



Slade Point State School

Student Code of Conduct 2023-2026

*State Schools Improvement Strategy 2021–2025
Every student succeeding*

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Contact Information

Postal address:	PO Box 9150 Slade Point Road 4740
Phone:	07 4965 7333
Email:	Email: principal@sladepointss.eq.edu.au
School website address:	www.sladepointss.eq.edu.au
Contact Person:	<i>Julia Shaw (Principal)</i> <i>Acting Principal Angie Malone</i>

Endorsement

Principal Name: -	Julia Shaw
Acting Principal Name: -	Angela Malone
Acting Principal Signature: -	<i>A Malone</i>
Date: -	
P/C President And -or school Council Chair Name:-	Jade Ford
P/C President Signature: -	<i>J Ford</i>
Date:-	<i>28/7/2023 .</i>

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Purpose

Slade Point State School, is located along Slade Point Road out on the very beautiful Eastern Peninsula of Mackay bordering with Lamberts' beach. We are very proud of our school history and cultural background dating back to 1939. Our school motto is 'Truth, Tolerance and Toil'. We have an enrolment of approximately 200 students. Slade Point State School has a proud record of working with parents to meet the educational needs of our students.

The school implements the Australian Curriculum from Prep to Year 6 in a caring environment with dedicated and professional staff.

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

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

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

Principal's Foreword- PBL Process and Slade Point State School

Slade Point State School has a long and proud tradition of providing high quality education to students in Mackay. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Slade Point State School is a 'family school' with very strong connections to our community.

Slade Point State School is renowned for a range of cultural experiences, sporting experiences and diverse learning. Slade Point State School is proud of its inclusive education style. We are committed to providing opportunities for all our students including our vulnerable learners. As a family school we are here to support our students and their parents / caregivers.

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

Slade Point State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. We are a Positive Behaviour for Learning (PBL) school utilising evidence-based research to explicitly teach school expectations. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Slade Point State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Learning and Behaviour Statement

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

Slade Point State School is a “**Positive Behaviour for Learning**” (PBL) school. Therefore, all behaviour expectations are explicitly taught to students each term to ensure students are fully aware of how they are to behave while in the school. PBL aims at building an effective environment in which positive behaviour is more effective and efficient than problem behaviour. Emphasis is on the use of preventative teaching and reinforcement-based strategies to achieve meaningful and durable behaviour and lifestyle outcomes.

To help create a safe and happy learning environment, all students in this school have rights and responsibilities	
Students' Rights	Students' Responsibilities
1. The right to be treated properly and with consideration at school.	1. The responsibility to treat others properly and with consideration at school.
2. The right to learn and not have my learning interrupted by others.	2. The responsibility to learn to the best of my ability and not to interfere with the learning of others.
3. The right to be safe and for my property to be safe.	3. The responsibility not to threaten the safety of others or to interfere with their property.
4. The right to a healthy and well maintained school environment.	4. The responsibility to keep the school clean and healthy place by not littering or vandalising.
5. The right to be happy at school.	5. The responsibility not to make others unhappy at school.
6. The right to expect the local community to support, respect and have pride in my school.	6. The responsibility to behave so that the community will respect the school.

Our PBL School Expectations:

Be a Learner

Learning in a co-operative and productive manner

Be Respectful

Displaying good manners, courtesy, kindness and empathy towards others

Be Safe

Considering, caring for and respecting themselves, others and property.

Students who display the school expectations above and continue to show care for their learning, school, others and self are provided with opportunities through our reward system.

Students are explicitly taught and encouraged to use three choices when something happens that they don't like. However unsafe and serious incidents are to be reported immediately.

Ignore behaviour and move away if possible

Warn the student/s that their behaviour is not acceptable e.g. Stop! I don't like that and move away if possible

Report the incident to an adult who can help solve the problem. Reporting is very important to monitor patterns of behaviour and/or seriousness of incident.

At Slade Point State School:

- Teachers provide direct instruction in expected behaviours to all students as per timetable allocation
- Expectations are reinforced through communication at parade
- School strategies and expectation focus included in weekly newsletter to keep parents informed and involved in understanding the behaviour expectations at our school
- Students with high levels of challenging behaviour needs are monitored and supported to achieve positive behavioural change (involving all stakeholders) • Parents will be informed via Letter for positive behaviour Parade presentations
- 'Pay back' is not an acceptable response to an unwanted behaviour and/or incident
- Bystanders are expected to take some positive action to assist e.g. encourage peer to follow three step response process: Ignore, Warn or Report.
- Parents will be informed of unacceptable student behaviour by phone or face to face (first options) or school diary or email. A meeting may be requested to discuss investigation and possible consequences.

