



Version Current: 2022



Calliope State School

# Student Code of Conduct 2021-2024

## ***School Vision***

***Everyone at Calliope State School is working together to ensure that every day, in every classroom, every student is learning and achieving.***

*Calliope State School  
2020-2024*

## Contact Information

|                         |  |
|-------------------------|--|
| Postal address:         | 14 Stirrat Street, Calliope Qld 4680                                       |
| Phone:                  | 07 4975 8333   |
| Email:                  | <a href="mailto:admin@calliopess.eq.edu.au">admin@calliopess.eq.edu.au</a> |
| School website address: | <a href="https://calliopess.eq.edu.au/">https://calliopess.eq.edu.au/</a>  |
| Contact Person:         | Moira Mackenzie  |

## Endorsement

|  |  |
|--|--|
| A/Principal Name:                                    | Coralie Ditchmen                       |
| Principal Signature:                                 |  |
| Date:  | 30 November 2021                       |
| P/C President and-or School Council Chair Name:      | Tenielle Wode                          |
| P/C President and-or School Council Chair Signature: |  |
| Date:  | 30 November 2020; Reviewed Term 3 2021 |

# Contents

|  |    |
|--|----|
| Purpose  | 4  |
| P&C Statement of Support                           | 5  |
| Whole School Approach to Discipline                | 6  |
| PBL Expectations                                   | 6  |
| Consideration of Individual Circumstances          | 9  |
| Legislative Delegations                            | 11 |
| Disciplinary Consequences                          | 12 |
| School Policies                                    | 17 |
| Temporary removal of student property              | 17 |
| Use of mobile phones and other devices by students | 19 |
| Preventing and responding to bullying              | 20 |
| Appropriate use of social media                    | 27 |
| Restrictive Practices                              | 29 |
| Critical Incidents                                 | 30 |
| Related Procedures and Guidelines                  | 32 |
| Resources  | 32 |
| Conclusion   | 33 |
| Appendices   | 35 |

## Purpose

Calliope State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. This Student Code of Conduct for Students is designed to describe and facilitate high standards of behaviour so that the learning and teaching in our school can be effective and all students can participate positively within our school community.

## P&C Statement of Support

As president of the Calliope State School P&C Committee and a parent of children at Calliope State School, I am proud to support the new Student Code of Conduct. The inclusive and transparent consultation process led by the leadership team has ensured that parents have had multiple opportunities to contribute and provide feedback on the final product. From a parent representative point of view this has been an important aspect in the development of the Calliope State School Student Code of Conduct, as the awareness and involvement of parents is critical in ensuring all adults involved are able to support the students of the school to meet the set expectations.

We encourage all parents and students to familiarise themselves with the Calliope State School Student Code of Conduct, taking the time to talk with their children about the expectations and discuss any support they feel they may need. We want to emphasise the systems 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 Calliope 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 can and will provide support and advice to help address problems of bullying. The flowchart on page 24 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Calliope State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself, the P&C. It is with your support and input that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs. We encourage you to join the Calliope State School P&C Association and provide feedback to assist us with supporting our school community.

Tenielle Wode

President

Calliope State School P&C

## Whole School Approach to Discipline

Calliope 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 Calliope 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 Calliope 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 a member of the leadership team.

### 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 Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Respectful and Responsible.

#### Students

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues. Teachers also access You Can Do It and Zones of Regulation as per our Student Learning and Wellbeing Framework for all students as required by their class' individual needs.

