



Caboolture 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 2019-2023

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Endorsement

Principal Name: Russell Knowles

Principal Signature:

Date: 24-11-2020

P&C President Name: Peter Cooper

P&C President Signature:

Date: 24-11-2020

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Purpose

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

The Caboolture 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

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

Caboolture State School has four core values, Care and Compassion, Responsibility, Access and Equity and Integrity.

Care and Compassion for self and others, build relationships, develop positive social interactions, practice rights and responsibilities of staff and students, develop individual potential and productive partnerships

Responsibility be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and civic life and take care of the environment

Access and Equity ensuring all students have full access to the resources required to learn and thrive

Integrity act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

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

Caboolture State School staff take a proactive approach to discipline, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, the 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 Caboolture State School Student Code of Conduct together over the last twelve months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Caboolture State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Russell Knowles and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Caboolture State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Caboolture State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

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

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

School Captains' Statement

On behalf of the student body at Caboolture State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Caboolture State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Students who have questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative or approach any of us directly.

School Captain:

Date:

School Captain:

Date:

School Captain:

Date:

School Captain:

Date:

Consultation

The consultation process used to inform the development of the Caboolture State School Student Code of Conduct occurred in 2020.

During student free days staff examined relevant data from the 2019 School Opinion Survey and drafted an outline of preferred practices that could enhance our approach to managing student discipline and inform the development of the Caboolture State School Student Code of Conduct. During term one the Behaviour Committee identified strengths and successes from our previous school behaviour plan and areas for further development. Appropriate areas of content for the Caboolture State School Student Code of Conduct were identified and discussed prior to wider consultation and survey dissemination.

Surveys specifically designed to capture perceptions on bullying were completed by all class teachers and students from year 3 to 6 at the end of term one. All students, parents and staff were given the opportunity to complete surveys on school culture and climate during term two. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in our school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. Consultation was completed in November 2020, and the final version, incorporating suggested changes and feedback, was presented at the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Caboolture State School Student Code of Conduct for implementation in 2021.

A communication strategy supported the implementation of the Caboolture State School Student Code of Conduct, including parent information forums and promotion through the school website. Any families who require assistance to access a copy of the Caboolture State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

Data Overview

This section reports on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2017	2018	2019
their child is getting a good education at school (S2016)	96%	100%	97%
this is a good school (S2035)	96%	90%	97%
their child likes being at this school* (S2001)	96%	100%	100%
their child feels safe at this school* (S2002)	96%	90%	91%
their child's learning needs are being met at this school* (S2003)	96%	100%	97%
their child is making good progress at this school* (S2004)	96%	90%	97%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	100%	100%
teachers at this school motivate their child to learn* (S2007)	96%	100%	97%
teachers at this school treat students fairly* (S2008)	100%	100%	94%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	96%	100%	97%
this school takes parents' opinions seriously* (S2011)	96%	100%	91%
student behaviour is well managed at this school* (S2012)	91%	80%	85%
this school looks for ways to improve* (S2013)	96%	100%	97%
this school is well maintained* (S2014)	100%	90%	91%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2017	2018	2019
they are getting a good education at school (S2048)	92%	93%	96%
they like being at their school* (S2036)	94%	91%	91%
they feel safe at their school* (S2037)	95%	89%	87%
their teachers motivate them to learn* (S2038)	95%	99%	93%
their teachers expect them to do their best* (S2039)	96%	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	93%
teachers treat students fairly at their school* (S2041)	91%	91%	86%
they can talk to their teachers about their concerns* (S2042)	90%	91%	88%
their school takes students' opinions seriously* (S2043)	87%	89%	79%
student behaviour is well managed at their school* (S2044)	68%	77%	61%
their school looks for ways to improve* (S2045)	90%	97%	94%
their school is well maintained* (S2046)	86%	76%	80%
their school gives them opportunities to do interesting things* (S2047)	86%	89%	76%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2017	2018	2019
they enjoy working at their school (S2069)	100%	100%	92%
they feel that their school is a safe place in which to work (S2070)	100%	93%	75%
they receive useful feedback about their work at their school (S2071)	100%	96%	79%
students are encouraged to do their best at their school (S2072)	100%	93%	96%
students are treated fairly at their school (S2073)	88%	86%	97%
student behaviour is well managed at their school (S2074)	88%	83%	58%
staff are well supported at their school (S2075)	100%	97%	71%
their school takes staff opinions seriously (S2076)	100%	93%	71%
their school looks for ways to improve (S2077)	100%	100%	86%
their school is well maintained (S2078)	100%	96%	88%
their school gives them opportunities to do interesting things (S2079)	100%	96%	79%

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

At Caboolture State School, the Instrument of Authorisation (See Appendix 1 and 2) will be used to approve the Deputy Principal to inform a parent of a student's suspension.