Multi-Tiered Systems of Support

Slade Point State School uses, as part of the PBL approach, multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> there is a clear connection between the skills taught in the interventions and the school-wide expectations. interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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

- PREVENT problem behaviour.
- TEACH the student an acceptable replacement behaviour.
- REINFORCE the student's use of the replacement behaviour.
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Slade Point 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 that they need to be successful. 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.

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

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

Celebrating and Reinforcing Positive Behaviour

Processes for Recognising and Encouraging Positive Behaviour:

Positive social outcomes are achieved for students when families support the school's behaviour management practices. A collaborative home to school relationship provides students with a powerful message about the need for good behaviour within our school.

Each classroom uses the 5L's approach to remind the children how to be ready for learning: Look, Listen, Lips, Lap, Legs. The school is also commencing a Social Skilling and Confidence building program called 'You Can Do it' across all year levels in 2021; alongside weekly explicit teaching of PBL lessons.

When and where possible, a range of support techniques are utilised to acknowledge positive behaviour. In this way we believe that our school community will encourage and maximize positive behaviour that focuses on learning and achievement.

Positive Behaviours are Recognised and Supported by:

- **Verbal approval**—private & public recognition.
- **Parental contact** – Parents are notified so that they too can acknowledge their children (e.g. home rewards) & share in our pride when students perform well.
- **Privileges** – Students who consistently demonstrate their acceptance of self-discipline and responsibility are extended opportunities to involve themselves in extracurricular (e.g. school sporting teams), co-curricular (e.g. excursions, school camps) and/or recreational (e.g. school discos) activities, peace patrol duties.
- **Awards** – Individuals are awarded special recognition via the presentation of classroom or school awards (e.g Student of the Week and School PBL Awards – Emerald certificate; Sapphire, Silver and Gold badges). Various communication channels publicly recognise positive student contributions to our school community.

At Slade Point State School we believe in developing the student as a whole person. This involves the explicit teaching of core values to ensure our students become active and informed citizens, succeeding as life-long learners.

Students are acknowledged for meeting school expectations through the issue of PBL token cards. Students achieving 25 tokens receive an Emerald Certificate. All students are invited to the Sladey Celebration Activity (one per term). Tokens also accumulate throughout the year. When students reach the targets below, they are presented a certificate or badge on Parade. Parents are notified via letter and invited to attend Parade for the presentation. A group photo from each Parade is included in the weekly newsletter.

25 tokens = Emerald Certificate
50 tokens = Sapphire Badge
75 tokens = Silver Badge
100 tokens = Gold Badge

Students have their photo displayed in the foyer of the front office area for all of the school community to view as a positive acknowledgment.

Investigation Process for reported incidents Guiding principles — disciplinary decision making

In managing a student disciplinary matter, principals and other school staff will: • interact with students, families and staff in a friendly, courteous and professional way

- protect student and staff confidentiality and privacy as much as possible
- act independently, impartially and in the public interest
- act fairly and observe the rules of natural justice
- conduct investigations into reported behaviour incidents in a timely manner without undue delays in the investigation process
- inform any person who is the subject of an investigation (at an appropriate time) of the substance of any allegations against them, and provide them with a reasonable opportunity to respond to the allegations
- inform any other person whose interests or legitimate expectations are, or are likely to be, adversely affected by an investigation finding, and provide them with a reasonable opportunity to respond before a report is issued
- gather all relevant evidence and information to establish the facts of the matter under investigation
- apply an objective investigation standard equitably to all parties
- evaluate the effectiveness of processes established within the department and at educational institutions
- base investigation findings on sound reasoning and relevant evidence.

Investigation Process (Slade Point SCoC flowchart devised)

Incident occurs or reported. De-escalate all students involved



Interview each student involved, when they are calm – allowing them to tell their account of events. This may also include witnesses to the incident if the students involved have conflicting recounts of the event. Open and closed questions may be used. Avoid asking leading and multiple questions.