## Calliope State School Expectation Matrix

### Safe Respectful Responsible

|                       | ALL AREAS   | CLASSROOM   | PLAYGROUND  | EATING  | TOILETS  | BUS LINES/BIKE RACKS   | TECHNOLOGY  |
|-----------------------|---|---|---|---|--|--|---|
| <b>BE RESPECTFUL</b>  | <ul style="list-style-type: none"> <li>Use equipment appropriately</li> <li>Keep hands, feet and objects to yourself</li> <li>Speak respectfully</li> <li>Respect others at all times</li> <li>Respect the school dress code at all times</li> </ul>  | <ul style="list-style-type: none"> <li>Enter and exit room in a courteous manner</li> <li>Use appropriate language</li> <li>Actively listening and participating</li> <li>Respecting other's opinions</li> <li>Respecting other's and school's belongings</li> <li>Answer the phone politely</li> <li>Hat in bag</li> </ul>                   | <ul style="list-style-type: none"> <li>Stay in the boundaries</li> <li>Listen to instructions</li> <li>Play fairly – take turns, invite others to join in and follow rules</li> <li>Display good sportsmanship</li> <li>Stay in play areas (not classrooms)</li> <li>Being a good friend</li> <li>Encourage and support others</li> </ul> | <ul style="list-style-type: none"> <li>Clean up after yourself –</li> <li>Following teacher's instructions</li> <li>Use your manners</li> </ul>                         | <ul style="list-style-type: none"> <li>Respect privacy of others</li> <li>Use soap and toilet paper properly</li> </ul>                            | <ul style="list-style-type: none"> <li>Use your own bike/scooter only</li> <li>Walk bike/scooter to the gate and along the path</li> </ul>   | <ul style="list-style-type: none"> <li>Log off every time</li> <li>Carry carefully</li> <li>Treat technology with respect – take care of the keys</li> <li>Access only sites the teacher allows</li> </ul>  |
| <b>BE RESPONSIBLE</b> | <ul style="list-style-type: none"> <li>Ask permission to leave the classroom</li> <li>Be in the right place at the right time</li> <li>Follow instructions straight away</li> <li>Be organised</li> </ul>   | <ul style="list-style-type: none"> <li>Be prepared with correct equipment</li> <li>Take an active role in classroom activities</li> <li>Keep work space tidy</li> <li>Be honest</li> <li>Accept corrective actions for your behaviour</li> <li>Complete set tasks to the best of your ability</li> <li>Use the YCDI key to success</li> </ul> | <ul style="list-style-type: none"> <li>Be a problem solver by using Talk Walk and Squawk</li> <li>Accept Talk Walk and Squawk</li> <li>Return borrowed equipment to where it came from</li> <li>Play in appropriate areas</li> <li>Care for the environment</li> </ul>  | <ul style="list-style-type: none"> <li>Put rubbish in the bin</li> <li>Clean your area</li> <li>Eat green foods first</li> <li>Put lunchbox in the class tub</li> </ul> | <ul style="list-style-type: none"> <li>Use toilets during breaks</li> <li>Check taps are off</li> <li>Use and leave quickly and quietly</li> </ul> | <ul style="list-style-type: none"> <li>Leave school promptly</li> <li>Line up promptly in bus lines</li> </ul>   | <ul style="list-style-type: none"> <li>Passwords are private</li> <li>For learning purposes</li> <li>Laptop away and plugged in when finished</li> <li>Personal devices to the office before 9am.</li> <li>Food and drinks away from devices</li> </ul> |
| <b>BE SAFE</b>        | <ul style="list-style-type: none"> <li>Respect others' personal space and property</li> <li>Care for equipment</li> <li>Clean up after yourself</li> <li>Wait your turn</li> <li>Personal hygiene</li> <li>Rails are for hands only</li> <li>Follow school procedures, including before school processes</li> <li>Walk on the concrete</li> </ul> | <ul style="list-style-type: none"> <li>Use equipment and furniture appropriately</li> <li>Walk in the classroom</li> <li>Make choices which keep other students safe</li> <li>Catch it, kill it, bin it (use a tissue and dispose of it in a germ safe way).</li> </ul>   | <ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Wear shoes and socks at all times</li> <li>Be sun safe; wear a broad brimmed hat</li> <li>Use sports equipment only (no sticks/rocks)</li> <li>Play safely on your designated playground</li> </ul>  | <ul style="list-style-type: none"> <li>Sit down to eat</li> <li>Eat your own lunch</li> <li>Only eat food items</li> </ul>  | <ul style="list-style-type: none"> <li>Wash hands</li> <li>All rubbish goes in a bin</li> <li>Walk</li> </ul>                                      | <ul style="list-style-type: none"> <li>Wait your turn</li> <li>Keep your belongings nearby</li> <li>Use the crossing safely</li> <li>Walk your bikes and scooters out of the school grounds past the fence line</li> <li>Line up in the designated bus area</li> </ul> | <ul style="list-style-type: none"> <li>Say it online the way you would say it in person.</li> <li>Be Cybersafe</li> </ul>   |

## Parents and Staff

The tables below explain the PBL expectations for parents and the standards we commit to as staff:

### Safe

| <i><b>What we expect to see from you</b></i>   | <i><b>What you can expect from us</b></i>  |
|--|--|
| You help reinforce our problem solving strategy of <i>Talk, Walk, Squawk</i> with your child/children. | We will ensure positive behaviours are modelled by staff for all students.           |
| You help reinforce the weekly PBL behaviour lesson at home each week.                                  | We will ensure positive behaviours are taught weekly for all students.               |
| You leave and collect your child from the designated area at school.                                   | We will ensure staff are monitoring and supervising students at all areas every day. |

### Respectful

| <i><b>What we expect to see from you</b></i>   | <i><b>What you can expect from us</b></i>  |
|--|--|
| You respect the obligation of staff to maintain student and family privacy.  | We will maintain confidentiality about information relating to your child and family.  |
| You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. | We will create a safe, supportive and inclusive environment for every student.   |
| You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.          | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events. |

### Responsible

| <i><b>What we expect to see from you</b></i>  | <i><b>What you can expect from us</b></i>  |
|---|--|
| You support your child to meet the learning and behavioural expectations at school.   | We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. |
| You stay informed about school news and activities by reading the School Newsletter and other materials sent home by school staff.  | We will use the electronic School Newsletter as the primary means of notifying parents about school news, excursions or events.        |
| You approach the class teacher or Principal if you are concerned about the behaviour of a staff member, another student or parent rather than posting issues on social media. | We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.  |



## Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence 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.

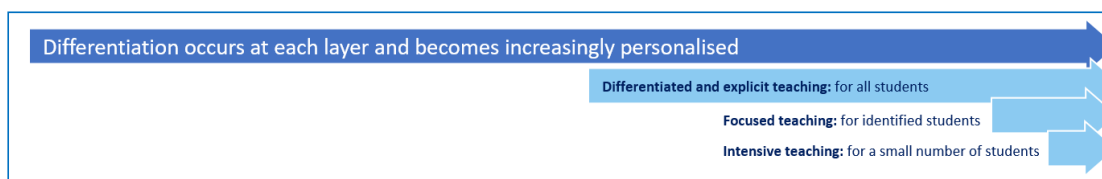
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach. 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.

## 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 Calliope 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.

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

- Zones of Regulation
- You Can Do It!
- Functional Based Assessment.

## Intensive Teaching

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

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

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

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

## Legislative Delegations

### Legislation

In this section of the Calliope 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 \(Cwth\)](#)
- [Commonwealth 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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health 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](#)

## Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may

determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## **Differentiated Responses**

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not of the 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
- Redirection for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom – Buddy Class or Alternative space)
- Detention - Supported Play (P-2) or Behaviour Reflection Room (3-6)

## **Focussed Responses**

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
- Detention - Supported Play (P-2) or Behaviour Reflection Room (3-6)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Differentiated Stamp Chart
- Working at Success Program (WASP)
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Negotiated alternative spaces

## **Intensive Responses**

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)
- Intensive Check in-Check out program
- Alternative Timetable
- Discipline Improvement Plan
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## **School Disciplinary Absences**

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

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)

- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

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

**Reasonable adjustments**

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



## School Policies

Calliope 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 whole 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 Calliope State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains);
- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs\*\* (including tobacco);
- alcohol;
- aerosol deodorants or cans (including spray paint);
- explosives (e.g. fireworks, flares, sparklers);
- flammable solids or liquids (e.g. fire starters, mothballs, lighters);
- poisons (e.g. weed killer, insecticides);
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

\*\* 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 Calliope State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent 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;
- understand that there may 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);
- require consent from the student or parent 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 Calliope 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 Calliope State School Student Code of Conduct;
  - is illegal;
  - puts the safety or wellbeing of others at risk;
  - does not preserve a caring, safe, supportive or productive learning environment;
  - does not maintain and foster mutual respect.
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

### **Students** of Calliope 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 Calliope 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. This also extends to Smart Watches i.e. watches that allow communication between school and the outside community to occur and that contain games and Apps which can lead to off-task behaviour.

### Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities are simple: all devices are to be handed into the office upon arrival at school. It is the responsibility of all students to collect these items at the end of the school day.

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

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

Calliope 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.

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

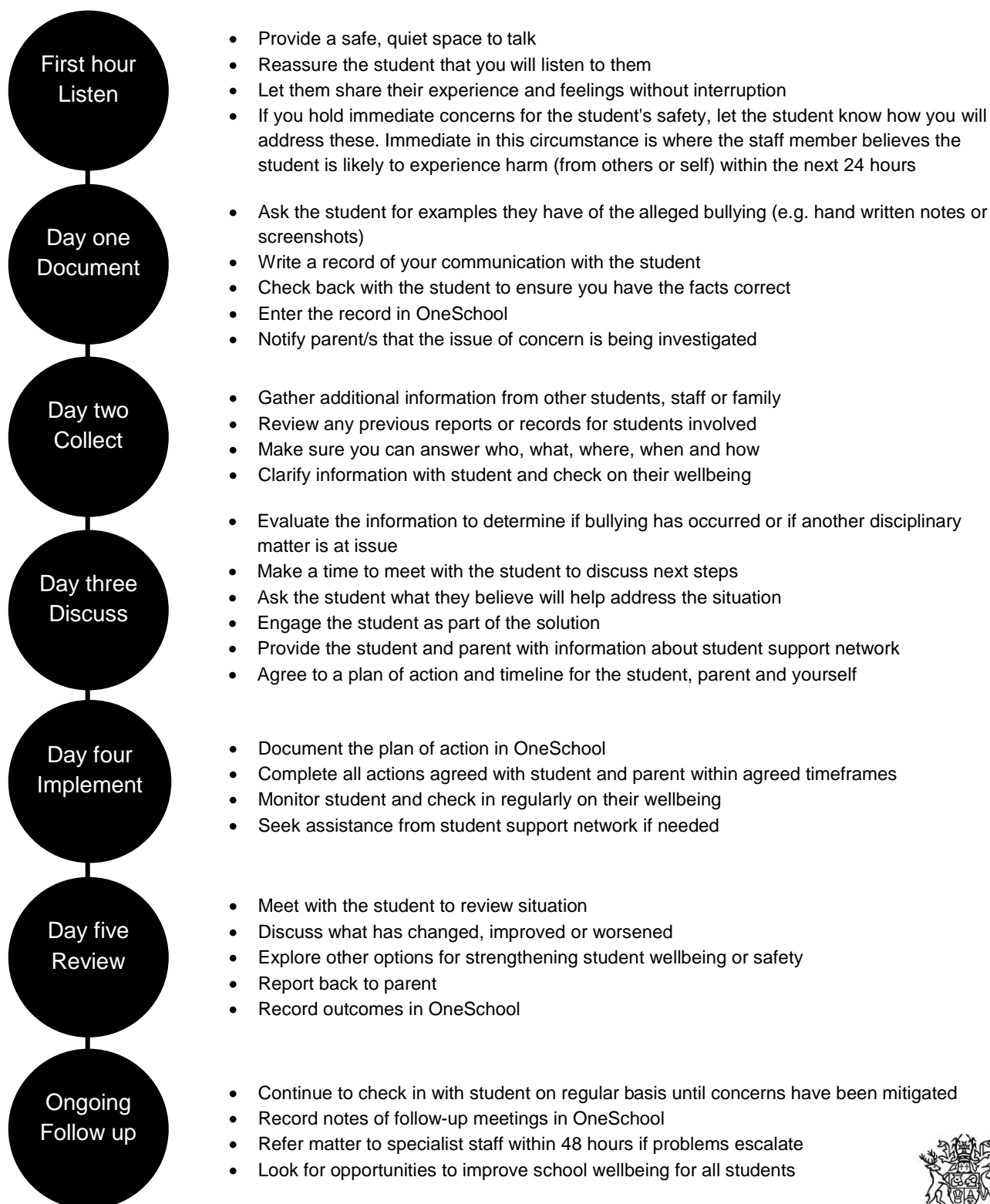
The following flowchart explains the actions Calliope State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Calliope 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



## Cyberbullying

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

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

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

Students enrolled at Calliope 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.

