



Prospect Creek State School

Student Code of Conduct

2020 - 2023



Every student succeeding


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

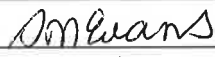
Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	PO Box 180 Biloela
Phone:	07 4992 1490
Email:	principal@prospectcreekss.eq.edu.au
School website address:	www.prospectcreekss.eq.edu.au
Contact Person:	Rosalie Reynolds (Acting Principal)

Endorsement

Principal Name:	Rosalie Reynolds
Principal Signature:	
Date:	16 th October 2020

P&C President:	Sherilee Evans
P&C Signature:	
Date:	30-11-2020.

Contents

Purpose	4
Whole School Approach to Discipline	5
Behaviour Matrix	6
Proactive and Preventative Behaviour Management Strategies	7
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Focussed Teaching	9
Intensive Teaching	9
Disciplinary Consequences	11
School Disciplinary Absences	11
School Policies	15
Temporary removal of student property	15
Use of mobile phones and other devices by students	16
Preventing and responding to bullying	18
Bullying response flowchart	20
Cyberbullying	21
Cyberbullying response flowchart	22
Appropriate use of social media	25
Restrictive Practices	27
Critical Incidents	28

Purpose

Prospect Creek State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. When high standards of behaviour occurs, both students and teachers will be able to work together to move towards meeting the school goals as outlined in the school improvement agenda.

Whole School Approach to Discipline

All areas of Prospect Creek State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school behaviour plan, shared expectations for student behaviour are plain to everyone. This assists Prospect Creek State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful
- Excel

Classroom management Plan

An effective classroom management plan is an essential component of the whole-school behaviour plan. The following elements are included in all classrooms:

- A consistent routine in the classroom that is understood by all students
- Rules are inclusive, appropriate, succinct and stated positively
- Consequences for inappropriate behaviour
- Consequences are fair, consistent and appropriate

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Prospect Creek State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. These expectations are communicated to students via a number of strategies, including during active supervision by staff during classroom and non-classroom activities as well as through displays throughout the school.

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix following outlines our agreed rules and specific behavioural expectations in all school settings.