Some students may be asked further questions depending on information provided e.g. students, staff, witnesses reports and/or camera footage



Fair and reasonable decision-making utilising balance of probabilities



Communication with parents and students – incident, investigation process, discussion, decision making, consequences



Communication with other students involved – may include parent communication

Investigating incidents

- Following an incident, it is important that the information gathering process is thorough and provides all parties involved with an opportunity to present their version of events.

- Clear, consistent processes for gathering information can strengthen quality of the decision and better inform the responses of staff and the principal to the incident.
- It is important that staff ensure procedural fairness (also known as natural justice) is provided to all students involved, this usually requires putting the facts to students and keeping an accurate record of their responses.
- Students have the right to hear allegations and respond.
- The emphasis here is on gathering details about the incident and hearing the student's side of the story not seeking to coerce an admission from the student.
- The principal must have confidence in the evidence produced before making a decision about a school disciplinary absence.

Notifying parents of unacceptable behaviour

Notification to parents may occur in a proactive manner *to avoid* incidents occurring. For example, a teacher may contact home to let parents know that their child is demonstrating uncharacteristic behaviour and try to ascertain and understand any possible reasons for their conduct. In this way, we hope to support and implement strategies to prevent behaviours from occurring or escalating.

However, should behaviour escalate, Slade Point State School staff will contact parents / caregivers to advise them of student minor and / or major incidents.

When Administration enters a major behavioural incident, Administration will then make contact with parents or caregivers to advise of the incident and consequences for the behaviour. Staff may use various media for advising of behavioural errors, including but not limited to,

- Phone call
- Face to face conversation
- Email

Student Wellbeing

Slade Point State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

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

Policy and expectations

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

Specialised health

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

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

Medications

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

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

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

Mental health

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

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

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

Student Support Network

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

Students can approach any trusted school staff member at Slade Point State School to seek assistance or advice. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network. Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal on the school phone number.

Role	What they do
Principal Head of Curriculum Diverse Learners Teacher	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors behaviour and academic data to identify areas of additional need <p>Liaises with parents, teachers, or other external health providers as needed</p> <ul style="list-style-type: none"> • Monitors and enacts case management of students as needed
Guidance Officer and School Psychologist - works specifically with students and can engage in a 10 week program,	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process
PBL Coach	<ul style="list-style-type: none"> • continual monitoring and analysis of student data to identify areas for targeted behavioural learning, i.e. Focus of the weeks • assists students with regulating behaviour by continually focusing on positive behaviour • assists students with general difficulties, acting as a mediator or providing information on other life skills
Teachers	<ul style="list-style-type: none"> • continual monitoring of students for signs of distress/concern • liaising with parents, teachers or Principal as needed to support students • Teach positive behaviours, strategies and the General Capabilities of the Australian Curriculum
Community Education Counsellor	<ul style="list-style-type: none"> • provides educational counselling and support services to Aboriginal, Torres Strait Islander and/or South Sea Islander students and communities • monitors attendance
School Chaplain	<ul style="list-style-type: none"> • provides support in classroom and non-classroom settings to students at risk of disengaging from learning • provides student and parent support e.g. Triple P
Co-teacher and or Student Engagement Teacher	<ul style="list-style-type: none"> • provides individual and small group support to engage students in learning and support positive behaviour choices and strategies

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network.

Whole School Approach to Discipline

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

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

PBL Expectations

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

Parents and staff expectations

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

Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</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 make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as possible to your request for an appointment and negotiate a mutually agreeable date and time with you.
You stay informed about school news and activities by reading the school newsletter, school diary and other materials sent home by school staff.	We will use both the school newsletter and Facebook page as the primary means of notifying parents about school news, excursions or events.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You take a positive, solution focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You 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.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.
Your support to be tolerant and inclusive of all students.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Students

Below are examples of what PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Slade Point State School.

