abusive language (general) • Academic misconduct • Defiance • Disrespect • Disruption • Dress code • Falsifying documents • Fighting (low intensity) • Harassment • Property damage • Technology violation	• Abusive language (targeted) • Bomb threat/False Alarm • Bullying • Fighting (high intensity) • Other – Charge related suspension • Physical aggression • Property misuse causing risk to others • Substance misconduct involving illegal substances • Substance misconduct involving tobacco and other legal substances • Theft • Use/possession of combustibles • Use/possession of weapons
Strategies Staff will apply essential skills to classroom management strategies appropriate for the individual circumstance of the child and the situation in which the behaviour occurred. For Tier II students that have a current FBA, staff will show consideration of the likely function of behaviour. • Establishing expectations (making rules) • Giving instructions (telling students what to do) • Waiting and scanning (stopping to assess what is happening) • Cueing with parallel acknowledgement (praising a particular student to prompt others) • Body language encouraging (smiling, nodding, gesturing and proximity) • Descriptive encouraging (praise describing behaviour) • Selective attending (not obviously reacting to some bad behaviour) • Redirecting to learning (prompting on-task behaviour) • Giving a choice (describing a student's options and likely consequences of their behaviour) • Following through (doing what you said you'd do)	***Strategies*** Staff will apply behaviour management strategies appropriate for the individual circumstance of the child and the situation in which the behaviour occurred. The level or response relates to the frequency and/or intensity of the behaviour. When appropriate, the language of choice is applied to provide students ownership for making a positive behaviour change. For Tier II students that have a current FBA, staff will show consideration of the likely function of behaviour. • Sit and think/time out • Natural Consequences • Buddy Class (10 min max) • Restorative conversation • Restorative justice • Loss of privilege • Contact parent or carer (discretion, but if used complete prior to 3:00pm when possible). • Referral to internal or external support	***Strategies*** Office staff will apply behaviour management strategies appropriate for the individual circumstance of the child and the situation in which the behaviour occurred. The level of response relates to the intensity of the behaviour. For Tier II students that have a current FBA, office staff will show consideration of the likely function of behaviour. • Buddy to office (20 min max) • Time in office • Restorative Conference/Chat with restitution plan • Restorative justice • Parent contact/conference • Natural consequence • Loss of privilege • Tier II or Tier III response (IBSP, CICO, PTEP, behaviour contract) • Referral to internal or external behaviour support • Short/ Long Suspension • Long Suspension (pending exclusion)

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New Behaviour options	Definition
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
Defiance	Student refuses to follow directions given by school staff.
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.
Fighting	Student is involved in mutual participation in an incident involving physical violence.
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.
Other – charge-related suspension	Principal is reasonably satisfied that the student has been • charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

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.

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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. 1posters, 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
- Reprimand for inappropriate behaviour
- 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:

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

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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 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).

ALPHA STATE SCHOOL DISCIPLINARY ABSENCES				
Type	**2019**	**2020**	**2021**	**2022**
Short Suspensions – 1 to 10 days	0	3	1	1
Long Suspensions – 11 to 20 days	0	0	0	0
Exclusion	0	0	0	0
Cancellation	0	0	0	0
Total	0	3	1	1

At Alpha State School the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Alpha 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. As the student has already received a consequence strategy for their behaviour, there are no further consequences attached to the incident. Therefore, this is a time to review the student's behaviour and engagement in school and set the student up for future success, strengthen home-school communication and review current supports in place.

A student is not able to re-enter the classroom after being suspended, before they have a re-entry meeting. This is to ensure the school, parents and student work together 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 the suspension letters. 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
- Review behaviour plan and or student supports in place
- Offer information about additional supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

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School Policies

Alpha 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 Alpha 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 & vapes)
- 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).

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* 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 Alpha State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag. This will be searched with the parent/carer present;
- 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 Alpha 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 Alpha 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.

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Students of Alpha 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 Alpha 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. Under the 'away for the day' policy, all state schools including Alpha State School are enforcing mobiles away for the day.

Responsibilities

The responsibilities for students bringing mobile phones or other devices to school, are outlined below.

It is **acceptable** for students at Alpha State School to:

- use mobile phones or other devices before arriving or after leaving the school premises
- switch off and place the mobile device in the office or bag/locker on arrival at school and collect at the end of school.

It is **unacceptable** for students at Alpha State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone on school grounds during school hours
- 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,

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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 Alpha 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

Alpha 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.

Alpha State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the Principal to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

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

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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

The following flowchart explains the actions Alpha 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.