# Calliope 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](#).

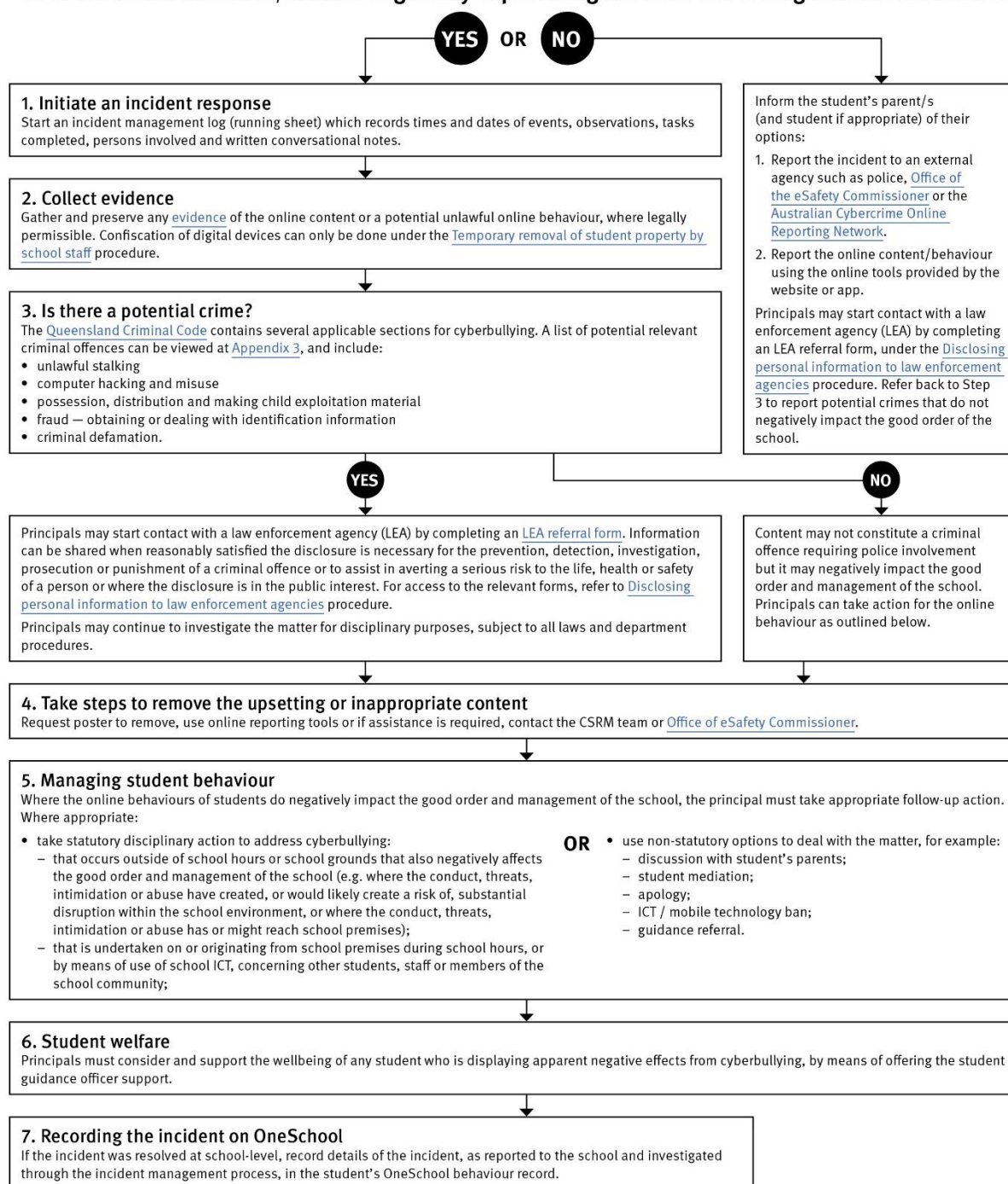
### Explicit images

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

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





## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Calliope 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 consequences such as suspension or exclusion from school.

## **Calliope State School – Anti-Bullying Compact**

The Anti-Bullying Compact provides a clear outline of the way our community at Calliope 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.

### **Calliope State School – Anti Bullying Compact**

We agree to work together to improve the quality of relationships in our community at Calliope 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

## Appropriate use of social media

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

### **What about other people's privacy?**

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

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

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: if the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify corrective actions 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.

Appropriate physical intervention may be used to ensure that Calliope State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.

It is important that all staff understand:

- physical intervention cannot be used as a form of punishment;
- physical intervention must not be used when a less severe response can effectively resolve the situation and the underlying function of the behaviour.

Physical intervention is not to be used as a response to:

- property destruction;
- school disruption;
- refusal to comply;
- verbal threats; and
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances;
- be in proportion to the circumstances of the incident;
- always be the minimum force needed to achieve the desired result; and
- take into account the age, stature, disability, understanding and gender of the student.

### **Record keeping**

Each instance involving the use of physical intervention must be formally documented. The processes can be found at <http://ppr.det.qld.gov.au/corp/hr/workplace/Pages/Health-and-Safety-Incident-Recording,-Notification-and-Management.aspx> online.

## Related Procedures and Guidelines

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

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

## Resources

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



## Conclusion

Calliope 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 your child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

[Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

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

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

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

## **Appendices**

|                     |  |
|---------------------|--|
| <b>Page 36.....</b> | <b>Student Learning and Wellbeing Framework</b>          |
| <b>Page 37.....</b> | <b>Examples of Major and Minor Behaviours</b>            |
| <b>Page 39.....</b> | <b>Calliope State School Behaviour Support Processes</b> |
| <b>Page 40.....</b> | <b>Learning Re-engagement Flow Chart</b>                 |
| <b>Page 41.....</b> | <b>Restorative Conversations</b>                         |



# Calliope State School supports and values the connections between Student Learning & Wellbeing by:

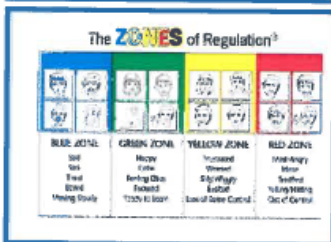
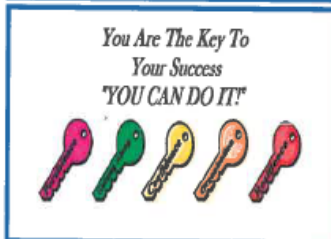
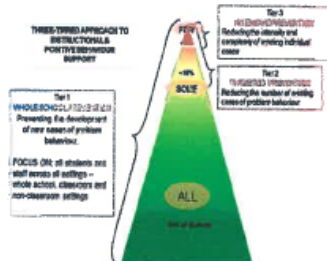
## Creating a safe, supportive and inclusive environment