I am....	All Settings	Classroom	Walkways/Stair wells	Eating Times	Toilets	Playground	Assemblies/Parade	Bus Duty/ Bike Racks	Off Campus Activities
Safe	<ul style="list-style-type: none"> Keep bodies calm in line Report any problems Ask permission to leave any setting 	<ul style="list-style-type: none"> Maintain personal space Use furniture properly Enter and exit rooms calmly 	<ul style="list-style-type: none"> Walk Line up close to buildings Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Walk Stay in eating area to eat Sit on chairs/floor Place rubbish in the right bin 	<ul style="list-style-type: none"> Wash hands with soap and water Keep water in the sink One person per cubicle 	<ul style="list-style-type: none"> Use equipment for intended purpose Mulch is for the garden Participate in school approved games only Stay in approved areas Keep body to self [hands and feet to yourself] Play fairly 	<ul style="list-style-type: none"> Walk Enter and exit under covered area in an orderly manner 	<ul style="list-style-type: none"> Walk Place bag in bus line Watch for traffic Use crossing Remain inside school grounds until bus has stopped Walk bikes/ scooters etc out of school grounds, through car park and across crossing 	<ul style="list-style-type: none"> Remain seated in bus/car Wear seat belt if provided Body parts inside vehicle Wear appropriate clothing Follow all instructions Use buddy system
Respectful	<ul style="list-style-type: none"> Treat others the way you want to be treated Be an active listener Follow adult direction(s) Use polite language Help keep the school orderly Look after yours and others property 	<ul style="list-style-type: none"> Be honest Take care of yourself Enter/Exit rooms in an orderly manner Ask permission to leave the classroom 	<ul style="list-style-type: none"> Walk quietly so others can continue learning 	<ul style="list-style-type: none"> Eat only your food Use a peaceful voice Wait in line for tuck shop Respect others personal space 	<ul style="list-style-type: none"> Allow for privacy of others Clean up after your self 	<ul style="list-style-type: none"> Line up when bell rings Invite others who want to join in Enter and exit resource centre peacefully Share materials Use positive language Take care of equipment 	<ul style="list-style-type: none"> Be an active listener Applaud appropriately to show appreciation Take off your hat for the National Anthem Hands and feet to yourself 	<ul style="list-style-type: none"> Line up when bell rings Invite others who want to join in Enter and exit resource centre peacefully Return borrowed sports equipment Inform school of changes 	<ul style="list-style-type: none"> Use appropriate language Follow all directions Show good 'sportsmanship' Have respect for all equipment and the environment
Responsible	<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Follow instructions 	<ul style="list-style-type: none"> Be prepared Complete set tasks Follow activities Keep work space tidy 	<ul style="list-style-type: none"> Walk quietly and orderly so that others are not disturbed 	<ul style="list-style-type: none"> Eat your lunch before going to play Put your rubbish in the correct bins 	<ul style="list-style-type: none"> Use toilets during breaks 	<ul style="list-style-type: none"> Be a problem solver Return equipment to appropriate place at the school bell 	<ul style="list-style-type: none"> Sing the National Anthem Remove hats Listen to school leaders and staff 	<ul style="list-style-type: none"> Have your name marked on the bus roll Leave school promptly 	<ul style="list-style-type: none"> Represent your school positively