Deputy Principal will be approved to inform parents of a student's suspension using the Instrument of Authority form (see appendix 1).

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

CABOOLTURE STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	0	12	22
Long Suspensions – 11 to 20 days	0	2	1
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Student Code of Conduct Survey 2020

The Student Code of Conduct survey identifies information regarding the behaviour of students and the management of behaviour at Caboolture State School. The following table identifies the opinions of parents/carers, staff and students resulting from the survey.

PARENT SURVEY RESULTS		
QUESTION		OUTCOME
1.	Behaviour is managed effectively at our school	86%
2.	Current practice creates a positive difference to children's behaviour at our school	86%
3.	Teaching the five expectations has been effective in improving student behaviour	93%
4.	School staff provide my child with useful feedback about their behaviour	93%
5.	School staff treat students fairly when dealing with behaviour	93%
6.	Students that bully others are dealt with appropriately at our school	82%
7.	I can talk to my child's teachers about any behaviour concerns	100%
8.	Our school looks for ways to improve student behaviour	93%
9.	Our school celebrates student achievements including rewarding students for positive behaviour	100%
10.	Issues arising from social media are dealt with effectively at our school	100%
11.	Our school takes individual circumstances into consideration when responding to inappropriate student behaviour	92%
12.	Student health and wellbeing issues are appropriately dealt with at our school	100%

TEACHER SURVEY RESULTS

1.	Behaviour is managed effectively at our school	69%
2.	Current practice related to managing student behaviour is making a positive difference to children's behaviour at our school	56%
3.	Explicit teaching of the five expectations correlates to improved student behaviour	69%
4.	I provide students with useful feedback about their behaviour	100%
5.	I treat students fairly when dealing with incidents related to inappropriate behaviour	94%
6.	I follow up issues of student bullying until issues are resolved	94%
7.	I talk to parents of students in my care about any behaviour concerns	93%
8.	I implement research based strategies to improve student behaviour	88%
9.	Our school celebrates student achievements including rewarding students for positive behaviour	88%
10.	Issues arising from social media are dealt with effectively at our school	82%
11.	Our school takes individual circumstances into consideration when responding to inappropriate student behaviour	88%
12.	Student health and wellbeing issues are appropriately dealt with at our school	94%

STUDENT SURVEY RESULTS

		PREP & YR 1	YEARS 2 – 6
1.	When students misbehave they get help to improve their behaviour	85%	76%
2.	Overall the behaviour of students at our school is improving	83%	75%
3.	Learning about the five expectations helps me manage my behaviour	95%	82%
4.	Teachers give me useful feedback about my behaviour	90%	88%
5.	School staff treat me fairly if I misbehave	90%	73%
6.	Students that bully others receive appropriate consequences	93%	76%
7.	I can talk to my teachers about behaviour incidents or issues	76%	91%
8.	Our school looks for ways to improve student behaviour	95%	88%
9.	Our school rewards students for positive behaviour	98%	94.2%
10.	Social media issues and cyberbullying are dealt with effectively at school	N/A	61%

School Wide Bullying Surveys 2019

Student Survey

A School Wide Bullying survey was conducted with students from year 3-6 and staff in term four 2019. The survey targets information in relation to all aspects of bullying from witnessing bullying, being bullied to how bullying is managed at Caboolture State School. The following information and table provides an overview of the data collected from 181 student responses.

1. During this school year how often have you seen someone being bullied?	Responses %	Year 3	Year 4	Year 5	Year 6
	Never.	42	44	21	36
	Sometimes (1 or 2 times a month).	34	30	42	39
	Regularly (1 or 2 times a week)	16	12	26	20
	Every day.	13	16	12	4
2. During this school year how often have you been bullied at school?	Responses %	Year 3	Year 4	Year 5	Year 6
	Never.	47	51	53	63
	Sometimes (1 or 2 times a month).	42	26	23	29
	Regularly (1 or 2 times a week)	11	12	19	7
	Every day.	0	12	2	0
3. How were you bullied?	Responses %	Year 3	Year 4	Year 5	Year 6
	I haven't been bullied.	45	37	49	63
	I have been teased and called names.	29	42	30	13
	I have been hit, kicked or pushed.	29	28	19	23
	Others say they will hurt me.	18	9	16	7
	Others try to hurt me on the way to and from school.	2	2	5	0
	Others bully me by phone or social media.	11	0	5	0
4. How many kids have bullied you?	Responses %	Year 3	Year 4	Year 5	Year 6
	I haven't been bullied.	37	47	42	61
	One kid bullies me.	37	26	9	11
	Two or more bully me.	21	21	35	23
	Lots of kids bully me.	2	7	7	4
5. If you saw bullying at school, what would you do?	Responses %	Year 3	Year 4	Year 5	Year 6
	I haven't seen any bullying.	29	23	7	16
	Ignored it as it is none of my business.	8	12	14	13
	Nothing, just watched.	8	0	7	4
	Joined in on the bullying.	5	2	0	2
	Tried to stop the bully or help the victim.	39	30	49	46
	Asked for help from an adult or other student.	50	53	33	32