- Embedding Positive Behaviour for Learning (PBL) expectations in every day school practice to encourage and support ALL school members to be - **safe, respectful and responsible**
- Our Staff Positive Behaviour Values are
  - Consistency is Key – Implementation is Everyone's Responsibility.
  - Positive Language Models at all times.
  - 100% Calm 100% of the time.
  - Supportive Environment – Praise in Public; Reteach/Redirect in Private.
  - Expected behaviour is explicitly taught with consideration to developmentally age appropriate behaviours.
- An environment where **healthy minds thrive** and resilience is evident.
- Our teaching staff and leadership team model and **value relationships** that are positive and respectful; and acknowledge the diverse nature of student and family backgrounds.
- Students are supported in their social skills in the **playground** by providing a range of alternative activities with varying degrees of adult support and supervision.
- Celebrating our culture** and community through School Assembly, parent days, ANZAC ceremonies, RotaKids, NAIDOC week and many other events.
- Recognising and **celebrating staff and student achievements**, contributions, efforts and victories.
- Provide learning opportunities and **environments that promote healthy lifestyle** choices such as healthy tuckshop choices, breakfast club, sun-safety, as well as safe and healthy interactions in social media, phone usage and games.
- Promotion and **supporting of Wellbeing practices** for students, staff and parents through the allocation of wellbeing responsibilities across staff.
- Policies, practices and environments that minimise risk of harm and that the physical **environment is accessible and inclusive** of all members.
- A **strong P&C** involved in supporting community connections and wellbeing through Mental Health week activities, community events and our Healthy Tuckshop.
- A **mindful rather than judgemental approach** when considering staff, parent and student current emotions and challenges that may be affecting their engagement.

**Wellbeing** is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.

We know that a supportive environment that combines a focus on **Wellbeing** with a focus on **Learning** is optimal - without one, the other will not happen.

|         |               |
|---------|---------------|
| Version | Date          |
| Draft   | February 2020 |
| Initial |               |
| Review  | December 2020 |



## Building the capability of staff, student and the school community

- As a whole school explicitly teach the social and emotional skills of **Persistence, Getting along, Confidence, Organisation** and **Resilience of You Can Do It** on a weekly basis.
- Implement specific actions to promote positive behaviour through the **Three-Tiered Intervention model** guided by PBL practices.
- Upskill staff in **Zones of Regulation** to facilitate whole school language of ways to regulate emotions.
- Facilitate staff and students to develop awareness of their wellbeing to know when they need to implement **help-seeking and self-care** strategies.
- Provide **differentiated curriculum** to students based on learning needs.
- Build **capabilities of teachers and leaders** through professional development to support a whole school approach to student wellbeing and its connection to learning, such as Trauma training, Gatekeeper training, You Can Do It, and SEL curriculum.
- Provide **information regularly** to parents in regards to learning, wellbeing and local support services.
- Supporting students transitions into and out of primary school.
- Ensure processes and supports are in place to address **attendance rates**.
- Provide a **range of support people** and processes to ensure students feel safe and able to maximise their learning opportunities at school (Chaplain, Guidance Officer, HoSES).
- Participate in **Bullying No Way** day, educate about Cyber bullying and use teachable moments to teach students resilience and effective skills.
- Provide education in **Healthy Life style choices** through the Life Ed van and the Health and PE curriculum.
- Identify and respond to **needs of different groups** within the school.
- Connect with parents to support **early interventions** for students at risk.
- Support staff health and wellbeing through implementing the **Staff Wellbeing Framework**.
- Commit to ongoing improvement using **evidenced based tools** to improve student and staff wellbeing through YCDI, HPT and the Annual School Opinion surveys.

## Developing strong systems for early intervention

- Focus on interventions which **prevent and teach** rather than punish.
- Maximise both internal and external **partnerships**.
- Implement strong **Complex Case Management** practices to support students at risk.
- Use a **wrap-around approach** for students involving parents, school support services, health professionals, and other agencies.
- Have **shared responsibility** for supporting students at risk of educational disengagement or harm by working as a team, and communicating planning across members.
- Plan and document processes to support staff to respond appropriately to **students at risk of harm to self or from others**.
- Recognising signs of students at risk and responding appropriately by **Noticing, Inquiring and Planning**.
- Seek support** from Guidance Officer, Chaplain and Leadership Team.
- Formalise **"return to school"** plans that incorporate a coordinated response for the needs of students.
- Encourage students and families** to access support services.
- Plan and publish the **Suicide Risk Continuum**.