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Alpha State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Year 7 to Year 10 – Homeroom teacher
Principal

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). The principal 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 Alpha 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

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Alpha State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

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

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

NO

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

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

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

NO

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

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

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

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

OR

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

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

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

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Cybersafety and Reputation Management (CRM)

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

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

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

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

Alpha 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 Inclusion Committee 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 Alpha 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.

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Alpha State School – Anti-Bullying Agreement

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

Alpha State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

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

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

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

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

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

Parental and community feedback is important for schools and the department. If you have a compliment, feedback 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, feedback 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

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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.

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Detentions

Detentions can be applied during school hours, out of school hours or on non-school days (for example a Saturday morning). Principals make a decision about what happens in their school in consultation with the school community.

- May be issued by principal or teacher.
- Must have food and toilet breaks at the beginning of the break or during the detention if asked.

Detention is classed as either of the following:

- **Completing incomplete work from class** – behavioural (following warnings and support)
    - If student is on a Personalised Learning Plan then their work should have been differentiated in class with extra supports so that they can complete their work.
    - Able to leave as soon as work is done
    - P-2 – maximum 15 minutes
    - 3-6 – maximum 30 minutes
    - High School – maximum 30 minutes
    - Parents notified if this is ongoing – emails help keep parents informed or phone call are personal, depending on the concerns.

- **Consequence – Breaching Rules**

Repeated minor behaviours requiring office referral and major behaviours will lead to parents being notified of consequences

    - Eat first – 10/15 minutes
    - P-2 – maximum 15 minutes
    - 3-6 – maximum 30 minutes
    - High School – maximum 30 minutes
    - Can be detained in classroom (group) with principal or at the office

- All detentions must be recorded in OneSchool.
- Parents may be notified depending on the seriousness of behaviour. Emails or personal phone calls may be made as soon as practical.

Out of school hours detentions, including Saturdays:

- A risk assessment has been completed and a risk management plan developed
- Parents have been notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent.
- Parents have been consulted about suitable times for detention to be completed within the parameters set by the school and
- Parents have been informed of:
    - Location and duration of the detention
    - Their responsibility to arrange travel/supervision to and from the detention, where appropriate.

If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action.

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Alpha State School Effort and Behaviour for Reporting			
		Effort	Behaviour
A	Independently and consistently	• Remains on task • Remains focused • Applies effort and aims for extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self -assess own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready to use • Is punctual • Keeps own area/ equipment tidy • Presents bookwork neatly • Manages time effectively • Starts tasks promptly	• Interacts appropriately in the playground • Co-operates within the group in the classroom • Shows respect and consideration • Shows empathy to others • Actively discourages bullying • Takes turns, shares things • Uses humour appropriately • Does not use put downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change/is resilient • Demonstrates school values of Respect, Safety and Learning
B	Consistently	• Remains on task • Remains focused • Applies effort and aims for extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self -assess own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready to use • Is punctual • Keeps own area/ equipment tidy • Presents bookwork neatly • Manages time effectively • Starts tasks promptly	• Interacts appropriately in the playground • Co-operates within the group in the classroom • Shows respect and consideration • Shows empathy to others • Actively discourages bullying • Takes turns, shares things • Uses humour appropriately • Does not use put downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change/is resilient • Demonstrates school values of Respect, Safety and Learning

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C	Usually	• Remains on task • Remains focused • Applies effort and aims for extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self -assess own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready to use • Is punctual • Keeps own area/ equipment tidy • Presents bookwork neatly • Manages time effectively • Starts tasks promptly •	• Interacts appropriately in the playground • Co-operates within the group in the classroom • Shows respect and consideration • Shows empathy to others • Actively discourages bullying • Takes turns, shares things • Uses humour appropriately • Does not use put downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change/is resilient • Demonstrates school values of Respect, Safety and Learning
D	Sometimes	• Remains on task • Remains focused • Applies effort and aims for extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self -assess own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready to use • Is punctual • Keeps own area/ equipment tidy • Presents bookwork neatly • Manages time effectively • Starts tasks promptly •	• Interacts appropriately in the playground • Co-operates within the group in the classroom • Shows respect and consideration • Shows empathy to others • Actively discourages bullying • Takes turns, shares things • Uses humour appropriately • Does not use put downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change/is resilient • Demonstrates school values of Respect, Safety and Learning
E	Rarely	• Remains on task • Remains focused • Applies effort and aims for extension work • Completes set tasks • Seeks and uses teacher feedback/assistance • Adapts to any learning approach • Self -assess own work • Contributes to class discussions • Attempts difficult/new tasks • Has equipment ready to use • Is punctual • Keeps own area/ equipment tidy • Presents bookwork neatly • Manages time effectively • Starts tasks promptly •	• Interacts appropriately in the playground • Co-operates within the group in the classroom • Shows respect and consideration • Shows empathy to others • Actively discourages bullying • Takes turns, shares things • Uses humour appropriately • Does not use put downs • Encourages all team members • Seeks to include everybody • Respects property • Uses appropriate conflict resolution skills • Reacts to situations reasonably • Copes with change/is resilient • Demonstrates school values of Respect, Safety and Learning

