



Springwood Central State School



Student Code of Conduct 2022-2024

Every student succeeding

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

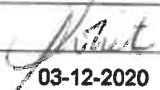
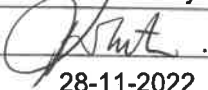

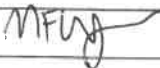
*Queensland Department of Education
State Schools Strategy 2020-2024*



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Principal Signature:		
Date:	03-12-2020	28-11-2022
P/C President Name:	Jacquelyn Jacob	Reviewed : Naomi Flynn
P/C President Signature:		
Date:	03-12-2020	28-11-2022

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Purpose

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

The Springwood Central 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 members of 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 Ng 'eworld

Positive school climate is reflective of the quality of relationships among the students and the adults in a school. It is affected by the school's approach to discipline and behaviour, as well as the social-emotional curriculum available to students. School climate, in turn, affects students' mental and emotional health and academic success.

Springwood Central State School has a long and proud tradition of providing high quality education to students within our school community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. These beliefs are embodied in our school rules



At Springwood Central State School we recognise the following key factors as making the school safer and more positive environment for all.

1. A school wide approach to teaching the social skills needed for success at school.
2. An emphasis on teaching and learning within a positive school and classroom culture.
3. Delivery of quality instruction to maximise academic success for all students.
4. Monitoring of student learning and behaviour through continuous active supervision.
5. High rates of positive acknowledgement for academic and social success.
6. Engagement of all staff, students, parents and the wider community.
7. Multi-year and multi-component approaches to implementation.
8. Modelling of positive social behaviour and values by adults.

Our Student Code of Conduct plainly outlines the expectations and staff responsibilities developed to support students to understand and meet disciplinary expectations of the school. It provides guidance on the application, where required, of disciplinary consequences.

It is my privilege to be able to make available our Student Code of Conduct in various languages. Any families who require assistance to access the document should contact me.

I extend my personal thanks to the students, teachers, parents and other members of the community for their work in bringing our Springwood Central Student Code of Conduct together. The interest and views shared through the process of developing this document have been invaluable.

Kerry White

P&C Statement of Support

As president of the Springwood Central State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process ensured that 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 Springwood Central 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 Springwood Central 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.

Any parents who wish to discuss the Springwood Central 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 Springwood Central State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Jacquelyn Desma-Pei Jacobs

School Captains' Statement

On behalf of the student body at Springwood Central State School, we endorse the Student Code of Conduct for 2020. We have provided feedback on draft materials and regularly put forward the views of students on a range of issues affecting their lives at school. We will continue to work with members of Springwood Central State School on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Consultation

The consultation process used to inform the development of the Springwood Central State School Student Code of Conduct occurred in three phases.

In early 2020, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. A phase of consultation was completed in late 2020, and the final version, incorporating suggested changes and feedback, was presented to the P&C Association in November 2020 for endorsement. The P&C Association and School Captains unanimously endorsed the Springwood Central State School Student Code of Conduct for implementation in 2021.

Consultation to support the implementation of the Springwood Central State School Student Code of Conduct, includes parent information evenings, promotion through the school website and a fortnightly newsletter.

Review Statement

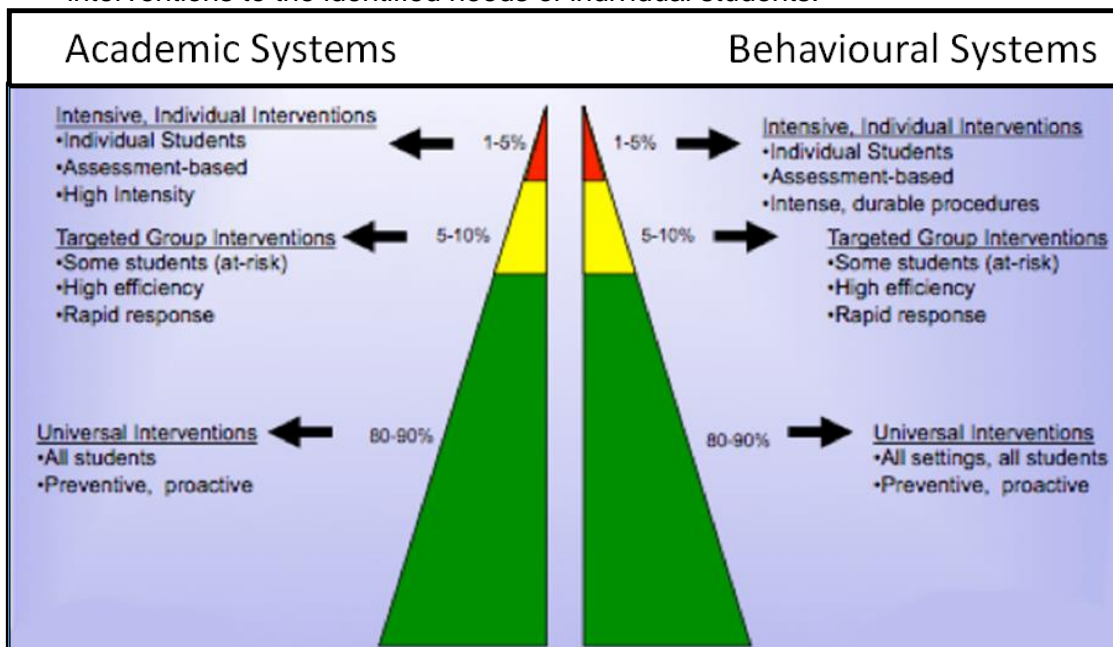
The Springwood Central State School Student Code of Conduct will undergo annual updates to reflect changing circumstances, data and staff. A complete review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

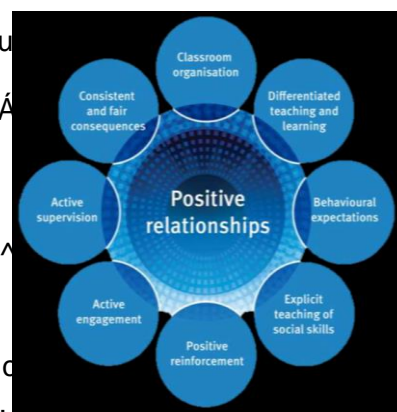
At all times, Springwood Central State School seeks to reflect the values and behaviour that are acceptable in our society. Through our shared expectations of behaviour the school aims to create and maintain a positive and productive learning and teaching environment, where all community members have clear and consistent expectations and understandings of their roles in the educational process.

Multi-Tiered Systems of Support

Springwood Central State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. Our school uses multi-tiered systems of support as preventative and differentiated models involving practical strategies, targeted planning and data-informed decision-making. The use of this problem-solving model, enables staff to match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention Description
1	<p>All students (100%) access Tier 1 'universal' or 'school-wide' supports to support their academic and behavioural development. There is a focus on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. Tier 1 supports are preventative, proactive and maximise instruction and engagement.</p> <p>Tier 1 supports include:</p> <ul style="list-style-type: none"> < Authentic, school wide implementation of Classroom PBL to foster positive relationships. < Explicit teaching and reteaching behaviour expectations in the setting they will be used. < Implementation of the Rest & DePaulo's (2002) PBL program to support social and emotional wellbeing. < PBL behaviour awards on parade. < Whole school PBL program used across the school. < Explicit teaching of expectations using PBL program on parade and followed up in the classroom.