6. If you have been or are being bullied, why do you think it happens?	Responses %	Year 3	Year 4	Year 5	Year 6
	No one bullies me.	39	33	35	63
	I don't know why others bully me.	16	30	21	13
	I act or look different.	18	19	16	13
	I always do well in class.	24	7	7	0
	I'm smaller or weaker.	13	5	7	7
	I guess I deserve it.	11	2	5	2
	Other	5	14	16	5
	Other; Year 5 – Good food				
7. How many times in the past year have you bullied, teased or made fun of someone?	Responses %	Year 3	Year 4	Year 5	Year 6
	Never.	76	81	65	70
	Sometimes (1 or 2 times a month).	24	7	30	20
	Regularly (1 or 2 times a week)	0	5	2	9
	Every day.	2	5	2	2
8. Why are some kids bullies?	Responses %	Year 3	Year 4	Year 5	Year 6
	I don't know.	58	35	21	18
	They are bigger and stronger.	8	9	14	13
	They think it is fun.	32	33	40	41
	They want to get even for being bullied themselves.	8	12	14	7
	They want to "show off" or impress their friends.	16	21	65	48
	They fight in their own families.	2	2	14	11
	Other	1	2	9	14
	Other; Year 6 –	They are sad so they make other people sad			
9. During this school year how often have you had your property stolen or deliberately damaged, such as your bag clothing, or books?	Responses %	Year 3	Year 4	Year 5	Year 6
	Never.	74	53	58	70
	Sometimes (1 or 2 times a month).	26	19	30	20
	Regularly (1 or 2 times a week)	2	9	12	5
	Every day.	0	5	0	0
10. How many times this school year have you pushed, shoved, slapped, hit, or kicked someone on school property?	Responses %	Year 3	Year 4	Year 5	Year 6
	Never.	82	60	63	63
	Sometimes (1 or 2 times a month).	24	19	30	25
	Regularly (1 or 2 times a week)	0	9	7	7
	Every day.	0	5	5	0

11. What do adults do at school when they see bullying?	Responses %	Year 3	Year 4	Year 5	Year 6
	Nothing, they ignore it.	13	5	14	16
	Stop it and tell everyone to leave.	32	30	23	27
	Stop it and solve the problem.	76	63	67	54
	Other	13	5	12	7
	Other; Year 3 – Break then apart take them to the Principal/Office				
	Other; Year 5 – Yell				
Other; Year 6 –	Some ignore others try to break it up				
12. Has an adult at school talked to your class about bullying?	Responses %	Year 3	Year 4	Year 5	Year 6
	No.	29	21	23	21
	Once, and what they said helped me a lot.	47	49	44	29
	Once, but they don't really understand what's going on.	16	14	14	21
	We talk regularly about bullying.	13	19	33	44
Additional Year 5 – Yes but it didn't help					
13. What can adults at school do better to help stop bullying?	Responses %	Year 3	Year 4	Year 5	Year 6
	Supervise the school better.	21	33	28	32
	Make rules against bullying and discipline bullies.	39	33	40	45
	Talk about bully prevention in class.	37	9	14	16
	Help students work problems out.	26	37	37	32
	Bullying is not a problem at our school.	0	0	2	4
	Additional Year 6 – The bullies should get a spanking. They should get wooped in the head.				
14. During this school year how often were you in a physical fight?	Responses %	Year 3	Year 4	Year 5	Year 6
	Never.	74	63	65	73
	Sometimes (1 or 2 times a month).	29	26	28	16
	Regularly (1 or 2 times a week)	5	9	2	4
	Every day.	0	2	5	2
15. Have you talked to anyone about being bullied?	Responses %	Year 3	Year 4	Year 5	Year 6
	I have not been bullied.	39	30	28	48
	No.	11	12	14	13
	Yes, a teacher or other adult at school.	18	28	30	11
	Yes, a brother or sister...	21	16	16	4
	Yes, a friend.	18	19	35	21
	Yes, my parents.	26	28	47	20

Teacher Survey

The following tables outline data and opinions of staff following the School Wide Bullying Survey.

- Total of 19 surveys. Three did not answer questions (10-12) on the back page. Two did not answer questions 7 or 8 (cyberbullying), two added comments 'unaware/unknown'.