PBL: Slade Point School – Universal Desired Behaviours (matrix below)

	<u>LEARNING</u>
<u>AREA</u>	<ul style="list-style-type: none"> • Be prepared and organise • Attempt all tasks • Work at a job until you complete it (Be persistent) • Attend every day • Be on time • Use “whole body listening” • Be a problem solver • Model correct behaviour • 5 Keys to Success: Organisation, Getting along, Persistence, Resilience and Confidence.
ALL SETTINGS	<ul style="list-style-type: none"> • Show learning behaviours – Sit facing front; concentrate on lesson; hands and feet still. • Do your best at all times • Seek help when needed • Bookwork must be neat and legible
CLASSROOMS / LIBRARY / COMPUTER LAB	<ul style="list-style-type: none"> • Return promptly to class • Signage – be aware of these signs (Walk, don't run) Be aware of correct areas to be in.
TRANSITIONS: walkways, verandas, bike racks, gardens	<ul style="list-style-type: none"> • Understand and display turn taking concept • Be responsible for equipment from classroom eg. monitor borrowing and returning • Responsible play
PLAYGROUNDS / OVALS	<ul style="list-style-type: none"> • Toilet hygiene – flush toilet after use; wash and dry hands thoroughly • Understand rules for toilet use during class time. • Year level toilet blocks – know which toilets to use
TOILETS	<ul style="list-style-type: none"> • Socialising – use manners always • Recycling – Reef Guardian skills
TUCKSHOP / CGA	<ul style="list-style-type: none"> • Classes to sit in one straight, quiet line. Be an “active listener”.
HALL	<p>Take notice of signs around school – appropriate waiting and collection areas</p> <p>Stay away from out of bounds areas eg. swings.</p> <ul style="list-style-type: none"> • When waiting, do a quiet activity eg. homework, reading.

	<ul style="list-style-type: none"> Remember road safety rules
BUS / DROP OFF & PICK UP	<ul style="list-style-type: none"> Talk quietly with friends / peers Before school – skip or play handball with friends / peers

<u>AREA</u>	<u>SAFETY</u>	<u>RESPECT</u>
ALL SETTINGS	<ul style="list-style-type: none"> Always keep hands, feet and body to yourself (playground and oval) Stay within school grounds (before / after school) Use object and equipment safely (playgrounds and oval) Keep your hands clean Enter rooms ONLY when adult is there Be in the right place at the right time Report anything unsafe Always follow staff instructions Be caring and supportive Be a “Bucket Filler” 	<ul style="list-style-type: none"> Always follow teacher instructions Wear full school uniform Keep the school clean and tidy – show pride in our school Use manners at all times Speak politely to all others Speak positively Encourage others to do the right thing in class and out in the playground Be honest – tell the truth Resolve problems in a friendly manner Look after school equipment, your belongings and the belongings of others.
CLASSROOMS / LIBRARY / COMPUTER LAB	<ul style="list-style-type: none"> Walk in learning areas Two quiet, straight lines when entering and exiting classroom 	<ul style="list-style-type: none"> Know that all students in the class have a right to learn. Listen to and follow through with instructions Show respect to ALL adults ALL the time

TRANSITIONS: walkways, verandas, bike racks, gardens	<ul style="list-style-type: none"> • Walk on the left of pathways and stairs in 2 straight quiet lines – stop at allocated areas • Use stairs one at a time • Keep walkways clear at all times 	<ul style="list-style-type: none"> • Be quiet as you move around the school – respect the learning time of others Attend to your own bag ONLY.
PLAYGROUNDS / OVALS	<ul style="list-style-type: none"> • Hat and shoes must be worn at all times • Follow correct rules for games 	<ul style="list-style-type: none"> • Play in designated year level areas • Move back to class promptly and be organised for learning. • Include all when playing games
TOILETS	<ul style="list-style-type: none"> • Walk in and around the toilet area • During class time, go with “buddy” to the toilet (P-2) 	<ul style="list-style-type: none"> • Ask permission from teacher before leaving the classroom. • Use the toilet for the intended purpose only

	<ul style="list-style-type: none"> • Items such as toys, food and books are to be left outside • the toilet area • Use toilet correctly and promptly. Wash hands and face. 	<ul style="list-style-type: none"> • Respect the privacy of others
TUCKSHOP / CGA	<ul style="list-style-type: none"> • Walking on all concrete and paved areas • Tuckshop: line up in correct areas allocated by the bars and move in the direction of the arrows • Clean up food / drink spills 	<ul style="list-style-type: none"> • Sit in year level areas using the seating provided • Be patient • Seek permission when leaving your area • Speak in a low level conversational tone in this area