Excel	<ul style="list-style-type: none"> Be an active participant Give full effort Be accountable for your choices Be prepared for all activities Be responsible for your learning 	<ul style="list-style-type: none"> Be a risk taker - challenge yourself Be organised Make good choices Do your own work 	<ul style="list-style-type: none"> Return to class promptly Walk directly to intended destination Plan ahead 	<ul style="list-style-type: none"> Use proper manners Leave when adult exours Keep track of your belongings Tidy up before you leave... lunch box away before playing 	<ul style="list-style-type: none"> Follow toilet procedures Return to class promptly Turn off the taps - be waterwise Use toilets for intended purposes 	<ul style="list-style-type: none"> Be a problem solver Learn new games and activities Report issues Think before acting Share play spaces 	<ul style="list-style-type: none"> Raise your hand to share Keep comments and questions on topic Be on time 	<ul style="list-style-type: none"> Be a problem solver Report issues Follow school/bus rules Be on time 	<ul style="list-style-type: none"> Learn new games and activities Be organized Be on time

Proactive and Preventative Behaviour Management Strategies

Prospect Creek State School implements the following proactive and preventative processes and strategies to support student behaviour:

- Induction programs in the Prospect Creek State School **Code of Conduct for Students** delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - Temporary Removal of Student Property (Appendix 1)
 - Use of mobile phones and other devices by students (Appendix 2)
 - Bullying response flowchart for teachers (Appendix 3)
 - Cyberbullying response flowchart for school staff (Appendix 4)
 - Anti Bullying Contract (Appendix 5)
 - Appropriate use of social media (Appendix 6)
 - Safe Travel on School Policies (Appendix 7)

Other strategies to prevent behaviour incidences include:

At Prospect Creek State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

Positive Reinforcement

Positive recognition of appropriate a desirable student behaviour is a crucial component of the school's overall behaviour management strategy. Teachers are to determine appropriate positive recognition. Some examples include but not limited to:

- Stickers/ Certificates
- Free time
- Games in the classroom
- Parent Contact
- Student of the Week
Certificates recorded on
OneSchool
- Good news postcards, letters
and text messages
- Eligibility for leadership
positions
- Citizenship award
- Newsletter

Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviours, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully, more responsibly or like a learner. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Our school staff are trained in Essential Skills for Classroom Management.

Targeted Behaviour Support

Each year a small number of students at Prospect Creek State School are identified as requiring additional targeted behavioural support. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may impact on their learning and social success over time. Support strategies for the student include:

- Relationship building with student through one on one support
- Provision of support with curriculum, social skills, or problem solving – modified work, peer tutoring, teacher aide time
- A whole school approach to bullying
- Use of recognition and rewards program

- Small group social skilling program
- Contact with parents
- Accessing external support services when required i.e. Chaplaincy and Community Resource Centre.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Behaviour Support:

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

Intensive behaviour support is required when the behaviour is of such frequency and intensity that there is:

- A distinct risk of learning disengagement
- Learning disruption
- Serious injury to the student or to others

This level of support is generally necessary when less intensive support strategies have not fully met the student's needs.