	<ul style="list-style-type: none"> ◁ Consistent addressing of challenging behaviour, while taking developmental norms and behavioural function into account. ◁ Differentiation of teaching and learning including WIN (What I Need) Intervention time to support the academic needs of all students. ◁ Seeking feedback from students and their families regarding their perspectives on school climate, instruction, reinforcement, and discipline, so improvements in Tier 1 may be made.
<p>2</p>	<p>Tier 2 - Targeted instruction and supports for some students (10-15%) are more focused than those of Tier 1 supports, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 strategies build on the supports provided at Tier 1, and aim to prevent further behaviour and academic escalation. Tier 2 supports are quick response supports provided to individuals and/or small groups of students with similar needs, offering differentiation related to the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. Tier 2 supports may include:</p> <ul style="list-style-type: none"> ◁ Social skills groups that explicitly teach and reteach appropriate behaviour informed by programs such as %oZ [} ^ • Á [~ ÁËÜÁ %o\ Ô æ} Á Ö [Á%Qú ~+]Á^æ} -á ^ ç + È ◁ Check in . Check out/ Playground Plans to scaffold and monitor student behaviour over small periods of time ◁ Individualised and/or additional or significant academic differentiation ◁ School Support Team (SST) to address targeted-level needs ◁ Reading Dogs Program ◁ A clear connection between the skills taught in the interventions and school-wide expectations. <p>Where the school data indicates that more than 10-15% of students require targeted Tier 2 supports, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
<p>3</p>	<p>Tier 3 or 'intensive' interventions support the small number (1-5%) of students who have not responded to Tier 1 and 2 interventions. Students with the most intensive support requirements may require Tier 3 or 'intensive' levels of support, involving highly individualised interventions.</p> <p>Ù c ~ á ^ } c • Á ^ ~ ~ ã ã } * Á V ã ^ Á H Á • ~]] [c Á a established data decision making framework. Tier 3 intensive and individualised systems and practices may include:</p> <ul style="list-style-type: none"> ◁ Developing and implementing Individual Behaviour Plans ◁ Functional Behaviour Assessments (FBA) ◁ Individualised Support Plans ◁ Explicit teaching and reteaching alternative and/or replacement behaviours ◁ Individual Curriculum Plans (ICP) ◁ Individualised rewards systems ◁ Complex case supports

Tier 3 supports exist along a continuum. A much smaller percentage of students may require a Complex Case plan and wraparound support services including liaison with external support providers (e.g. Child Safety, Child Youth Mental Health Services, Interagency, Autism Queensland).

Where school data indicates that more than 1-5% of the student population requires Tier 3 supports, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Springwood Central State School consider 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 decision making process reflects the principle of equity, where every student is given the support they need to be successful, taking into account individual circumstances. This means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information if the behavioural incident, such as bullying, involves your child. We ensure 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

Springwood Central 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. It does this 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 embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P. 12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Springwood Central State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages. Biannual presentations from the Life Education van support these messages.

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

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

Specialised Health Needs

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

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

Medications

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

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

Springwood Central State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the office to provide emergency first aid medication if required.

Mental Health

Springwood Central State School implements early intervention measures and supports for students where there is reasonable belief that a student has a mental health difficulty. These supports may include strategies identified by the school guidance officer or personnel from outside agencies. All teaching staff participate in the development, implementation and review of the personalised learning plan in the [Student Plan](#) on OneSchool for identified students and implement reasonable educational adjustments, as required.

Suicide Prevention

Springwood Central State School staff who notice suicide warning signs in a student should seek help immediately from the principal or deputy principal (if the principal is not available) or other appropriate staff.

When dealing with a mental health crisis, schools immediately call 000 when there is an imminent threat to the safety of a student, and where necessary provide first aid. In all other situations, Springwood Central 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 that has not occurred on school grounds, Springwood Central 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, Springwood Central State School staff immediately enact the School Emergency Management Plan, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support

Springwood Central State School are proud to have a comprehensive Student Support network in place to aid the social, emotional, physical and academic development of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose roles are dedicated to ensuring our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Springwood Central State School to seek assistance or advice. If staff are unable to assist they will provide guidance officer and help ensure the student is connected to the appropriate representative of the Student Support network.

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

Role	What they do
Guidance officer	<ul style="list-style-type: none"> < provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting < liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
HOSES	<ul style="list-style-type: none"> < coordinates the range of student support programs < liaises with outside agencies and EQ therapists < provides tier 2 and 3 support and advice < leads complex case management, including wrap around supports
Registered nurse	<ul style="list-style-type: none"> < works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs < provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Classroom teachers and inclusion teachers	<ul style="list-style-type: none"> < responsible for student welfare < provides contact for students and their families < ensures students feel safe and comfortable and want to come to school < nurtures a sense of belonging.
School Chaplain	<ul style="list-style-type: none"> < provides individual and, at times, group support to students to assist their engagement with education and training < support students to overcome barriers to education such as <ul style="list-style-type: none"> o attendance at school o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing.

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

These include:

- < Principal Advisor Student Protection
- < Mental Health Coach
- < Autism Coach
- < Inclusion Coach
- < Success Coach
- < Advisory Visiting Teachers
- < Senior Guidance Officers

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

Whole School Approach to Discipline

Springwood Central will share and explain the PBL framework with parents and students, and gain community support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students.

Springwood Central 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 evidence-based practices are used correctly by teachers to support students
- < continually support staff members to maintain consistent school and classroom improvement practices.

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

PBL uses data to inform decisions about how to best support students to make appropriate behaviour choices. Expected behaviour choices are clearly defined and expected behaviour is explicitly taught to all students as focus rules. Appropriate behaviour choices are consistently reinforced through use of positive rewards, including Vivos, honey bees, attendance at rewards days and verbal acknowledgement.

PBL Rules and Expectations

Springwood Central State School is committed to providing a safe and supportive environment where all students can learn at high levels. Our School has three positively stated school rules that ensure the delivery of high quality education for every student.

- < Be Safe and Healthy
- < Be Respectful and Co-Operative
- < Be a Learner and an Achiever

Students

Below are examples of what these PBL expectations look like across the school. In addition, each classroom have their own set of examples to help students and visitors understand the expectations and meet the standards we value at Springwood Central State School.

	BE SAFE AND HEALTHY	BE RESPECTFUL AND COOPERATIVE	BE A LEARNER AND ACHIEVER
AT ALL TIMES	I keep my hands and feet to myself I wear a hat outdoors I make smart choices	I follow all staff instructions straight away I use manners at all times I wear the correct uniform I respect people and equipment	I am prepared for learning I always try my best I am successful I seek assistance
TRAVEL	<ul style="list-style-type: none"> < I walk in pairs or single line < I walk on the pathways < I follow the person in front 	<ul style="list-style-type: none"> < I stay with my group < I move silently 	<ul style="list-style-type: none"> < I move to the correct area quickly after hearing the bell