1. Over the past 12 months, what proportion of students do you consider were targets of bullying at your school?		
Under 30%	<i>Between 30% and 60%</i>	<i>More than 60%</i>
12	5	2

2. Of the proportion of students identified as targets of bullying, how often was the bullying of low severity and/or high severity?						
	<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>N/A</i>
<i>Low severity</i>	8	5	5	1	1	
<i>High severity</i>	2	4	7	2	3	

3. How often was the bullying at your school....?						
	<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>N/A</i>
<i>Conducted jointly by a group of students</i>	1	4	6	6	1	
<i>Led by an individual supported by a group</i>	5	3	5	6		
<i>Conducted by an individual supported by any group</i>	2	6	4	5	2	

4. In which year levels of school was bullying most prevalent?	
<i>Prep</i>	
<i>Year 1</i>	1
<i>Year 2</i>	2
<i>Year 3</i>	3
<i>Year 4</i>	8
<i>Year 5</i>	17
<i>Year 6</i>	8

5. Where did the bullying at your school take place?							
	<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>Don't Know</i>	<i>N/A</i>
<i>Playground/schoolyard</i>	7	6	4	2			
<i>Classroom</i>	1	3	9	3	2		
<i>Hallway/corridor</i>	1	1	2	3	1	1	5
<i>Toilets/change rooms</i>	3	1	2	7		1	1
<i>Online/mobile devices</i>		2	2	3	1	2	3
<i>Way to school</i>		1	2	2	2	2	4
<i>Way home from school</i>		1	2	2	2	2	3

6. How often did these forms of bullying occur at your school?							
	<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>Don't Know</i>	<i>N/A</i>
<i>Physical (pushing, tripping, etc)</i>	5	5	4	4			
<i>Verbal (insulting, ridiculing, mimicking, etc.)</i>	9	5	3	2			
<i>Gestural (threatening gestures, staring)</i>	4	6	5	3			
<i>Social (unfairly excluding someone, gossiping, etc.)</i>		8	5	6			
<i>Psychological (Spreading rumours, threatening looks)</i>	1	6	5	3			2
<i>Cyberbullying (using a digital device to bully)</i>		2	5	1	1	1	3

7. In regard to cyberbullying, what behaviours were used to bully people at your school?

	<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>Don't Know</i>	<i>N/A</i>
<i>Writing inappropriate/hurtful words online</i>		2	1	5	1	2	6
<i>Sending inappropriate/hurtful text messages</i>		1	2	4	1	2	6
<i>Uploading inappropriate images online</i>			1	4	1	1	8
<i>Trolling</i>		1		4	1	2	7
<i>Other</i>					1		7

8. In regard to cyberbullying, what digital technologies have been used to target people at your school?

	<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>Don't Know</i>	<i>N/A</i>
<i>Mobile phone</i>		2	3	3	1	1	6
<i>Email services</i>			1	3	1	1	7
<i>Social networking sites (e.g. Facebook)</i>	2	2	2	2	1	2	6
<i>Microblogging tools (e.g. Twitter)</i>		1	1	1	2	2	6
<i>Online phone services (e.g. Skype)</i>			2	1	1	2	6
<i>Other</i>					1	1	8

9. Although any student can be bullied, some students seem more vulnerable than others. How likely are each of the following students, to be subject to bullying at your school?			
	<i>Under 30%</i>	<i>30% - 60%</i>	<i>60% +</i>
<i>Children whose race or ethnicity is considered different to the mainstream</i>	14	3	1
<i>Children who are physically weaker than their peers</i>	7	8	3
<i>Children who are highly successful in their school work</i>	12	5	
<i>Children who did poorly in their school work</i>	10	5	2
<i>Children with learning difficulties</i>	7	7	3
<i>Children with speech difficulties</i>	7	8	2
<i>Physically disabled children</i>	12	3	2
<i>Children with autism or Asperger's Syndrome</i>	8	5	4
<i>Children who are not socially skilled</i>	2	11	4
<i>Children who excel in sport</i>	13	2	
<i>Children who do not do well at sport</i>	10	5	1
<i>Children who are, or are perceived to be homosexual/same sex attracted</i>	10	3	3
<i>Children who are obese</i>	8	6	2
<i>Children from poor families</i>	12	4	1
<i>Children who behave aggressively</i>	7	7	4
<i>Children in the younger year levels</i>	13	3	
<i>Girls (that is compared with boys)</i>	11	4	
<i>Boys (that is compared with girls)</i>	9	5	1
<i>Other</i>	4	1	

10. At times bullying is thought to be provoked in part by the target's behaviour. How often do you think this has occurred at your school?						
<i>Very frequently</i>	<i>Often</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>	<i>Don't Know</i>	<i>N/A</i>
1	5	7	2			1

11. What proportion (0% - 100%) of bullying incidents do you think were actually reported to school staff?			
	<i>Under 30%</i>	<i>30% - 60%</i>	<i>60% +</i>
<i>Low severity</i>	7	7	2
<i>High severity</i>	7	4	5

12. From what sources of information were your responses, given above, based?			
	<i>Under 30%</i>	<i>30% - 60%</i>	<i>60% +</i>
<i>Directly observed by yourself</i>	6	6	4
<i>Reported to the school by the targeted student/s</i>	5	9	2
<i>Reported to the school by another student or students who witnessed the incident</i>	3	10	2
<i>Reported to the school by a parent or guardian</i>	7	6	
<i>Obtained anonymously (e.g. through a bully box)</i>	9		
<i>Through classroom discussions</i>	9	2	1
<i>Using an anonymous questionnaire on bullying answered by students</i>	9		
<i>Other</i>	1		

Learning and Behaviour Statement

Everyone brings their own 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 set of beliefs, and this contributes to a richly diverse social environment in our school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at our school.