Where required, after parent permission, a student may be referred to the regional behaviour support staff. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff member.

Consideration of Individual Circumstances

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

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

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

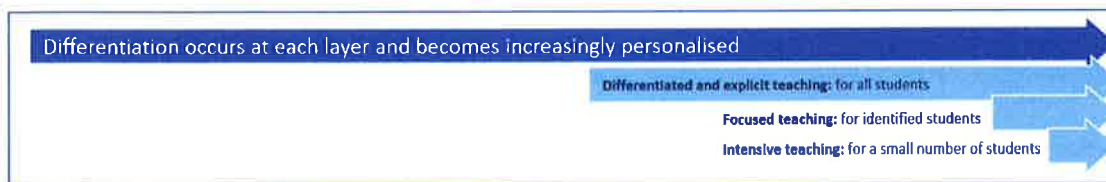
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Prospect Creek 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 Prospect Creek 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.



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 Prospect Creek State School to provide focused teaching. Focused teaching is aligned to the Expectations Teaching 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.

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Prospect Creek 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.

Level	Behaviour	Consequences
Expected and Positive Behaviours	All students are on task and no disciplinary action is required.	Positive reinforcement of appropriate behaviours and positive achievements could include: <ul style="list-style-type: none"> <input type="checkbox"/> verbal reinforcement and recognition <input type="checkbox"/> record of achievement for formal acknowledgement <input type="checkbox"/> phone calls/letters/email to parents or carers for positive recognition
Minor Behaviour	Inappropriate student behaviours to be dealt with at this level include: <ul style="list-style-type: none"> <input type="checkbox"/> minor incidents <input type="checkbox"/> ignoring instructions <input type="checkbox"/> lateness to class 	Teacher-initiated actions could include: <ul style="list-style-type: none"> <input type="checkbox"/> verbal negotiation with the student <input type="checkbox"/> teacher aides, specialists, TRS record incident on Oneschool and refer to classroom teacher

	<input type="checkbox"/> littering <input type="checkbox"/> minor disrespect <input type="checkbox"/> use of mobile phone <input type="checkbox"/> uniform/make-up/jewellery transgressions	<input type="checkbox"/> reminder of classroom expectations <input type="checkbox"/> in-class separation or isolation <input type="checkbox"/> removal from classroom for one-on-one resolution <input type="checkbox"/> assign student to accompany you on playground duty <input type="checkbox"/> assign student a lunchtime detention <input type="checkbox"/> contact with parent / carers
Level One	<p>Inappropriate student behaviour to be dealt with at this level include:</p> <input type="checkbox"/> continued minor behaviours <input type="checkbox"/> referrals from teachers <input type="checkbox"/> repeated defiance <input type="checkbox"/> Teasing <input type="checkbox"/> physical aggression <input type="checkbox"/> verbal abuse, including swearing and major outbursts <input type="checkbox"/> inappropriate use of electronic devices	<p>Teacher and Administration will initiate actions that could include:</p> <input type="checkbox"/> monitoring program <input type="checkbox"/> teacher records on OneSchool <input type="checkbox"/> resolution meeting between teacher/student <input type="checkbox"/> play break detention <input type="checkbox"/> restitution <input type="checkbox"/> parent / carer contact <input type="checkbox"/> referral to Principal
Level Two	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <input type="checkbox"/> continued level one behaviours <input type="checkbox"/> stealing <input type="checkbox"/> truancy <input type="checkbox"/> unprovoked physical aggression <input type="checkbox"/> smoking <input type="checkbox"/> all forms of bullying <input type="checkbox"/> intimidation of staff <input type="checkbox"/> vandalism <input type="checkbox"/> sexual harassment/misconduct	<p>Principal-initiated actions in consultation with GO, AVT/BM and class teacher could include:</p> <input type="checkbox"/> parent / carer contacted for interview <input type="checkbox"/> removal from playground <input type="checkbox"/> referral for assessment and specialist support <input type="checkbox"/> consultation with Principal <input type="checkbox"/> suspension <input type="checkbox"/> restorative conferences on return from suspension, including conditions for re-entry <input type="checkbox"/> police notification <input type="checkbox"/> individual behaviour plan <input type="checkbox"/> possible suspension
Level Three	<p>Inappropriate student behaviours to be dealt with at this level include:</p> <input type="checkbox"/> extreme or repeated incidence of level two behaviours	<p>Principal, in consultation with GO, AVT/BM, class teacher, determines the most appropriate course of action with include the following:</p> <input type="checkbox"/> parent / carer interview