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Restrictive Practices

School staff at Alpha 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.

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Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool as an Individual Behaviour Support Plan (IBSP).

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re- escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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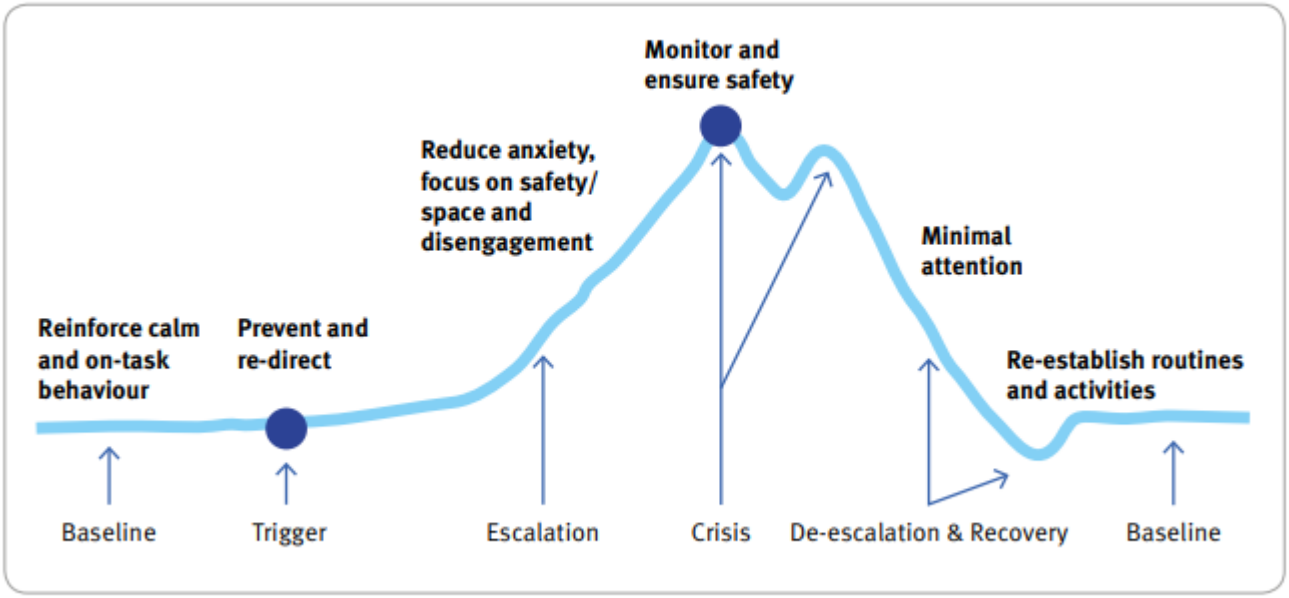
Understanding behavioural escalation

1. CALM	The student is calm and cooperative.
2. TRIGGER	The student experiences conflicts or situations that trigger their behaviour to escalate. These may be internal or external triggers.
3. AGITATION	The student loses focus and they are more visibly upset. They might challenge authority or avoid situational factors they find stressful.
4. ACCELERATION	If the conflict continues to be unresolved, the behaviour of the student will escalate and may become more intense. The student will lose focus and find it very hard to engage in rational discussion.
5. PEAK	The student will not be in control of their emotions or behaviour and will likely exhibit observable risk behaviour for example self-injury, shouting, swearing or destroying furniture.
6. DE-ESCALATION	The student will start to calm and a drop in the intensity of the expressed emotion will be visible.
7. RECOVERY	The student's behaviour drops to their usual baseline or even below that and they appear calmer. They may express regret or fear; some students have difficulty expressing their emotions when in this phase.

When to use specific approaches



Source: adapted from Colvin & Sugai, 2005, 2018, Kaplan & Wheeler 1983

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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

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Resources

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

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Conclusion

Alpha 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.

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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.

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