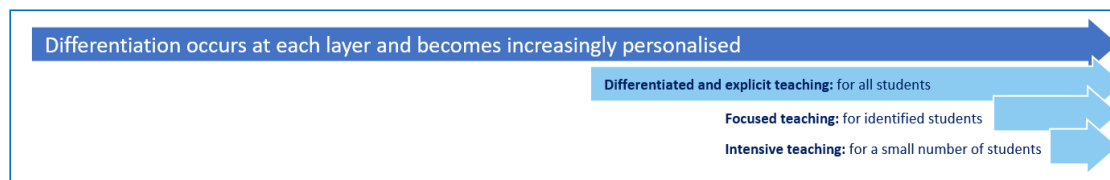
TOILETS	<ul style="list-style-type: none"> ◁ I go with a buddy ◁ I wear a lanyard ◁ I flush the toilet & wash my hands 	<ul style="list-style-type: none"> ◁ I respect others' privacy ◁ I keep the area clean and tidy ◁ I report any problems 	<ul style="list-style-type: none"> ◁ I am waterwise ◁ I leave quickly and quietly ◁ I choose appropriate times to make toilet visits
OVAL & SENIOR PLAYGROUND	<ul style="list-style-type: none"> ◁ I always wear my shoes ◁ I play safely with others ◁ I enter the oval only when the post pads are in position 	<ul style="list-style-type: none"> ◁ I wait for a staff member at the end of D Block ◁ I stay in the correct area ◁ I exclude no one ◁ I take turns on equipment 	<ul style="list-style-type: none"> ◁ I play by the rules ◁ I use the equipment correctly ◁ I walk on the paths back to the eating area quickly after hearing the bell
EATING AREAS	<ul style="list-style-type: none"> ◁ I only eat my own food ◁ I put rubbish in the bin ◁ I put my lunchbox in the crate at the end of eating time ◁ I make sure the area is clean ◁ I eat food from tuckshop at the seats beside tuckshop 	<ul style="list-style-type: none"> ◁ I sit quietly in the correct area during eating time ◁ I eat in a polite manner ◁ I leave the area only when given permission by staff ◁ I eat my healthy food first 	<ul style="list-style-type: none"> ◁ I am waterwise ◁ I get ready for learning at the end of break time – calm my body and my brain
COURTS	<ul style="list-style-type: none"> ◁ I play safely with others ◁ I walk on pathways to and from the courts 	<ul style="list-style-type: none"> ◁ I play in the correct area ◁ I exclude no one 	<ul style="list-style-type: none"> ◁ I play by the rules ◁ I use equipment correctly ◁ I move to the eating area quickly after hearing bell
JUNIOR PLAYGROUND	<ul style="list-style-type: none"> ◁ I walk to and from the playground ◁ I always wear shoes ◁ I play safely with others 	<ul style="list-style-type: none"> ◁ I wait for staff members at the end of B Block ◁ I play in correct area ◁ I take turns on equipment ◁ I exclude no one 	<ul style="list-style-type: none"> ◁ I play by the rules ◁ I use the equipment correctly ◁ I move to lining up area at corner of playground quickly after hearing the bell
PREP PLAYGROUND	<ul style="list-style-type: none"> ◁ I always wear shoes ◁ I play safely with others 	<ul style="list-style-type: none"> ◁ I wait for teacher permission to enter the playground ◁ I play in the correct area ◁ I take turns on the equipment ◁ I share with my friends 	<ul style="list-style-type: none"> ◁ I play by the rules ◁ I use the equipment correctly ◁ I move to the lining up area quickly after hearing the bell
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> ◁ I listen to the teacher ◁ I use equipment safely ◁ I keep my area clean and tidy ◁ I am only in the room when a teacher is present 	<ul style="list-style-type: none"> ◁ I share equipment and take turns ◁ I give everyone the right to listen and learn ◁ I talk clearly and respectfully ◁ I put my hand up to speak 	<ul style="list-style-type: none"> ◁ I am on time for class ◁ I am organised for learning ◁ I communicate my ideas
HALL	<ul style="list-style-type: none"> ◁ I walk in calmly & silently ◁ I walk in orderly lines ◁ I sit in the right place 	<ul style="list-style-type: none"> ◁ I sit silently ◁ I pack the mats away neatly ◁ I wait for instructions to leave ◁ I listen politely to the speaker 	<ul style="list-style-type: none"> ◁ I respond appropriately to speakers (polite clapping not yelling or calling out) ◁ I wait for the teacher outside the hall before moving off
CYBER	<ul style="list-style-type: none"> ◁ I hand any phones or devices to the office each day ◁ I use these devices responsibly 	<ul style="list-style-type: none"> ◁ I respect myself and others online and contact with only people I know 	<ul style="list-style-type: none"> ◁ I report any difficulties/problems to an adult

Differentiated and Explicit Teaching

Springwood Central 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, correction, and opportunities for practise.

Teachers at Springwood Central State School individualise what students are taught, how they are taught, and how they demonstrate what they know, as part of this differentiated approach to behaviour. Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. Teachers purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section.

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. 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 to support aspects of behaviour. Focused teaching provides students with increased 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 teaching staff at Springwood Central State School to provide focused teaching. Focused teaching is aligned to our three school rules, and student progress is monitored by teaching staff to identify those who:

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

Springwood Central State School utilise Student Support staff to plan and deliver focused teaching to students who need more support to meet expectations. In

addition, the school implements the following evidence-informed programs to address specific skill development for some students:

- < Rock and Water
- < Zones of Regulation
- < Superflex
- < You Can Do It
- < Student Mentoring Program
- < Reading Dogs

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

Intensive Teaching

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

Some students may require intensive teaching for a short period of time that focuses on particular behaviour skills. Other students may require intensive teaching for a prolonged period. Decisions about the approach are made based on data collected from their teacher or teachers, and following consultation with the

For a small number of students who continue to display behaviours that are deemed complex and challenging, supports including:

- < functional-based behaviour assessment
- < individualised support plans
- < multi-agency collaboration

This approach seeks to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex issues.

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

Disciplinary Consequences

The disciplinary consequences model used at Springwood Central State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. When unacceptable behaviour occurs consequences are determined based on whether the problem behaviour is major or minor, with the following agreed understanding:

Minor Behaviours (orange cards)

Minor behaviours are those that

- < Are less significant breaches of the school rules;
- < Do not seriously harm others or cause you to suspect that the student may be harmed;
- < Do not violate the rights of others in any other serious way; and
- < Are not part of the pattern of problem behaviours