<input type="checkbox"/> repeated acts of unprovoked physical aggression or bullying <input type="checkbox"/> possession of drugs <input type="checkbox"/> possession of a weapon <input type="checkbox"/> supply of drugs <input type="checkbox"/> use of a weapon <input type="checkbox"/> violent assault	<input type="checkbox"/> suspension (11-20 days for repeated acts of physical aggression) <input type="checkbox"/> individual behaviour plan <input type="checkbox"/> suspension <input type="checkbox"/> Police Notification
---	--

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Prospect Creek 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

Appendix 1: 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 Prospect Creek State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

**** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).**

Responsibilities

State school staff at Prospect Creek 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 Prospect Creek State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Prospect Creek State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Prospect Creek 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 Prospect Creek 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.

Appendix 2: 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, Prospect Creek 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

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

It is **acceptable** for students at Prospect Creek State School to:

- use Ipads for
 - assigned 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
- seek teacher's approval where they wish to use a mobile device under special circumstances
- mobile phone devices must be handed into the school office on arrival and collected at the end of the school day. These devices will be stored safely in the office building.

It is **unacceptable** for students at Prospect Creek State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during 8:15am and 3pm
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Prospect Creek 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

Prospect Creek 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.



1. Leadership

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

2. Inclusion

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

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

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

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

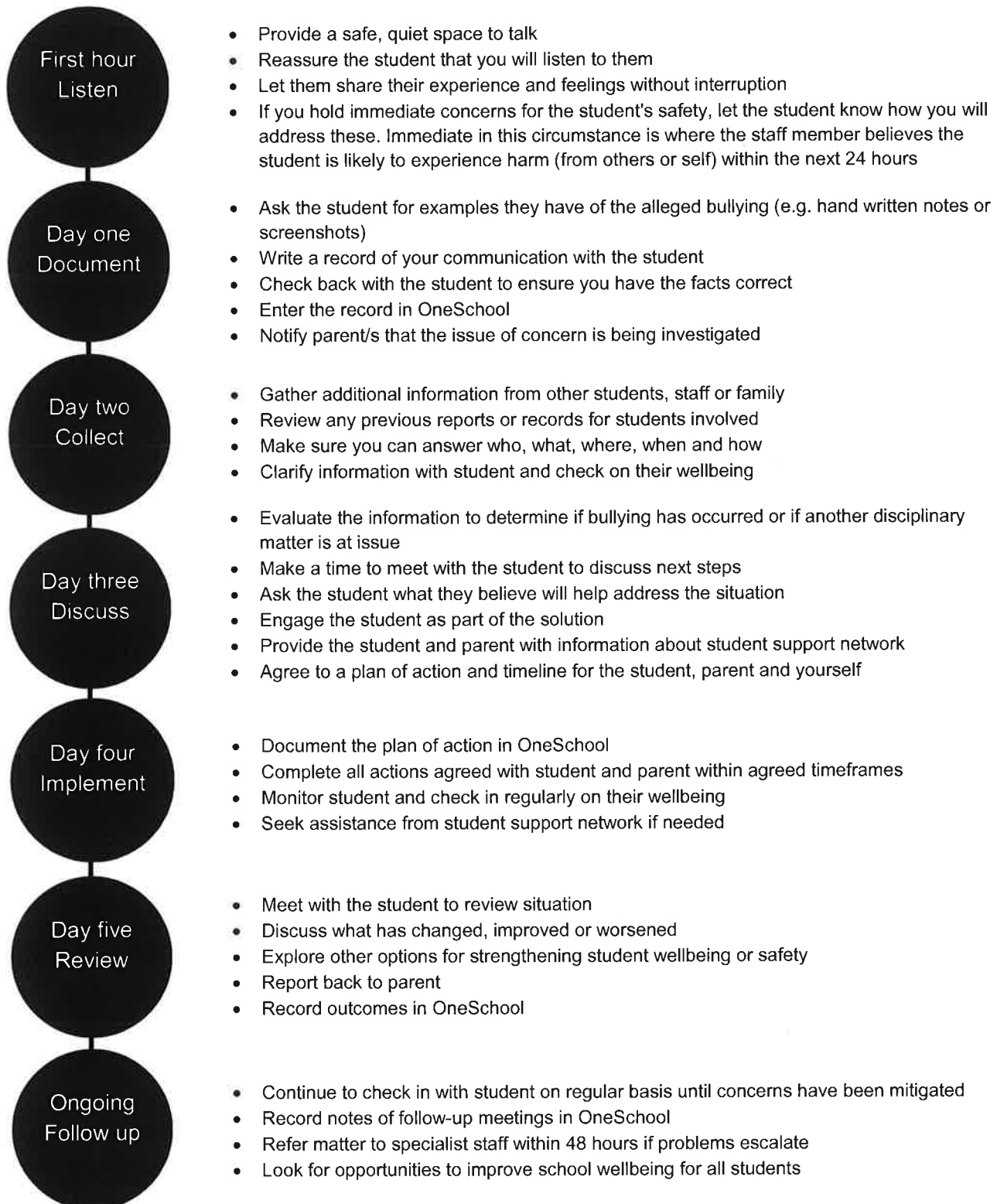
The following flowchart explains the actions Prospect Creek State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Appendix 3: Prospect Creek 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



Cyberbullying

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

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

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

Students enrolled at Prospect Creek 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.

Appendix 4: Prospect Creek 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](#).