Multi-Tiered Systems of Support

Caboolture State School uses 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 student maturity 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 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>

- 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).

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.

3 Individualised services for a **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- Functional Behaviour Assessment) 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 Caboolture 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, deputy principals 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.

Student Wellbeing

Caboolture 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](#).

Policy and expectations

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

Drug education and intervention

Students involved in drug-related incidents at school, during school activities or while in school uniform are expected to engage in intervention measures. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community. The school guidance officer will be involved in the management of this process.

Specialised health needs

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

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

Medications

Caboolture 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 parents and carers will be required to complete the relevant forms.

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

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

Mental health

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

Suicide prevention

Caboolture State School staff who notice a student exhibiting suicide warning signs seek help immediately from the school guidance officer and/or administration staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where

necessary provide first aid. In all other situations, Caboolture State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

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

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

Student Support

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

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

It is also important for students and parents to understand there are regional and statewide support services available to assist students. These include Principal Advisor Student Protection, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Caboolture 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 Caboolture State School we believe discipline related to 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.

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, including visitors should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Courteous, Respectful, Prepared, Responsible and Environmentally Aware. Our overarching expectation for all students is to be a learner. This expectation is underpinned and can be achieved through the five explicitly taught PBL expectations.

Students

Below are examples of what these 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 Caboolture State School.

Courteous

- Say “please” and “thank you”.
- Use G rated language at school.
- Listen to fellow students’ questions in class.

Respectful

- Follow teacher directions.
- Try your best
- Respect others space and belongings.

Prepared

- Arrive at class or line up promptly.
- Have your classroom equipment.
- Wear your hat and shoes when playing outside

Responsible

- Play in the correct areas.
- Learn from your mistakes.
- Take care of school equipment.

Environmentally Aware

- Put rubbish in the bins provided.
- Care for flora and fauna.
- Keep things tidy.

Parents and staff

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

Courteous

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are polite and respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
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.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You 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.

Prepared

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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.
You ensure your children attend school every day on time and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You 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.

Responsible

<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 stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Environmentally Aware

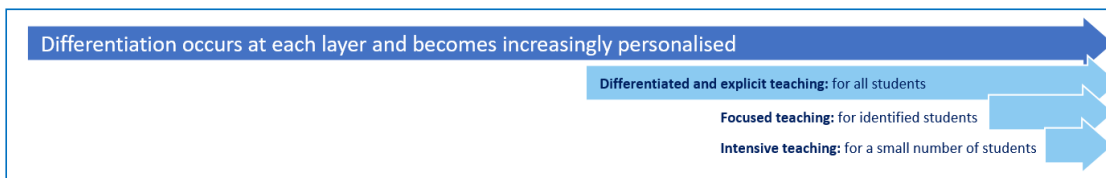
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You report any suspicious out of hours activity to the office or Schoolwatch on 131788.	We will act quickly to work with families and or police.
You contribute to the positive appearance of the school by placing litter in the bins provided.	We will maintain tidy and safe facilities and grounds for our school community.
You keep yourself safe when onsite and report unsafe incidents, plant or equipment to the office.	We will continue to routinely complete safety checks, evacuation and lockdown drills contributing to the ongoing safety of everyone on site.

Differentiated and Explicit Teaching

Caboolture State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Caboolture 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 applicable 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 below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Caboolture State School