Desk Case	Student avoids sitting that is not within the desk case guidelines defined by the school.	Minor	Repeated passing of non-approved components of the uniform without permission. Receiving offensive clothing. Repeated wearing of non-approved footwear or hair accessories. Refusal to remove or leave of non-uniform clothing or change into uniform supplied.	Student has a note from parents explaining reasons for non-uniform components/footwear. One-off or one instance of non-compliance of uniform policy.
Handwriting Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes giving a person's name without that person's permission.	Major	Copying documents without that person's permission. Student creates a fake note from a teacher and/or parent in order to avoid consequences.	Accidents made in good faith and without the intention to deceive or mislead.
Fighting	Student is involved in physical participation in an excessive taunting physical violence.	Major	Student getting into a physical fight, both students are actively participating in the physical violence, using aggression or holding down or trying to grab someone's hair from the situation. Consistent 'play' that is more than one occasion - randoms/other incidents from staff.	One student threw a punch, other student backs away from the fight. Excessive behaviour, short control and easily restrained. Play-fighting where all parties perceive it as a game needing redirection. Teacher(s) contacted.
Harassment	Student engages in the delivery of harmful messages in any form related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Major	Name calling such as using harmful or offensive words to describe someone. Teasing or making fun or someone's appearance abilities or other personal characteristics. Making inappropriate sexual comments or gestures towards someone or engaging in unwanted physical contact. Spreading or threatening someone with physical harm or through verbal or written messages. Deliberate harassment using a 3rd party.	Accidentally bumping into someone. Disagreeing with someone's opinions and ideas in a respectful and non-threatening manner. Playful joking and teasing between friends as long as all parties involved are comfortable with it and no harm is intended. Spreading one's opinions and beliefs, as long as it is done in a respectful and non-threatening way.
Other charge related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence or other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that there poses an unacceptable risk to other students or staff.	Major	Repeating name calling or teasing (not using harmful or offensive words). Spreading rumours or gossip about another person. Insulting others or harmful messages. Addressing requiring the student to into lockdown/isolation eg. fighting lines. Actors with intent to cause chaos.	First occurrence of name calling/teasing (backlash moment).
Physical Aggression	Student intentionally engages in actions involving physical contact with others where they may occur (eg. hitting, shoving, punching, kicking with an object, kicking, hair pulling, something, etc.). This includes premeditated acts or instigation of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals or flora or fauna.	Major	Deliberate hitting, punching, kicking, using an object, forceful removal of pants, any action defined as an intimidation (such as hazing/sexual) or sexual assault/abuse. Being taken physically into a room or area as if to be confined. Threats to cause physical harm to another person (including threats to assault or harass), using physical force or violence to exert power or control over another person. Threatening or escalating events or actions of basis, reptiles or other animals. Intentionally hitting or harming animals.	Accidentally bumping into someone else.
		Minor	Minor damage or destruction. Spreading rumours, such as cheating rumours.	
	Intentionally or recklessness, or in violation of an appropriate rule.	Minor	Violation of rules (such as no smoking).	Using profanity or vulgar language "shit up, illegal etc."
Academic Misconduct	Student intentionally and deliberately misrepresents their learning. It includes cheating, collusion, contract cheating, copying work, misappropriating assessment information, fabricating, representation, excessive plagiarism, plagiarism.	Major	Use of inappropriate language that is unprofessional or self-directed. Use of inappropriate language that is unprofessional or self-directed. Opportunistic copying during assessment tasks.	Using profanity or vulgar language "shit up, illegal etc."
Bomb Threat/Vulgar Name	Student delivers a message of possible explosive material (bomb, car bomb, road closure, motor vehicle explosion).	Major	A student delivers a message that is intended to cause fear or panic and could put students, teachers and other personnel in danger.	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical and/or psychological harm. Bullying can occur in person or online (cyberbullying, trolling on the internet or through social media).	Major	Repeated physical behaviours such as hitting, kicking, repeated verbal and physical threats/intimidation, repeated name-calling, repeated social exclusion. Repeated refusal to do any work. Repeated refusal to attend school. Leaving school grounds. Actively excluding staff. Leaving classrooms (not attending school). Deliberately not handing in personal devices. Deliberately not attending lessons. Refusing to follow school rules (eg. being consistently late to class).	One-off altercation, physical misconduct that is not repeated, not leading to someone else to conflict, use of off name-calling.
Disobey	Student refuses to follow directions given by school staff.	Major	Repeated ignoring of or refusal to comply with a direction. Repeated refusal to do any work. Repeated refusal to attend school. Leaving school grounds. Actively excluding staff. Leaving classrooms (not attending school). Deliberately not handing in personal devices. Deliberately not attending lessons. Refusing to follow school rules (eg. being consistently late to class).	Refusal to follow instructions as an immediate secondary behaviour. Student saying "I'm stupid, I can't do it". Student refusing to complete work that is not set at an appropriate level. Student refusing to work with someone they have a conflict with. Pre-agreed consequences to allow processing/cool down time. Use of school.
		Minor	Spreading of a direction after check-in and promoting. Refusal to start work after check-in and promoting. Refusal to start work after check-in and promoting. Refusal to take part in school activities after adjustments have been made. Repeatedly not following directions. Leaving classrooms (not attending school). Deliberately not handing in personal devices. Deliberately not attending lessons. Refusing to follow school rules (eg. being consistently late to class).	Student not understanding the instruction. Student using avoidance strategies (such as wanting to go to the toilet). One-off refusal to complete work that is not set at an appropriate level. One-off late for class by going to the toilet or getting a drink. Children who arrive late to school. Attending office for medication. Attending parents care or support.
Disrespect	Student intentionally delivers insulting, rude or dismissive messages to adults or students.	Major	Continuously insulting, rude or dismissive comments towards others. Using offensive language (including derogatory or discriminatory comments towards others) based on their race, gender, religion or other personal characteristics. Deliberately using direct and/or indirect communication as a distraction. Using to cause harm (physical and mental) to staff and students. Deliberately using words that intend to harm or blame another student. Repeatedly insulting, rude or dismissive comments towards others. Repeatedly ignoring or disrupting someone's thinking or opinions. Repeatedly going to the toilet during a class or lesson. Deliberately and regularly late to class with the intent of avoiding learning (more than a few times).	Using a message or insulting to follow a rule, as long as it was not done intentionally or with disrespect for other. Not wanting to be friends with someone, as long as it is not done in a harmful or malicious way. Deliberately late when they were using a time verbal message - 1 hour/1/2 group.
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes shouting, loud talk, yelling or screaming, noise with materials, and/or sustained out-of-seat behaviour.	Minor	Repeated calling out of other students and teachers. Repeated interrupting others by throwing objects, turning off equipment, knocking things off desk, touching others work. Continuing to make deliberate noises such as tapping, clicking, scraping after numerous redirections.	Disagreeing with someone's opinion or ideas in a respectful and non-threatening way. Use that don't affect an outcome - one off. Using an another student's work then stop after a reminder. One-off calling out or making noise. Cheating/talking, which does not significantly disrupt other students (eg. using a calculator).
Property Damage	Student participates in an activity that results in destruction, damage or delinquency of property.	Major	Deliberate/intentional violation or misuse of items of others/belongings. Breaking pencils, rulers or using play equipment inappropriately.	Throwing an object instead of passing it eg. malicious intent.
Property Misuse Causing Risk to Others	Student engages in misuse of property which may cause a risk of injury or ill health to others, behaviour involving the misuse of property or using objects in a risk manner (causing injury).	Major	Threat or physical action that could cause harm to another person using a physical object, their, coat, visitors, risk, personal property. Using objects in a way that is not appropriate for school/other purposes. Breaking or throwing the school's or another person's property in anger or frustration.	Picking up an object in heat of the moment with no intention to hurt or threaten another person.
Substance Misconduct Involving Illegal Substances	Student is in possession of, has supplied or is using illegal drugs/substances/intoxicants or implements.	Major	Use/possession/sale or distribution of illegal drugs. Giving these substances to another student.	Possession of prescribed medication.
Substance Misconduct Involving Tobacco and Other Legal Substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prescribable substances or implements.	Major	Use/possession/sale or distribution of drugs, alcohol, cigarettes, tobacco. Giving these substances to another student.	Possession of prescribed medication.
Technology Violation	Student engages in inappropriate use (as defined by school use of mobile phone, drone, smartwatch, camera, computer or other communication device) - This includes fraudulent or illegal activity such as attempting to hack, engineering, data attacks, or of key loggers, impersonating staff or other students.	Major	Unauthorized and inappropriate use of school property and personal devices (eg. downloading of software/apps/games, etc., changing computer settings, deliberately using another person's work and data, recording without permission, accessing and using inappropriate sites and deliberate destruction of all data/belongs). Deliberately sending emails to students and/or staff which contain inappropriate content. Intentionally commit fraud for personal gain, accessing inappropriate websites on school property. Using another person's account without permission. Not handing in personal devices to the office.	Assisting another student to log on. Accidentally damaging school IT equipment (intending to have a go/curiosity (not register)).
		Minor	Using another person's account without permission. Sending spam emails. Recording games or activities that are not appropriate for school/other purposes. Intentionally using another person's account without permission.	Unauthorized accessing inappropriate internet (eg. using resources).
Truth	Student is involved in being in possession of, being passed on, or being responsible for removing school or someone else's property.	Major	Intentionally taking or removing that item from being a willing participant and/or passing and giving away stolen property. Encouraging another student to take someone else's property. Intentionally taking or removing that item from being a willing participant and/or passing and giving away stolen property. Encouraging another student to take someone else's property.	Passing on stolen property without knowing it was stolen. Bystander who don't participate and reported theft.
Use/Possession of Combustibles	Student takes in possession of substances/items capable of causing harm from another property damage (eg. matches, lighters, bicentrics, petrol, lighter fuel, matches).	Major	Possession of prohibited items (lighters and etc.) with deliberate/intentional action to cause harm/ threaten another person or property damage. Repeated occurrences of bringing prohibited items (eg. using pens). Possession of prohibited items (lighters, matches, petrol and etc.) with no intent to cause harm or threaten another person.	When a student is in possession of prohibited items (lighters, etc.) with no intent to cause harm or threaten another person.
Use/Possession of Weapons	Student is in possession of knives and guns (real or look alike) or other objects readily capable of causing bodily harm.	Major	Possession of prohibited items (knives, sharp implements) with deliberate/intentional action to cause harm or threaten another person.	When a student is in possession of prohibited items (lighters, knives, sharp implements) with no intent to cause harm or threaten another person.