| Expectation | Behaviour  | Definitions   | Examples of Major Behaviour: Intent to cause serious harm   | Examples of Minor Behaviour:  |
|-------------|--|---|---|---|
| Safe        | Bullying   | Student repeatedly misuses power in the relationship to give disrespectful messages (verbal or gestures) to another person that includes: threats or intimidation, obscene gestures, texts, emails, pictures or written notes.  | <ul style="list-style-type: none"> <li>Repeated and/or escalating abuse</li> <li>Inappropriate touching of others</li> <li>Repeated verbal and physical threats to harm another person</li> </ul>   | <ul style="list-style-type: none"> <li>Teasing or taunting (including name calling)</li> <li>Low level comments</li> <li>Continually ignoring requests to stop</li> <li>Encouraging/supporting wrong behaviour in other people</li> </ul>   |
|             | Harassment   | Repetitive behaviour which disturbs or upsets based on identity, race, culture or ethnic origin, religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability; can be aimed at a singular or multiple persons. | <ul style="list-style-type: none"> <li>Sexual comments/pictures which are used to intimidate</li> <li>Ongoing and repeated unwanted verbal or emotional advances</li> <li>Repeatedly encouraging/supporting wrong behaviour in other people</li> <li>Ongoing Highlighting the listed attributes as a problem</li> </ul>   | <ul style="list-style-type: none"> <li>Unwanted verbal or emotional advances</li> <li>Encouraging/supporting wrong behaviour in other people</li> <li>Highlighting the listed attributes as a problem</li> </ul>  |
|             | Misconduct involving Object  | Misuse of an object's purpose.  | <ul style="list-style-type: none"> <li>Misuse of an object to cause serious physical harm/damage</li> <li>Destruction of valuable school property</li> </ul>  | <ul style="list-style-type: none"> <li>Misuse of an object to cause physical harm/damage without the intent being to deliberately cause harm</li> <li>Misuse of an object to cause disruption to learning</li> <li>Damage to school property</li> </ul>   |
|             | Substance misconduct involving illicit substance   | Student is involved in a process of consuming (past, present); dealing or in possession of alcohol, drugs or paraphernalia.   | <ul style="list-style-type: none"> <li>Any illegal drugs, brought into the school grounds</li> <li>Attending school seemingly under the influence of a drug</li> <li>Misuse of non-prescribed medication</li> </ul>   | <ul style="list-style-type: none"> <li>Bring medication to school and not handing it into the office</li> </ul>   |
|             | Substance misconduct involving tobacco & other legal substances  | Student is in possession/use of a tobacco substance, including e-cigarettes, and prescribed medications.  | <ul style="list-style-type: none"> <li>Any alcoholic products, brought into the school grounds</li> <li>Attending school seemingly under the influence of alcohol or tobacco</li> <li>Misuse of prescribed medication</li> <li>Student is observed smoking a tobacco substance</li> <li>Student is observed giving other students a tobacco substance</li> </ul>  | <ul style="list-style-type: none"> <li>Drinking and sharing energy drinks/cafeinated drinks or any soft drink</li> <li>Student is in possession of a tobacco substance</li> </ul>   |
|             | Possesses Prohibited Items   | Student is in possession of substances/objects capable of causing bodily harm or property damage.   | <ul style="list-style-type: none"> <li>Matches, lighters, Firecrackers, Gasoline, lighter fluids, spray paint, knives</li> </ul>  | <ul style="list-style-type: none"> <li>Aerosol sprays (including deodorants and insecticide)</li> <li>Mobile phone not handed in at office</li> </ul>   |
|             | Prohibited items   | Student is in possession of knives, guns (real or look alike) or other objects presumed to be or capable of causing bodily harm.  | <ul style="list-style-type: none"> <li>Bringing guns, knives, other potentially dangerous items to school with intent to harm.</li> <li>Using an item as a weapon to harm or threaten to harm</li> </ul>  | <ul style="list-style-type: none"> <li>Using sticks or other found objects as weapons without intent to harm.</li> </ul>  |
|             | Threat/s to others   | Physical, verbal, cyber, written communication with intent to intimidate, harass or belittle another person.  | <ul style="list-style-type: none"> <li>Threat of physical violence or intent to target a person causing psychological distress</li> </ul>   | <ul style="list-style-type: none"> <li>Low-level threats with some ambiguity/reactionary responses to an antecedent</li> </ul>  |
|             | Other conduct prejudicial to the good order and management of school (Choose category to suit behaviour) | Behaviours which endanger self or others.   | <ul style="list-style-type: none"> <li>Climbing on structures to an unsafe height and refusing direction to get down</li> <li>Climbing on the outside of the stair railing or buildings</li> <li>Using equipment unsafely e.g. Inappropriate use of power points, fans, scissors with intent</li> <li>Projectiles e.g. Water bombs, egging, throwing objects with intent</li> <li>Spitting at people</li> </ul> | <ul style="list-style-type: none"> <li>Riding skateboards/scooters/bikes in grounds</li> <li>Running on the concrete</li> <li>Being in 'out of bounds' areas</li> <li>Sliding on the stair railing</li> <li>Pushing to get into line or when walking around</li> <li>Sitting on the port racks</li> <li>Spitting on ground/accidental spitting</li> <li>Pushing others when lining up or walking around the school</li> </ul> |
|             | Physical Misconduct  | Physical contact with intent or outcome of causing injury or harm to others without provocation or retaliation.   | <ul style="list-style-type: none"> <li>The following actions are done without provocation; or in retaliation with excessive force: Hitting, punching, kicking, spitting, scratching or biting, Hitting using an object, Actions using sharp/dangerous objects</li> </ul>  | <ul style="list-style-type: none"> <li>The following actions are done in defence of self with reasonable force: Hitting, punching or kicking, Hitting using an object, Actions using sharp/dangerous objects</li> </ul>   |
|             | Truant/skip class  | Unexplained absence/s with or without parent's knowledge.   | <ul style="list-style-type: none"> <li>Leaving school without permission</li> <li>Repeated failure to attend classes</li> <li>Repeated absence from school without parent permission</li> </ul>   | <ul style="list-style-type: none"> <li>Intentional failure to return to class after an acceptable amount of time e.g. after breaks or going to the toilet during class time</li> </ul>  |