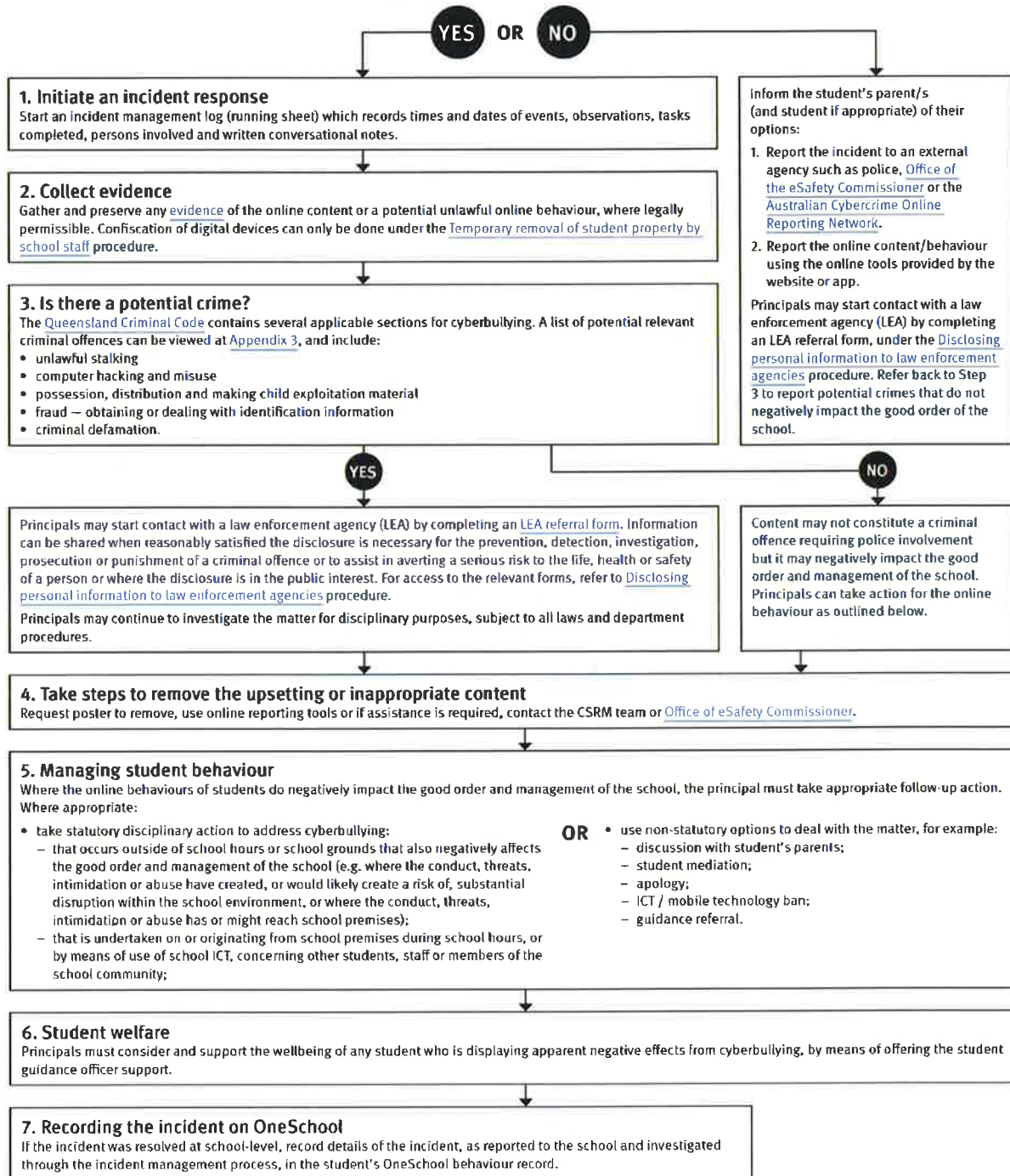
Explicit images

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?



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

Prospect Creek State School – Anti-Bullying Compact

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

Appendix 5: Prospect Creek State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appendix 6: 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 Prospect Creek 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.

- Behaviour Risk Assessment Tool
<https://ppr.qed.qld.gov.au/education/learning/Procedure%20Attachments/Student-discipline/Behaviour-risk-assessment-tool-safety-or-wellbeing.pdf>
- Individual Student Safety Plan
<https://ppr.qed.qld.gov.au/sitesearch/Pages/results.aspx?k=Individual%20student%20safety%20plan>
- DoE website <https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms/restrictive-practices>

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



Appendix 2 – Information sheet for principals and teachers

Messages for school assemblies on the safe travel of school students on buses

- The actions of students misbehaving on buses can affect the ability of drivers to concentrate and compromises the safety of the journey.
- All students who travel on the bus are expected to know and abide by the rules outlined in the *Code of Conduct for School Students Travelling on Buses*.
- The code outlines what behaviour is required from students while waiting for the bus and while travelling on the bus.
- Examples of appropriate behaviour include paying the correct fare, respecting other people and their property, waiting for the bus in an orderly manner, remaining seated in a calm manner while on the bus and refraining from creating unnecessary noise.
- Students should not forget to be nice to the driver and say thank you when they leave the bus.
- The code also outlines unacceptable student behaviour that will not be tolerated, including fare evasion, wilful damage of property, disrespect, verbal and physical violence towards the driver and other passengers.
- There are clear consequences in the code for students that display such behaviour.
- Students will be held responsible for their behaviour and if deemed to be in breach of the code, provisions will be enforced.
- Depending on the extent of the breach, consequences for misbehaviour range from a warning to a student being refused travel on the bus.
- Principals are working with the Department of Transport and Main Roads and the Queensland Police Service to identify students who continue to misbehave and refuse to pay the correct bus fare.
- The parents of any student found to be in breach of the code will be notified and the student will be held accountable for their actions.
- Following the code will mean a safe, comfortable journey for students and the other passengers.