5 Be's Matrix

Location	Be Respectful	Be Courteous	Be Prepared	Be Responsible	Be Environmentally Aware
General (to be used across all areas of the school)	*I follow adult directions/instructions *I keep my hands and feet to myself *I speak respectfully & politely *I use appropriate language *I work quietly *I wear the correct uniform	*I use appropriate language *I listen & follow instructions and school rules *I use my manners *I am polite when talking with others	*I am on time *I listen to instructions *I move around the school with a buddy and a pass out	*I take care of equipment *I stop & think before I act *I think of possible consequences before acting *I make sensible choices *I follow adult instructions promptly *I act safely	*I put rubbish in bins *I take care of the environment *I care for flora and fauna *I keep things tidy
Learning Areas (including classroom, library, verandahs)	*I respect myself *I have a positive attitude to learning *I try my best *I encourage others *I raise my hand to speak *I speak nicely to everyone *I take care of others' property	*I listen to others *I share with others *I wait my turn *I treat others the way I would like to be treated *I help others *I ask politely to borrow equipment	*I have the equipment I need to learn *I complete homework and assignments on time *I take everything I need from my bag at the beginning of break time	*I use equipment safely *I take notes home *I return equipment when I have finished *I leave toys at home	*I keep my learning areas clean and organized *I keep my bag in the racks
Play Areas (including Ovals, Adventure Playground, Quadrangle)	*I am a good sport and share fairly *I respect the property of others and stay away from the staff car park	*I wait for an adult before entering the play area *I line up quietly to borrow equipment	*I wear a sunsafe hat & correct footwear and clothes while playing in outside areas	*I stay in the correct play areas *I return sporting equipment *I use sports equipment appropriately	*I report dangerous trees/areas
Eating Areas & Tuckshop	*I sit quietly and wait to be dismissed *I wait my turn in line at the tuckshop	*I use my manners when being served at the tuckshop.	*I place my tuckshop order before school	*I sit quietly in the correct area *I finish eating before playing or moving away *I eat my own food *I buy from the tuckshop at the correct time *I stay off the rails at the tuckshop	*I go to the correct eating area
Toilets	*I use the toilets quickly and quietly *I respect the privacy of others	*I flush the toilet *I wait sensibly for my turn	*I go to the toilet before school and at break times	*I return to class quickly and quietly *I report damage	*I turn off taps
Transition/ Lining Up	*I respect others space *I will be quiet & seated before the second bell	*I walk quietly past other classes	*I move quickly from play to line up on time *I have a drink and go to the toilet before I line up for class	*I leave the play area promptly and go to the correct area *I walk on verandahs	
Before & After School	*I sit quietly in the undercover area *I wait to be dismissed *I stay in the correct area before and after school quietly *I follow the bus "Code of Behaviour"		*I am prepared for class *I leave the grounds when dismissed *I am on time for class *I use school crossings	*I go straight to the undercover area before school *I keep sports equipment still *I walk and ride home safely *I respect school rules	
Parade	*I sit quietly and still in lines *I face the flag and stand still during the National Anthem	*I stand quietly when asked *I clap politely *I sit and face the speaker		*I enter and leave parade quietly with my teacher	*I walk on paths to parade

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 Caboolture 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.

Caboolture State School has a range of support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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 who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

Below 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 Caboolture 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 the class teacher may need 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 teachers provide 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
- 30 second ‘take-up’ time for student/s to process instruction/s
- Reduced verbal language
- Chunking - breaking down tasks into smaller chunks
- Provision of positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompting student to take a break or time away in class
- Modelling appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Providing a 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

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Behaviour Support Plan)
- Targeted skill teaching in small groups
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- “Check in” “Check Out” strategy
- Teacher coaching and debriefing
- Referral to the Student Services committee for team based problem solving
- Stakeholder meetings with parents and external agencies

Intensive

The school leadership team works in consultation with the student services committee members to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

At Caboolture 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.

The Deputy Principal of Caboolture State School will be approved to inform parents of a student's suspension through the use of the Instrument of Authorisation forms (appendix 1 and 2).

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection,

dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Caboolture 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 an appropriate consequence through their disciplinary absence from school. The aim of the re-entry meeting is 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 in writing. 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-entry meeting will have a narrow focus on making the student and their family feel welcome back into the school community.

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. FACC, 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 the guidance officer or special education staff, may also offer important advice to ensure a successful outcome.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Caboolture 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
- lighters or matches
- 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 Caboolture 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;
- must obtain consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone; 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);
- must obtain consent from the student or parent to search a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Caboolture State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Caboolture 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 staff member that the property is available for collection.

Students of Caboolture State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Caboolture 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;
- hand in any prohibited possessions that are inadvertently brought to school to the school office as soon as practical after arrival or discovery.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Caboolture 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 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 developmental activities. Students are expected to hand in their mobile devices at the cash window in the office at the commencement of instruction each day. Devices are securely stored and are able to be collected by students prior to their departure.

Responsibilities

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

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

- store mobile devices at the office during hours of instruction
- use mobile phones or other devices for
 - celebration of learning or reward days as set by teachers
 - teaching and or learning where the teacher has given prior notice related to classroom or school use
 - situations where they are an assistive technology or linked to the use of assistive technology
- be courteous, considerate and respectful of others when using a mobile device

- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- record photos or video of students or staff when at school
- upload images/video files of other students to social media sites whilst at school
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or 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 gain an unfair advantage during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Caboolture 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 will likely include restricting or removing network access for a period of time

- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Caboolture State School's Learning and Wellbeing Framework promotes 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 staff delivers overall long-term social, health and economic benefits to the Australian community.

Caboolture State School has a Student Council, with representatives from the student body meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Caboolture 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 Caboolture 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.