Table 1- Major and Minor Matrix

a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

Major Behaviours (pink cards)

Major behaviours are those that

- < Are significant breaches of the school rules;
- < Significantly harm others/self;
- < Violate the rights of others in any serious way;
- < Pattern of problem behaviours; and
- < May require additional staff to assist.

The majority of students will be capable of meeting established expectations that are clear, explicitly taught and practised. Universal supports including In-class acknowledgments, corrective feedback 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. With the supports of focussed teaching, in-class acknowledgments, corrective feedback and rule reminders, some students may 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 student for the safety of others, and no other alternative disciplinary strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- < Pre-emptive strategies (e.g. visual cues, hand signals)
- < Non-verbal and visual cues (e.g. posters, hand gestures)
- < Whole class practising of routines
- < Ratio of 4 acknowledgements to 1 correction
- < When a student misbehaves, the teacher should use a pre-emptive strategy (e.g. visual cue, hand signal) to redirect the student's attention to the task at hand.
- < Überequity (e.g. 'You're not allowed to talk when I'm talking')
- < 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
- < Allow 'wait time' for student to respond
- < Reduce verbal language
- < Break down tasks into smaller chunks
- < Provide positive feedback (e.g. 'You're doing well')
- < Prompt student to take a break or time away in class
- < Model appropriate language, problem solving and verbalise thinking process (e.g. 'I'm going to take a deep breath')
- < Model expected behaviour
- < Private discussion with student about expected behaviour
- < Reprimand for inappropriate behaviour
- < Warning of more serious consequences (e.g. removal from classroom)
- < Time out
- < Buddy Class Reflection and Apology
- < Apology
- < Classroom detention for work completion
- < Temporary removal of student property (e.g. mobile phone)

Focused

Teaching staff support students to address problem behaviour. These responses may include:



- ⟨ Functional Behaviour Assessment
- ⟨ Individual student behaviour support strategies (e.g. Student behaviour plan)
- ⟨ Targeted skills teaching in small group
- ⟨ Reflection Room
- ⟨ Counselling and guidance support
- ⟨ Check in Check Out Plan
- ⟨ Teacher coaching and debriefing
- ⟨ Referral to Student Support Team for team based problem solving
- ⟨ Stakeholder meeting with parents

Intensive

The School leadership team work in consultation with Student Support Team to address persistent or ongoing serious problem behaviour. These responses may include:

- ⟨ Functional Behaviour Assessment based individual support plan
- ⟨ Complex case management and review
- ⟨ Stakeholder meeting with parents and relevant support services (internal and/or external)
- ⟨ Short term internal/external 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 and is suspended from school until the charge has been dealt with by the relevant justice authorities)
- ⟨ Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- ⟨ Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- ⟨ Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Behaviour Ratings

Springwood Central State School behaviour ratings outline five levels of behaviour.

Level A- Excellence (Leadership)

Students at this level display exemplary levels of the expected behaviours all of the time. They also support other students to behave well. In the senior years, students also demonstrate leadership qualities.

Demonstrated behaviour for this level

Students behaviour will include the following:

- ◁ Being a role model for other students
- ◁ Consistently working to potential
- ◁ Always wearing uniform to school standard
- ◁ Displaying a genuine commitment to their schooling, including regular attendance and punctuality.
- ◁ Always co-operating with all members of the school.
- ◁ Helping and encouraging others
- ◁ Completing homework and class work on time
- ◁ Always following instructions
- ◁ Consistently respecting others
- ◁ Active participation in the education program
- ◁ Participation in and/ or regional events, e.g. swimming carnival, sports days, cross country, camps, excursions and etc.
- ◁ Demonstrating commitment to and involvement in their school

Possible privileges for demonstrated behaviour at this level

- ◁ Public speaking at assemblies
- ◁ Greeting guests to the school and presenting impromptu vote of thanks
- ◁ Organising school events both within the class and whole school. These may include organising assemblies for special events, e.g. ANZAC Day
- ◁ Assisting all staff in the running of the school
- ◁ Encouraging the appropriate behaviour of other students.
- ◁ All level C and B privileges

^Please note it is an expectation of Springwood Central State School that all children wishing to nominate for School Captain have achieved Level A- Excellence (Leadership) for at least one semester prior to their nomination.

Level B- High

Students at this level display good levels of the expected behaviours most of the time.

Demonstrated behaviour for this level

Students behaviour will include the following:

- ◁ Being a role model for other students
- ◁ Frequently working to potential
- ◁ Wearing uniform to the school standard most of the time.
- ◁ Displaying a genuine commitment to their schooling, including regular attendance and punctuality
- ◁ Often co-operating with all members of the school
- ◁ Helping and encouraging others
- ◁ Completing homework and class work most of the time
- ◁ Frequently following instructions
- ◁ Respecting others
- ◁ Active participation in the education program
- ◁ Participating in and/or supporting school and regional events, e.g. swimming carnival, sports day, cross country, camps, excursions and etc

Possible privileges for demonstrated behaviour at this level

- ◁ All students at this level are eligible to be elected to student council
- ◁ At this level, at the end of year 5, students can be considered for election to House Captains, Music Captains, ICT Captain or Student Council President for the following year
- ◁ Students at this level will be eligible to represent the school at special events if selected

- ◁ All C Level privileges

Level C- At level

Students at this level usually display the expected behaviours. All students are assigned to this level when they enrol at Springwood Central State School.

Demonstrated behaviour for this level

Students behaviour will include the following:

- ◁ Being considerate and respecting others
- ◁ Being courteous towards others
- ◁ Co-operating with all members of the school
- ◁ Caring for others and their property
- ◁ Displaying commitment to their schooling
- ◁ Completing class work
- ◁ Usually completing homework
- ◁ Displaying most of the behaviour expectations
- ◁ Regularly following instructions
- ◁ Usually wearing school uniform to the school standards.

Possible privileges for demonstrated behaviour at this level

- ◁ Students at this level will be eligible to be involved in school sporting and social events including excursions and camps
- ◁ Students at this level will be eligible to be involved in the choir, school band and code club.
- ◁ Students at this level will eligible to represent the school at inter-school carnivals.
- ◁ Students at this level will be eligible to attend rewards day.

Level D- Requires Support

Students at this level have not demonstrated appropriate behaviour and have made choices that are not safe, cooperative or encourage learning. These poor choices may continue even after school support and intervention.