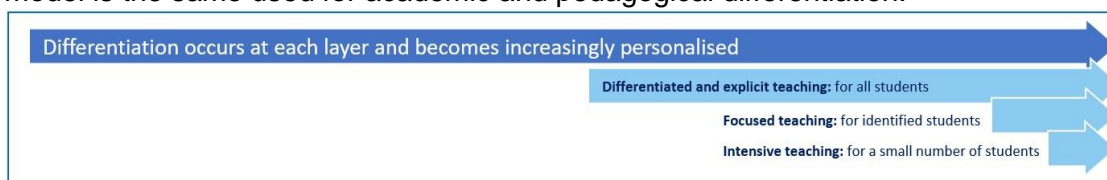
HALL	<ul style="list-style-type: none"> • Enter the hall: walk up the steps on the left-hand side. Teacher must be present with students • Ramp to be used when required 	<ul style="list-style-type: none"> • Remove hats / hoods to show respect • Use toilet facilities correctly
BUS / DROP OFF & PICK UP	<ul style="list-style-type: none"> • Go directly to and from school – use Prep / A block gates and cross at pedestrian crossing. • Assemble in the designated area only, ask permission from duty teacher to leave this area. • Sit and wait patiently for parents to collect from the gate. • Students who are left late report to office. 	<ul style="list-style-type: none"> • Speak respectfully to all adults – bus driver; crossing supervisor; staff; parents.
BEFORE / AFTER SCHOOL	<ul style="list-style-type: none"> • Arrive at school by 8:30am and sit quietly in designated area – wait for teacher instruction. • Walk bikes and scooters while in school grounds • End of day – leave school grounds promptly and head home directly. 	<ul style="list-style-type: none"> • Keep areas clean and tidy • Mobiles and other technological devices to be delivered to office on arrival. Use appropriate conversation tone. (voice, volume, protocols)

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated on previous page, 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 and across the school; used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

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 Slade Point 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.

Slade Point 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:

- You Can Do It! Social Skills program
- Support Programs – Engagement in Relationships (utilising school resources e.g. recycling, rainforest, worm farm, vegetable garden, Indigenous garden)
- Setting Circle process – respectful relationships and cultural awareness with Indigenous elder
- De-escalation activity, restorative conversation, re-engage in learning.

(Consequence follow up may be required at lunch time involving student and teacher)

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

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based behaviour assessment, escalation 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 managed through the school Case Management process which will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the

safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour • Class wide 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 re-think choice
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom) • Detention / Missed play

Focussed

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

- Functional Behaviour Assessment – identifying antecedent
- Individual student behaviour support strategies (e.g. Student behaviour plan, Self-monitoring plan, Communication booklet) • 'Check in Check Out' strategy
- Targeted skills teaching in small group
- Detention / Missed play
- Counselling and guidance support
- Referral to Student Support Network for team-based problem solving

- Meeting with parents
- Buddy classroom
- Case Management meeting
- Designated classroom de-escalation area e.g. calming spot, chill out zone

Intensive

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

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

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Slade Point State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. This meeting can also discuss school student supports in place.

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 or in-person conversation. Re-entry meetings are short, taking less than 10 minutes, and kept small with the Principal or their delegate attending with the student and their parent/s. The classroom teacher may also attend.

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

Slade Point State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property

- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Slade Point 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 Slade Point State School do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;

- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination

Parents of students at Slade Point State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Exemplar State College 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 Slade Point 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 Slade Point State School Code of Conduct
 - is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like

mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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

We acknowledge that mobile phones have been banned from Queensland Schools from 2024. We also acknowledge that if a phone is brought to school, it must be handed into the office for safe keeping and it will be turned off. The phone can be collected at the end of the day and can be turned on again outside the school grounds

Responsibilities

The responsibilities for students using devices (eg. iPad) at school or during school activities, are outlined below.

It is **acceptable** for students at Slade Point State School to:

- use devices for class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device

It is **unacceptable** for students at Slade Point State School to:

- bring or use a mobile phone at school
- bring or use home devices at school unless given explicit teacher permission
- 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 (e.g. iPad camera) 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

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 Slade Point 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

Slade Point 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 Slade Point 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 Slade Point 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.

Slade Point 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

Principal – Angela Malone 07 4965 7333

First hour listen

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

Day One Document

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

Day Two Collect

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

Day Three Discuss

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

Day Four Implement

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

Day Five Review

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

Ongoing Follow Up

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

Cyberbullying

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

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal, Julia Shaw.