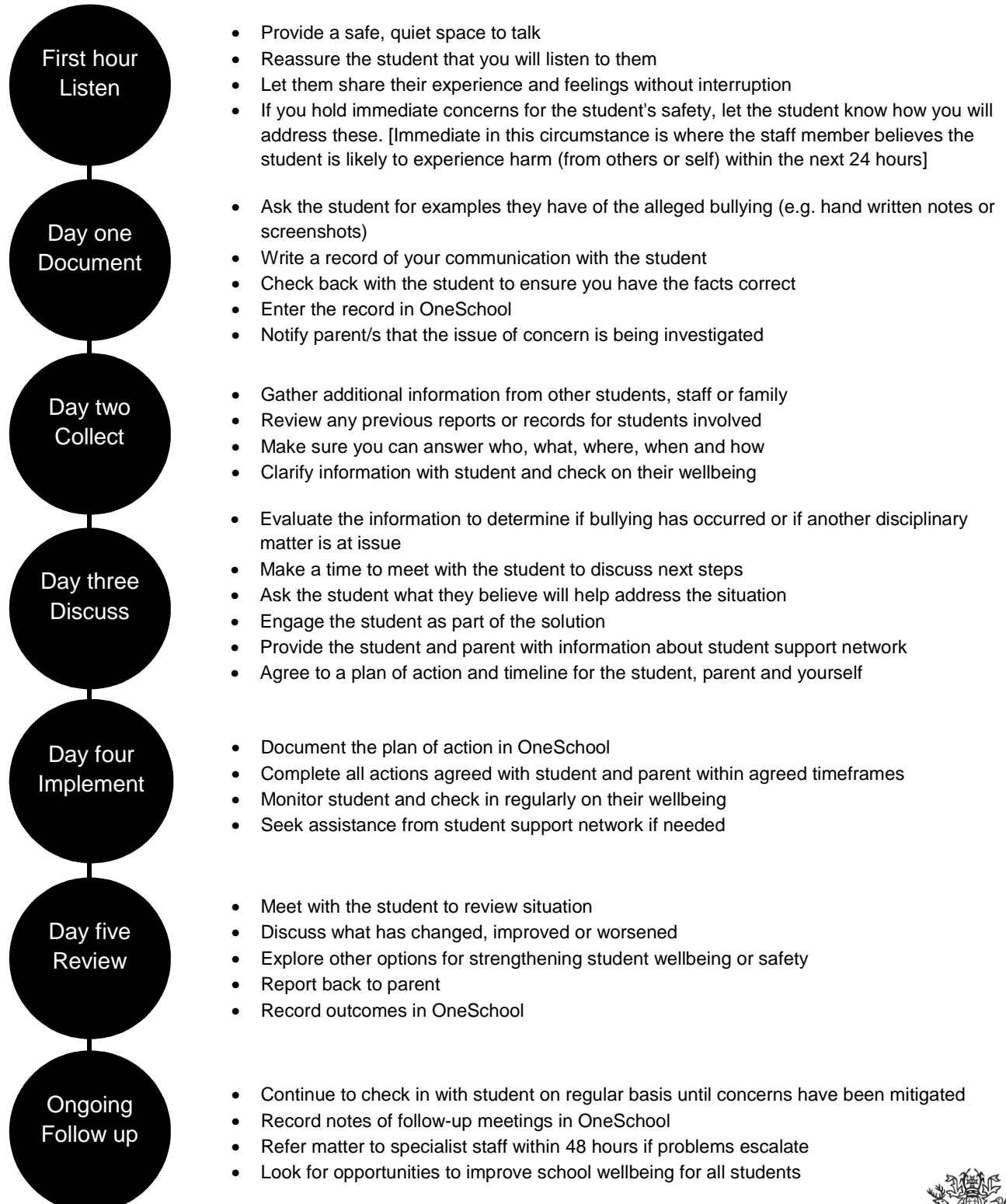
Caboolture State School - Bullying response flowchart for teachers

Professional judgement of staff may see these timelines adjusted depending on the unique circumstances and risk associated with each situation.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

School administrator – (07) 5431 4555



Cyberbullying

Cyberbullying is treated at Caboolture 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. The Principal or one of the Deputy Principals can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Caboolture State School may face in-school disciplinary action, such as detention or removal 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.

Caboolture 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](#).