| Expectation       | Behaviour   | Definitions  | Examples of Major Behaviour: Intent to cause serious harm   | Examples of Minor Behaviour:  |
|-------------------|---|--|---|---|
| <b>Respectful</b> | <b>Property Misconduct</b>                                    | Students participating in an activity that results in substantial destruction or disfigurement of property.  | <ul style="list-style-type: none"> <li>Breaking or damaging classroom items with intent</li> <li>Throwing desks, chairs, classroom equipment and/or breaking these items with intent to harm</li> <li>Carved and/or permanent graffiti</li> <li>Damaging any part of the school with intent</li> <li>Damaging other people's property with intent</li> </ul>  | <ul style="list-style-type: none"> <li>Accidental breakage through rough behaviour</li> <li>Destroying or damaging own or other's property</li> <li>Non-permanent graffiti in/over school equipment</li> <li>Kicking/throwing other people's property</li> <li>Wastage of school materials</li> </ul> |
|                   | <b>IT Misconduct</b>  | Misuse of school computers through: off task usage; cyber bullying; hacking; damage to property; failure to adhere to mobile phone and/or social media policy. | <ul style="list-style-type: none"> <li>Removal of keys, mice, cords, screens etc.</li> <li>Damage to school property</li> <li>Repeated off task use of network</li> <li>Filming on school grounds (non-class work)</li> <li>Uploading of any image/footage that would bring the school into disrepute</li> <li>Computer misuse resulting in breakage or deliberately wiping data/work</li> <li>Cyberbullying (see policy SCOC)</li> <li>Using another person's account to cause harm to another person</li> </ul> | <ul style="list-style-type: none"> <li>Off task use of network</li> <li>Mobile phone use at school</li> <li>Mistreatment of school property</li> <li>Using another person's account</li> </ul>  |
|                   | <b>Defiant/Threats to adults</b>                              | Persistent refusal to follow directions combined with a rebellious attitude that challenges an adult.  | <ul style="list-style-type: none"> <li>Persistently yelling at an adult</li> <li>Continuing to walk away when addressed by an adult</li> <li>Persistent back chatting</li> <li>Repeatedly refusing to follow directions</li> </ul>  | <ul style="list-style-type: none"> <li>Making faces</li> <li>Walking away when addressed by an adult</li> <li>Entering class without permission</li> </ul>  |
|                   | <b>Verbal Misconduct</b><br><b>Abusive language/profanity</b> | Swearing or curse words directed towards others in a demeaning or provoking way; repeated intentional use of inappropriate language.                           | <ul style="list-style-type: none"> <li>Repeated name calling and personal attacks about self, peers and family members</li> <li>Swearing directly at staff with intent</li> </ul>   | <ul style="list-style-type: none"> <li>Swearing in the classroom (e.g. hurt self and swore)</li> <li>Swearing that is not directed at someone</li> </ul>  |
|                   | <b>Other</b>  | The acquisition of other's property without permission and with intent to permanently deprive.   | <ul style="list-style-type: none"> <li>Taking another's property without permission</li> <li>Removing property from another's school bag or desk and hiding or keeping item</li> </ul>  | <ul style="list-style-type: none"> <li>Taking someone else's property without permission and returning when asked</li> </ul>  |

| Expectation        | Behaviour                         | Definitions   | Examples of Major Behaviour: Intent to cause serious harm   | Examples of Minor Behaviour:  |
|--------------------|-----------------------------------|---|---|---|
| <b>Responsible</b> | <b>Lying</b>                      | Dishonesty towards an adult; failure to be truthful, for the purpose of deception;  | <ul style="list-style-type: none"> <li>Failure to disclose accurate and important information to the detriment of others</li> <li>Interference with an official investigation</li> </ul>                  | <ul style="list-style-type: none"> <li>Use of untruth when dealing with an adult</li> </ul>   |
|                    | <b>Disruptive</b>                 | Persistent behaviour resulting in an interruption to learning in a class or activity causing the teacher to stop teaching for a prolonged period of time. | <ul style="list-style-type: none"> <li>Repeated yelling/persistent calling out</li> <li>Property damage</li> <li>Student does not respond to redirection</li> </ul>                                       | <ul style="list-style-type: none"> <li>Consistently talking to other students</li> <li>Touching other people or their property</li> <li>Repeated noise – tapping pencils/door/window</li> <li>Throwing objects without intent – i.e. Wads of paper</li> <li>Calling out with intent to disrupt</li> <li>Destroying work (self or others)</li> </ul> |
|                    | <b>Non-compliant with Routine</b> | Failure to engage with school routines; failure to bring necessary equipment for learning.  | <ul style="list-style-type: none"> <li>Repeated and intentional failure to follow transition routines</li> <li>Repeated noncompliance with instructions/directions of attending support staff.</li> </ul> | <ul style="list-style-type: none"> <li>Work refusal</li> <li>Refusal to go to buddy class or admin</li> <li>Not wearing a hat when outside</li> <li>Failure to follow transition routines (eg lining up, on way to toilet, returning to class, being loud, swinging off overheads, walking along seating options)</li> </ul>                        |

The behaviour listed are EXAMPLES ONLY. There is no exhaustive list of behaviours exhibited by students in schools. All behaviour will be supported based on the individual circumstances of each student and each incident, with consideration also given to the context of the behaviour. Please refer to page 9.



## Calliope State School Behaviour Support Process

### Observe and Support:

#### Teacher Action

- re-establish expectations (giving instructions, wait and scan)
- reinforce - (cueing with parallel encouragement)
- redirect (selective attending, redirection to the learning, giving choice)

\* Positive Reinforcement if behaviour stops

### Regulation:

#### If behaviour continues:

#### Teacher Action

- Time Out - (regulation station or other preferred space)
- Time Out Card (veranda/outside classroom in sight of teacher)
- Provide Choice - (This & That)
- Re-adjust differentiation
- Movement Break - (go noodle, walk with an adult, job/message)
- Work with an adult
- Buddy Teacher - (if classroom management is not working and both need a reset)
- Corrective Feedback
- Solve underlying problem - (make a plan together) (Antecedent)

\*Positive Reinforcement if behaviour stops

### Targeted Intervention

#### Support:

#### If behaviour continues:

#### Teacher Action

- Review behaviour - (avoid re-escalation)
- Oneschool - incident referral
- Record of Contact - Inform parents of incident, follow up consequence
- Follow Up - Consequence