Demonstrated behaviour for this level

Students behaviour **COULD** include the following:

- ◁ Repeated unwillingness to follow directions
- ◁ Inappropriate behaviour in classroom or on school grounds.
- ◁ Persistent disruption
- ◁ Leaving the classroom without permission
- ◁ Use of inappropriate language
- ◁ Not keeping hands and feet to themselves
- ◁ Disregard for the property of others
- ◁ Bullying
- ◁ Not following the school dress code
- ◁ Inappropriate use of computers, internet, mobile phones, cameras and other electronic equipment

Possible consequences for inappropriate behaviour at this level

The student **may** be required:

- ◁ To relinquish any office of responsibility
- ◁ To follow a Behaviour Plan. Behaviour plans may also include restricted play. The length of time will be in discretion of the school Administration team
- ◁ To have participation modified or be excluded from extracurricular activities, e.g. discos, sporting teams, cheerleading, band, choir, code club, graduation, concerts, camps, excursions and etc.



The student **will not** attend Rewards Day celebrations and will continue with learning. Failure to improve behaviour may result in the student being placed on Level E and incur a suspension or exclusion.

Level E- Unacceptable

Suspension	
<p>Defiant behaviour Examples may include:</p> <ul style="list-style-type: none"> < Disobedience- including refusing to follow teacher directions < Failure to attend Buddy Class/ Detention < Wilfully disobedient through failure to report to administration staff when directed < Persistently or significantly disruptive behaviour < Repeated truancy from school and/or class, entering out of bounds area 	<p>The severity of disciplinary outcomes is determined by the school Principal based on:</p> <ul style="list-style-type: none"> < An assessment of the totality of the alleged misbehaviour, < The consequences of the said misbehaviour and < V @ ^ Á • c ~ á ^ } c q • circumstances (including their behavioural history) <p>Possible outcomes may include:</p> <ul style="list-style-type: none"> < All D Level consequences < Suspension 1-20 days
<p>Acts of physical aggression Examples may include:</p> <ul style="list-style-type: none"> < Physical misconduct e.g. fighting < Verbal abuse of any member of the school community < Unsafe behaviour including throwing objects, inappropriate use of objects and property. 	
<p>Regulated, prohibited or illegal substances/ items Examples may include:</p> <ul style="list-style-type: none"> < Smoking, cigarettes/ tobacco or being in possession of lighters, cigarettes or tobacco < Possession or sharing of pornographic material < The unauthorised publication or posting of recorded sound or video at school or school events < Ó ^ æ & @ ^ • Á [~ Á • & @ [[Á % o Ú ^ • 	
Exclusion	
<p>Misconduct/Disobedience</p> <ul style="list-style-type: none"> < Behaviour that interferes with the property of the school or others of the school (including but not limited to vandalism, graffiti, wilful damage, theft, etc.) < Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school < Encouraging others to disobey rules 	<p>Ultimately, the severity of disciplinary outcomes is determined by the school Principal based on:</p> <ul style="list-style-type: none"> < An assessment of the totality of the alleged misbehaviour, < The consequences of the said misbehaviour and < The stude} c q • Á] ^ • circumstances (including their behavioural history)
<p>Acts of intimidation/ physical aggression</p> <ul style="list-style-type: none"> < Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to defamation, bullying, cyber bullying, 	

<p>racial fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/ devices to abuse or denigrate)</p> <ul style="list-style-type: none"> ◁ Aggressive and/or intentional physical assault of any staff member, student and/or school community member 	<p>Possible consequences of the behaviour noted opposite may or may not include exclusion.</p>
<p>Regulated, prohibited or illegal substances</p> <ul style="list-style-type: none"> ◁ Possession/threat to use certain inappropriate things or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or explosives etc. ◁ Knives are not permitted at school, this includes flick knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives. Knives required for school subjects will be provided by staff who will supervise their use and follow risk management policies. ◁ Any item that can be used as a weapon, for example, a chisel. ◁ Inappropriate supply, user or possession of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication, etc). 	

Buddy Class Procedure

If a student reaches the point where time in a buddy class is required, students are sent to Buddy Class. On return to class the referring teacher and student should review the completed reflection sheet. Students are required to take this home to their parent/ carer, to sign and return the next day. The expectation is made explicit to the student to return the signed form the next day.

Buddy Class Reflection

Name: _____ Date: _____

What happened?

Why did I do it?

Who has been affected or hurt?

How?

What needs to happen to fix things up?

Next time?

Buddy Class Reflection

Name: _____ Date: _____

What happened?

Why did you do it?

Who has been affected or hurt?

How?

What needs to happen to fix things up?

Next time?

A note home from Miss Lack

Unfortunately, today _____ ended up going to buddy class. Could you please look at the reflection form they completed at Buddy Class and sign and send it back to Miss Lack. This is just to keep everyone up to date with what is happening in the classroom.

Parent signature: _____ Date: _____

Where a student is displaying persistent inappropriate behaviour (up to 3 minor incidents in a day) this results in the student receiving a major referral.

Reflection Room

Students with a major referral (pink card) are expected to attend the office to complete a reflection sheet during the next first break. Students will return to their eating area at the end of the break.

The Duty Officer will & [} c æ& c Á c @^ Á • c ~ á ^ } c q • Á] æ! ^ } c • Á [! Á & æ! ^ ! •

BEHAVIOUR REFLECTION PAGE 1 (Junior)

Name: _____ Date: _____

What did I do?

Which rule did I break?

How did I feel?

How did this make others feel?

What can I do differently next time?

BEHAVIOUR REFLECTION PAGE 1 (Senior)

Name: _____ Date: _____

Behaviour (What happened?)

Who was involved?

Why is this behaviour not acceptable? What school rule did I break?

How I felt:

Mad	Sad	Frustrated	Lonely
Hurt	Confused	Scared	Jealous

How did my behaviour affect others?

Do I need to apologise to anyone? If so, to who and why?

BEHAVIOUR REFLECTION PAGE 2

Name: _____ Date: _____

My feelings today

EXCITED	5				
	4				
	3				
HAPPY	2				
	1				
NORMAL	0				
	1				
	2				
SAD	3				
	4				
ANGRY	5				
WHEN		Wake up	At school		Now

Reflection

What did I do to get detention?

What school rule did I break?

A better thing to do when this happens again is to?

How will I know that I am on track?

What help can I get to help me to succeed?

- _____
- _____

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 Springwood Central State School, the use of any SDA is considered a very serious decision. These decisions are only used by the principal when other options for addressing poor student behaviour and low attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or an exclusion decision. A review of the decision 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 involves 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. 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 Springwood Central State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. In some cases re-entry meetings will be scheduled for the day prior to avoid escalation. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** for the principal to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

While it is not mandatory for the student or their parents to attend a re-entry meeting. This is encouraged as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

An invitation to attend the re-entry meeting will be communicated via telephone and/or 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 should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time.

Reasonable adjustments

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

Legislative Delegations

Legislation

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

- < [Anti-Discrimination Act 1991 \(Qld\)](#)
- < [Child Protection Act 1999 \(Qld\)](#)
- < [Commonwealth Disability Discrimination Act 1992](#)
- < [Commonwealth Disability Standards for Education 2005](#)
- < [Criminal Code Act 1899 \(Qld\)](#)
- < [Education \(General Provisions\) Act 2006](#)
- < [Education \(General Provisions\) Regulation 2017](#)
- < [Human Rights Act 2019 \(Qld\)](#)
- < [Information Privacy Act 2009 \(Qld\)](#)
- < [Judicial Review Act 1991 \(Qld\)](#)
- < [Right to Information Act 2009 \(Qld\)](#)
- < [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- < [Workplace Health and Safety Act 2011 \(Qld\)](#)
- < [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are

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-Ö^ } ^ | æ | q • Á à ^ | ^ * æ c ã \[](#)
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- < [Education \(General Provisions\) Act 2006 Director-Ö^ } ^ | æ | q • Á æ ~ c @ \[í ã • æ](#)
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- < [Education \(General Provisions\) Regulation 2017 Director-Ö^ } ^ | æ | q • Á](#)
[delegations](#)

School Policies

Springwood Central 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

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 Springwood Central State School and

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for

example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

State school staff at Springwood Central State School:

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

Parents of students at Springwood Central State School

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

Students of Springwood Central State School

- < do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - o is prohibited according to the Springwood Central State School Code of Conduct
 - o is illegal
 - o puts the safety or wellbeing of others at risk
 - o does not preserve a caring, safe, supportive or productive learning environment
 - o does not maintain and foster mutual respect;

- ◁ collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Springwood Central State School has determined that mobile phones and other digital devices are not required for learning, with the exception of those devices provide by the school.