Slade Point State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

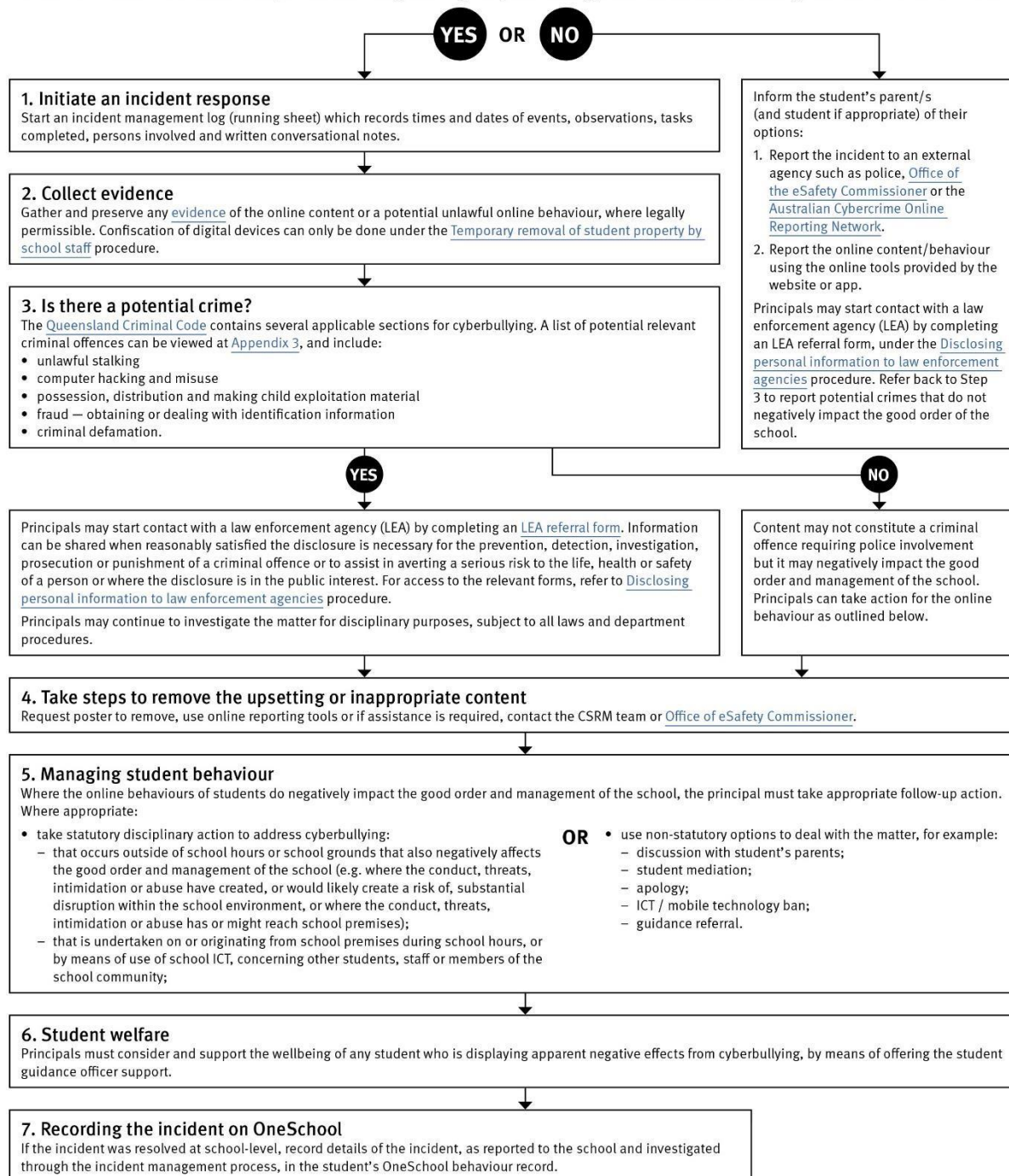
Explicit images

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

Report

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

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



Cyber-safety 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 cyber-safety 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 cyber-safety 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 cyber-safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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

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

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

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

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

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

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used

for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

Critical Incidents

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

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

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

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

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

pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [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

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

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

As a **complainant**, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: [contact the local Regional Office](#)

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

3. External review: contact a review authority

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

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](#).

A more detailed description is provide on enrolment and int he school prospectus or your reference.