Restorative - conversations, relationship building, apology letters

Reflective - restorative conversations, community service

Instructional - reteaching behaviour, social skilling

\*Positive Reinforcement if behaviour stops

### Targeted Intervention

#### Support:

#### If behaviour continues:

1. Red Card - fact finding
2. Call front office staff

#### Student Wellbeing Team

#### Action

- Review behaviour - (avoid re-escalation)
- Redirect - (student to be directed to Student Wellbeing Centre, De-escalate Strategies)
- Re-engagement - (into learning space)
- Logical/individualised Follow Up
- One school - incident referral
- Record of Contact - Inform parents of incident, follow up consequence
- Consequence - restorative, reflective, instructional

\*Positive Reinforcement if behaviour stops

### Intensive Intervention

#### Support

#### Office Referral/Admin Action:

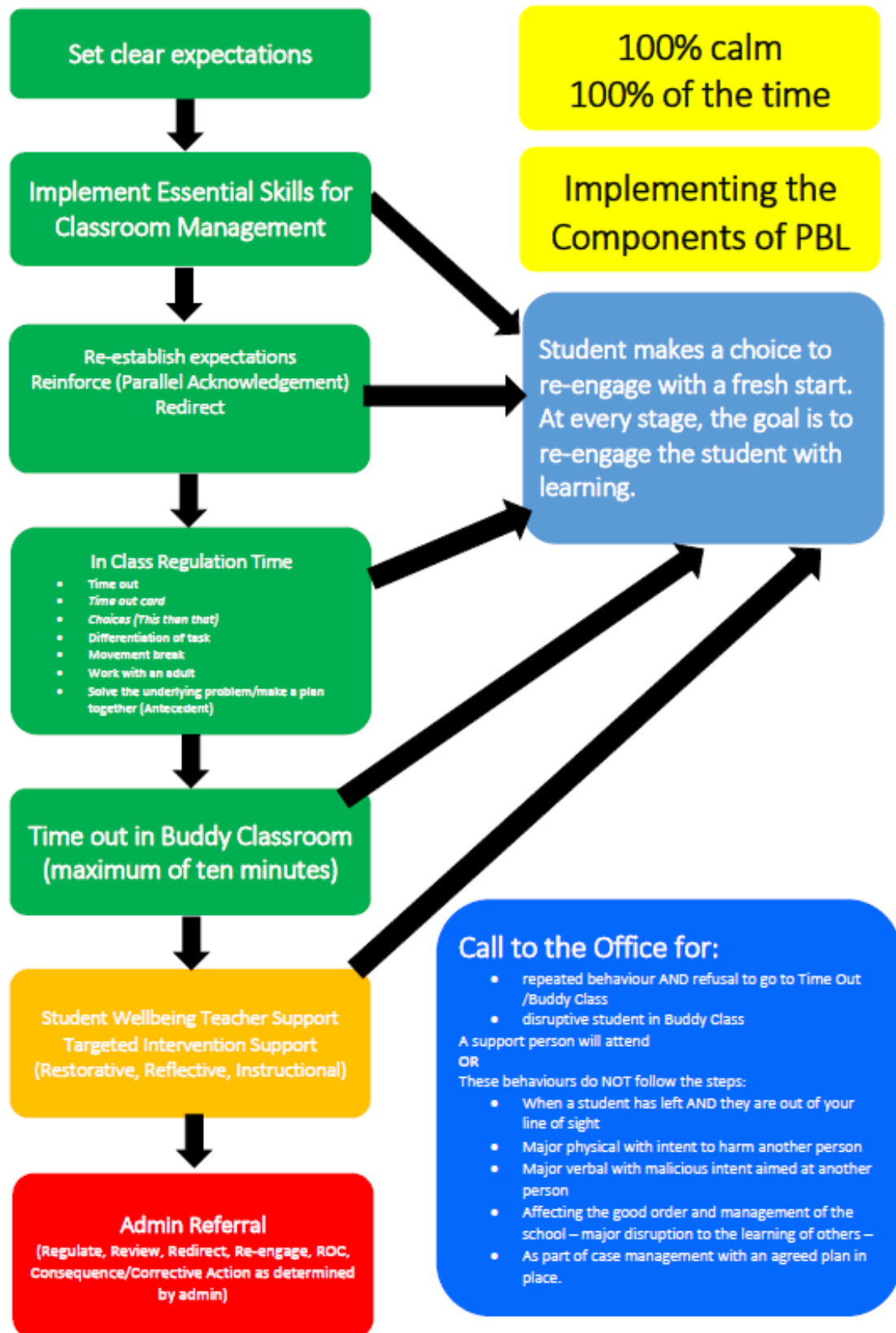
- Review behaviour - (avoid re-escalation)
- Redirect - to office
- Re-engage - in agreed space
- Oneschool - incident referral
- Record of Contact - Inform parents of incident, follow up consequence
- Consequence - to be determined by admin

Call the office for assistance if there is an immediate threat or major office referral (major physical, threat/swearing at teacher)



## Learning Re-Engagement Flow Chart

Aligned to the Calliope State School Behaviour Support Process





# Restorative Conversations.



100% calm  
100% of the time

Implementing the  
Components of PBL



## Teach positive behaviour

- Build positive relationships with students
- Model positive behaviour for students
- Explicitly teach students how they can best demonstrate positive behaviour and follow expected routines. For example, specify expected behaviour while learning in the classroom, moving on walkways, eating in designated areas, entering the building, or leaving at dismissal
- Practise expected behaviour with students in all settings

Examples of restorative practices include problem-solving conversations and separating the behaviour from the person.

## Holding a RESTORATIVE CONVERSATION:

### WARM

W – WHAT happened?

A – Who's AFFECTED?

R – How can we REPAIR?

M – MAKE a follow-up plan

## Responding to problem behaviour



Correct behaviour calmly and in a manner that demonstrates that the student is safe and supported at school



View inappropriate behaviour as an instructional opportunity; reteach expectations and allow the student to practise expected behaviour



Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student do what they did? What could they have done differently? What help does the student need and from whom to do something differently next time?



Communicate the importance of instructional time; correct student behaviour and return them to the instructional setting as quickly as possible



Document the use of corrective consequences to track success