With this in mind, Springwood Central State School, in accordance with Government directives has determined that all mobile phones and digital devices shall be handed in to the office immediately on arrival to school and collected before leaving the school.

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 Springwood Central State School to:

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

It is **unacceptable** for students at Springwood Central State School to:

- ◁ use a mobile phone or other devices in an unlawful manner
- ◁ download, distribute or publish offensive messages or pictures
- ◁ use obscene, inflammatory, racist, discriminatory or derogatory language
- ◁ use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- ◁ insult, harass or attack others or use obscene or abusive language
- ◁ deliberately waste printing and internet resources
- ◁ damage computers, printers or network equipment

- < commit plagiarism or violate copyright laws
- < ignore teacher directions for the use of social media, online email and internet chat
- < send chain letters or spam email (junk mail)
- < knowingly download viruses or any other programs capable of breaching the department's network security
- < use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- < invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- < use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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 Springwood Central State School Student Code of Conduct. In addition students and their parents should:

- < understand the responsibility and behaviour requirements (as outlined by the school)
- < ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- < be aware that:
 - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - o 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

Springwood Central State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's learning and behaviour at school. Enhancing the wellbeing of students and their educators



delivers overall long-term social, health and economic benefits to the Australian community.

Springwood Central State School has a **Student Council**, with diverse representatives from year levels 4-6 working regularly with the school leadership team to promote strategies to improve student wellbeing, and fund raise for school events and resources.



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

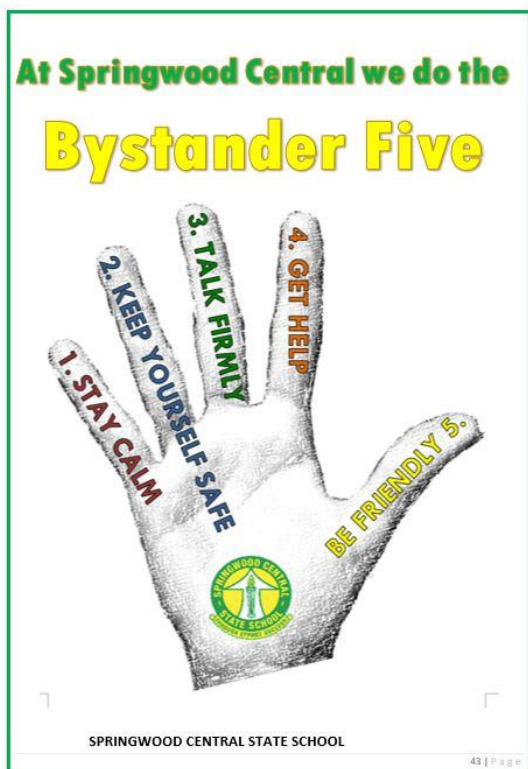
- ◁ mutual arguments and disagreements (where there is no power imbalance)
- ◁ not liking someone or a single act of social rejection
- ◁ one-off acts of meanness or spite
- ◁ isolated incidents of aggression, intimidation or violence.

Importantly, these conflicts are still considered serious and need to be addressed and resolved. At Springwood Central State School our staff work quickly to respond to any matters raised of this nature, in collaboration with students and parents.

Springwood Central School teachers respond to any concerns 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.

Students at Springwood Central State School are taught to use strategies that help them to appropriately manage conflict and to assist in the prevention of bullying. This is done through the use of the ± P ã * @Á Ø ã ç ^ q Á æ} á Á ± Ó ^ • c æ} á ^ | Á P Students are encouraged to use these an initial solution for minor issues, but major issues are to be reported immediately to staff members to investigate and counsel.

Below is a description [~ Á c @ ^ Á % P ã * @ Á Ø ã ç ^ q Á æ] strategies used c æ } á ^ ! Á P at Springwood Central State School.



SPRINGWOOD CENTRAL STATE SCHOOL HIGH FIVE STRATEGIES	
IGNORE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pretend you didn't hear it <input checked="" type="checkbox"/> Maintain a positive body posture (calm, confident) <input checked="" type="checkbox"/> Take deep breaths <input checked="" type="checkbox"/> Do not make eye contact <input checked="" type="checkbox"/> Count to five in your head <input checked="" type="checkbox"/> Think positive 'green light' thoughts <input checked="" type="checkbox"/> Practice (eg. role play what does this look like, feel like, sound like)
TALK FRIENDLY	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use a calm voice <input checked="" type="checkbox"/> Suggest a positive activity or behaviour <input checked="" type="checkbox"/> Maintain eye contact <input checked="" type="checkbox"/> Use confident body language <input checked="" type="checkbox"/> Use "I" statements – eg, I feel ... when you ... because ...
WALK AWAY	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do not look back. Walk confidently, do not run <input checked="" type="checkbox"/> Look confident – stand tall, head up high <input checked="" type="checkbox"/> Mouth closed – do not keep talking <input checked="" type="checkbox"/> Do not make eye contact <input checked="" type="checkbox"/> Walk away to a busy area or towards a staff member
TALK FIRMLY	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use an assertive voice (loud but not shouting) <input checked="" type="checkbox"/> Re-state your "I" statement – eg, "I said I feel ... when you ... because ..." <input checked="" type="checkbox"/> Tell them to stop their behaviour <input checked="" type="checkbox"/> Look confident – stand tall, head up high
REPORT	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Walk away and tell a staff member what the problem is <input checked="" type="checkbox"/> Bystanders need to support and report as well <input checked="" type="checkbox"/> Report, report, report until somebody listens <input checked="" type="checkbox"/> Reporting vs. dobbing - reporting is helping/getting yourself out of trouble, dobbing is trying to get someone else in trouble
STAFF ROLE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Investigate and discuss the incident with the child/children involved <input checked="" type="checkbox"/> Prompt questions – <ul style="list-style-type: none"> ▪ Is this a serious problem? ▪ Is this your problem? ▪ Have you tried the High Five? ▪ What have you tried already to solve the problem? ▪ Do you want a solution? ▪ What sort of solution do you want?