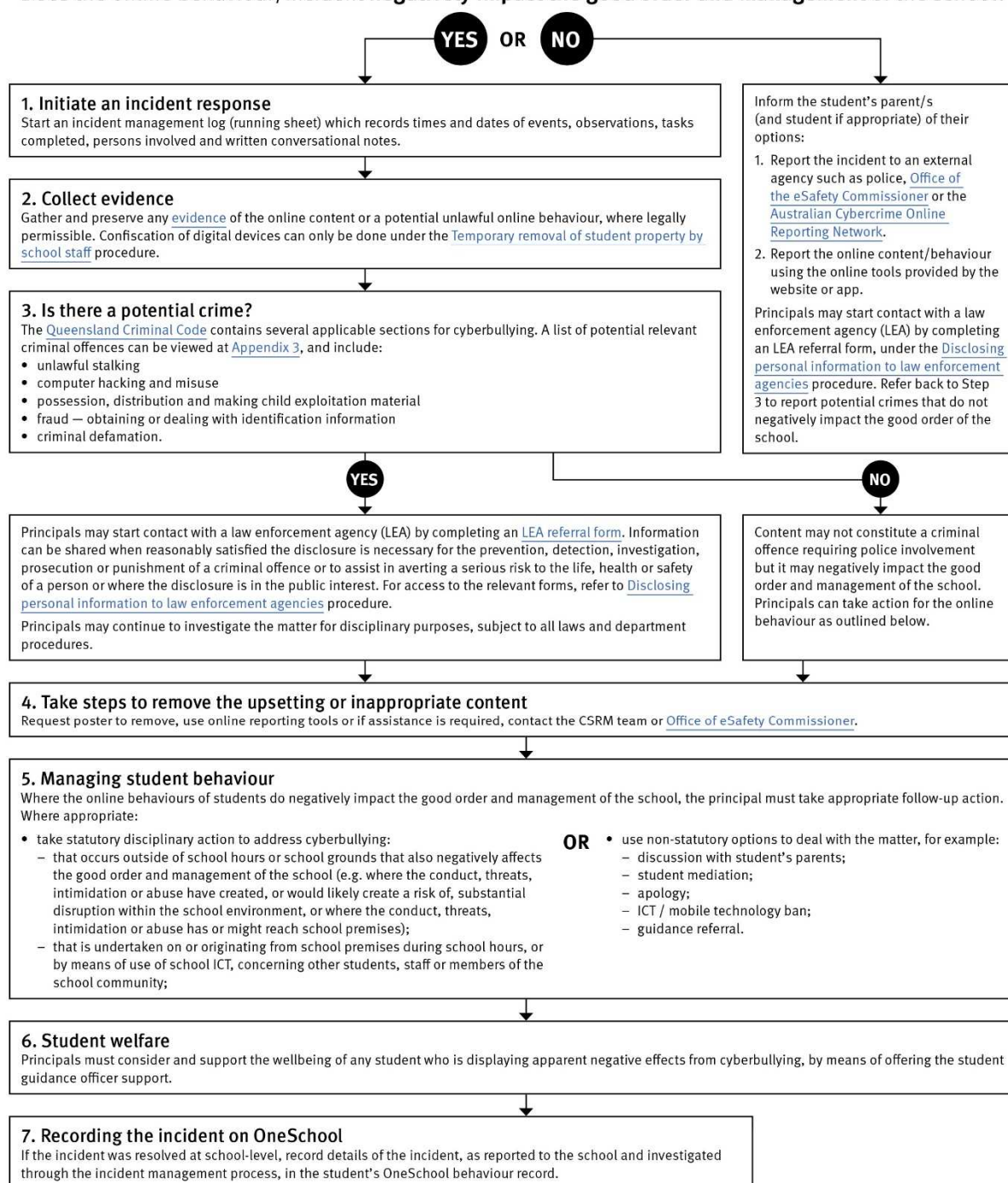
Explicit images

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.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Caboolture State School are familiar with the expectations in response to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Caboolture State School – Anti-Bullying Contract

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

Caboolture State School – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Caboolture 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 as a consequence for student misbehaviour 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 to administer consequences 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.

- 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

Caboolture 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 they 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:

- provide 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
- provide an update 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](#).

Appendix

Appendix 1- Instrument of Authorisation Suspension

Insert School Logo

Department of Education

NAME OF SCHOOL

Instrument of Authorisation

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

I, (NAME OF PRINCIPAL), Principal of (NAME OF SCHOOL), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of School, Head of Campus) at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A (Deputy Principal, Head of School, Head of Campus) who tells a student of my decision to suspend that student, acts in my name.

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

NAME OF PRINCIPAL

DATE

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

Appendix 2- Instrument of Authorisation Suspension and Exclusion

Insert School Logo

Department of Education

NAME OF SCHOOL

Instrument of Authorisation

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

I, (NAME OF PRINCIPAL), Principal of (NAME OF SCHOOL), **authorise** the persons who are from time to time the holders of the position of (Deputy Principal, Head of School, Head of Campus) at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of (Deputy Principal, Head of School, Head of Campus) to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A (Deputy Principal, Head of School, Head of Campus) who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a (Deputy Principal, Head of School, Head of Campus) tells the student about my decision, as per section 293(3) of the EGPA;
- when a (Deputy Principal, Head of School, Head of Campus) tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

NAME OF PRINCIPAL

DATE

NAME OF SCHOOL

QUEENSLAND DEPARTMENT OF EDUCATION