SPRINGWOOD CENTRAL STATE SCHOOL BYSTANDER FIVE STRATEGIES	
STAY CALM	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Take deep breaths <input checked="" type="checkbox"/> Relax <input checked="" type="checkbox"/> Refuse to join in <input checked="" type="checkbox"/> Keep comments to yourself
KEEP YOURSELF SAFE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep your hands to yourself <input checked="" type="checkbox"/> Keep your feet to yourself <input checked="" type="checkbox"/> Avoid any physical contact <input checked="" type="checkbox"/> Avoid language that would encourage the bully <input checked="" type="checkbox"/> Stand clear of danger
TALK FIRMLY	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Keep what you say to a minimum and then go straight to a teacher/adult <input checked="" type="checkbox"/> Only talk about the behaviour not the person <input checked="" type="checkbox"/> Avoid getting teased yourself <input checked="" type="checkbox"/> Use a calm but firm voice <input checked="" type="checkbox"/> Practise what you are going to say <input checked="" type="checkbox"/> Talk to a teacher, adult or friend <input checked="" type="checkbox"/> Use the language – "You are not allowed to... I need to tell ..." (eg, "You are not allowed to tease me (I need to tell a teacher about this!)")
GET HELP	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Tell, tell, tell until someone listens <input checked="" type="checkbox"/> Tell the teacher on duty OR your class teacher <input checked="" type="checkbox"/> Don't give up <input checked="" type="checkbox"/> Have the information ready to give to the adult: <ul style="list-style-type: none"> o WHERE is the incident happening? o WHO is involved? (Names, year levels, number of students and witnesses) o WHAT is actually happening? o WHEN did the incident occur? <input checked="" type="checkbox"/> REMEMBER – Nothing is so bad that you cannot tell somebody about it!
BE FRIENDLY	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ask the target student/s – "Are you OK?" <input checked="" type="checkbox"/> Don't give up on them <input checked="" type="checkbox"/> Take them for First Aid if necessary <input checked="" type="checkbox"/> Regularly check on them to see if there have been any further incidents <input checked="" type="checkbox"/> Give attention to the targets NOT the bully or bullies <input checked="" type="checkbox"/> By doing this we are showing the bullies that their behaviour is NOT OK!
STAFF ROLE	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Investigate and discuss the incident with the child/children involved <input checked="" type="checkbox"/> Prompt questions – <ul style="list-style-type: none"> ▪ Have you tried the High Five? ▪ What have you tried already to solve the problem? <input checked="" type="checkbox"/> Major incident or behaviour referral to Admin

Cyberbullying

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

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

Springwood Central State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

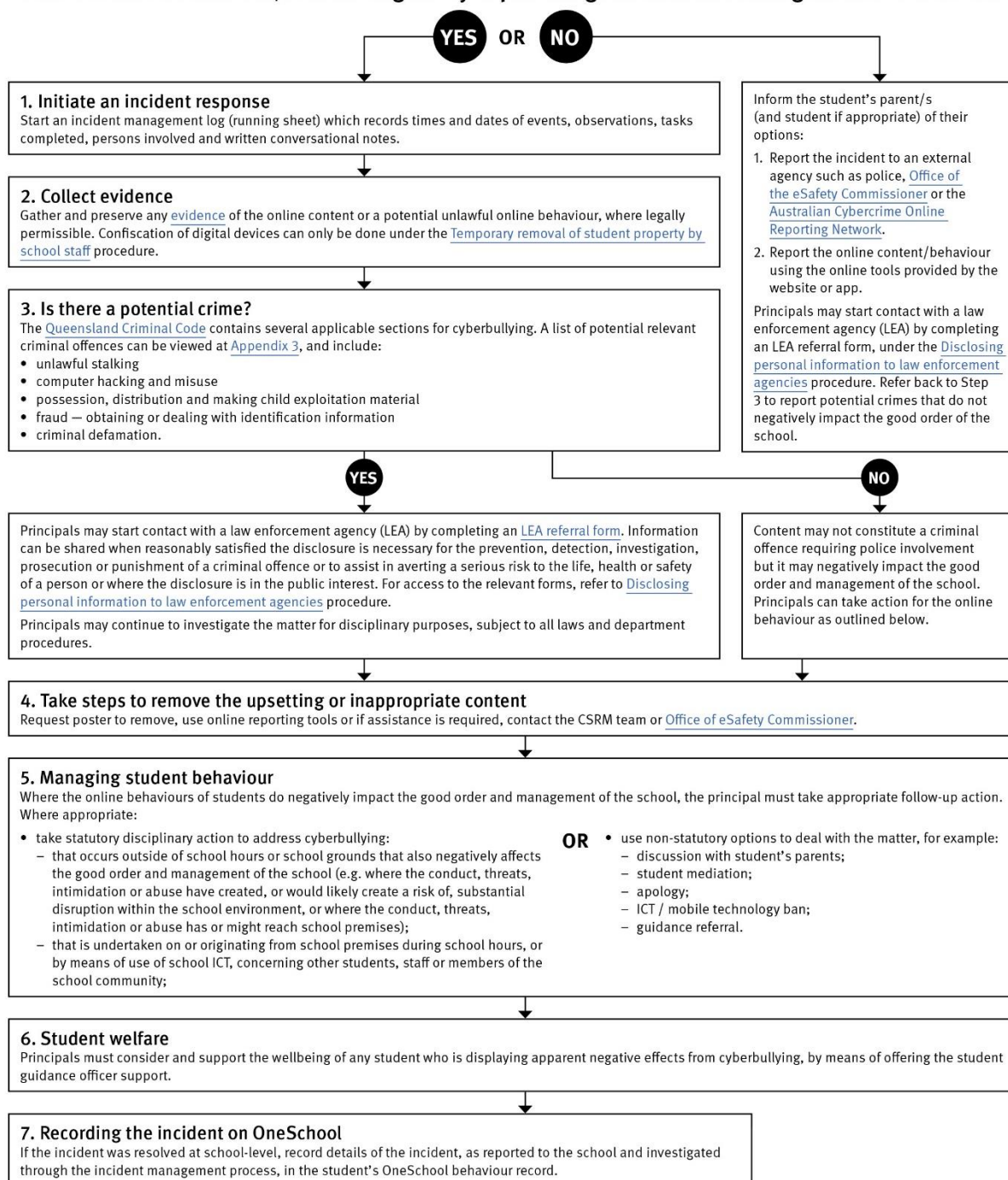
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

Student Intervention and Support Services

Springwood Central 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 to or witness bullying have access to a range of internal support staff, as identified in the Student Support 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 Springwood Central State School are familiar with the 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 be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. These supports may include:

- < counselling
- < social development programs
- < referral to mental health services
- < involvement in a restorative justice strategy

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Springwood Central State School – Anti-Bullying Compact

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

Springwood Central State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- < Treat everyone with kindness and respect.
- < [Aà ã á ^ Á à ^ Á c @ ^ -Bullying@policies and procedures.](mailto:bullying@springwoodcentralstate.qld.edu.au)
- < 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.

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School representative signature

Date

Appropriate use of social media

The internet, mobile phones and social media provide 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.

Be aware 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 make comments general and avoid posting anything that could identify individuals.
- ◁ Today with the use of social media, online discussions between 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 activities at home and its impact on the reputation and privacy of others. **So pay attention to your online behaviour 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.

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, 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 a criminal offence under section 474.17 of the Criminal Code Act 1995 (Cth). 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. Some parents are not. If you are tagging or naming students, be mindful of their privacy 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 Springwood Central 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 staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotions and behaviours.

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

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

The **Restrictive practices procedure** is written with consideration of 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 needs 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. 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 reflect on 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 punish or discipline the student; it is a crisis management period only.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering 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 continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

- < Cancellation of enrolment
- < Complex case management
- < Customer complaints management policy and procedure
- < Disclosing personal information to law enforcement agencies
- < Enrolment in state primary, secondary and special schools
- < Hostile people on school premises, wilful disturbance and trespass
- < Inclusive education
- < Police and Child Safety Officer interviews and searches with students
- < Restrictive practices
- < Refusal to enrol . Risk to safety or wellbeing
- < Student discipline
- < Student dress code
- < Student protection
- < 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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint, or you can contact the principal. You can also write to the school or make a 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](#).