

Albany Creek State School

# Student Code of Conduct 2021-2024

## *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 2019-2023*

**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

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## Endorsement

Principal Name:	Maria Berriman
Principal Signature:	
Date:	22-06-2021
School Council Chair Name:	Damien Pinches
School Council Chair Signature:	
Date:	22-06-2021

## Contents

Purpose	3
Principal's Foreword	5
School Council Statement of Support	5
Consultation	5
Review Statement	5
Learning and Behaviour Statement	6
Multi-Tiered Systems of Support	6
Consideration of Individual Circumstances	7
Student Wellbeing	7
School Support Committee	9
Whole School Approach to Discipline	11
PBL Expectations	11
Differentiated and Explicit Teaching	12
Focussed Teaching	13
Intensive Teaching	14
Legislative Delegations	16
Legislation	16
Delegations	16
Disciplinary Consequences	18
School Policies	21
Temporary removal of student property	21
Use of mobile phones and other devices by students	22
Preventing and responding to bullying	24
Cyber bullying	29
Resources	32
Appropriate use of social media	34
Restrictive Practices	36
Critical Incidents	36
Related Procedures and Guidelines	37
Resources	38
Conclusion (page 40 blank)	39

## Purpose

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

This Student Code of Conduct for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## Principal's Foreword

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

We support the Education Queensland Code of School Behaviour which ensures that all members of our school community understand the values and principles of the Code of Student Conduct and can meet the required standards of behaviour for all Queensland State Schools.

This occurs in accordance with our Vision statement:

Albany Creek State School cultivates a love of learning in an inclusive, supportive and engaging learning community. Our expert teaching team aims to build resilience and encourage all learners to reach their full potential.

Albany Creek State School's four core values are Safety, Responsibility, Respect and being a learner:

**Safety** For self and others.

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

**Respect** For the thought's feelings and values of others, treating others with dignity.

**Being a Learner** Approaching all situations as an opportunity to learn, grow and improve.



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

Albany Creek State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected 'Buzza' behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work ensuring values of what we expect from students and how we will support them to meet those expectations. The Student Code of Conduction provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## School Council Statement of Support

As chairperson of the Albany Creek State School Council, I am proud to support the new Student Code of Conduct. Consultation through on-going processes including the school behaviour Navigation Team, school review in 2019 and the writing of the 2020-2024 strategic plan contributed to the consultation process. We encourage all parents to familiarise themselves with the Albany Creek State School Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. We want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Albany Creek State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on pages 39 and 40 provides an excellent starting point to understand how to approach the school about these types of problems.

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

## Consultation

The consultation occurred through the following processes to inform the development of the Albany Creek State School Student Code of Conduct

Identification of strengths and successes from our previous school behaviour plan, and areas for further development.

- Broad consultation with parents, staff and students was undertaken through survey distribution held during the quadrennial school review process in 2019. A review of school data relating to attendance, absenteeism, School Opinion Survey school disciplinary absences, behaviour incidents including bullying, cyberbullying and other inappropriate online behaviour including inappropriate use of mobile phones or other electronic devices from 2015 - 2020 also informed the development process.
- Surveys of all students, parents and staff on school culture and climate. This included a request to respond to key questions to identify strengths and areas for further development.
- The school Behaviour Committee (Navigation Team) provided input and reviews aspects of the policy, including ongoing meetings where data, procedures and professional development is continually provided as part of the teams ongoing work across the school.
- A draft of the policy was shared with staff for further consultation, before being finalised and endorsed by the School Council for implementation in 2021.

### Review Statement

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

## Learning and Behaviour Statement

Albany Creek State School aims to actively promote and maintain a safe, responsible, respectful and active learning environment for all students and staff. We aim to provide all students with an opportunity to acquire the knowledge, skills and values to continue their education, and to be respectful, active citizens who serve and positively contribute to the community.

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

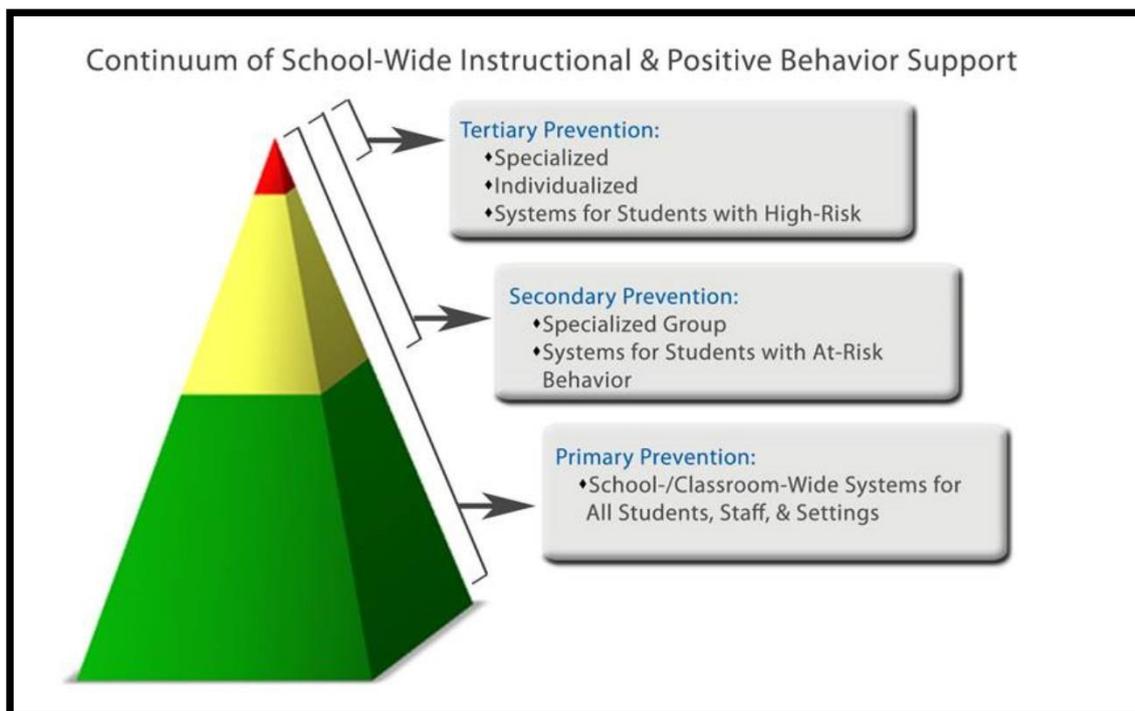
- Be Safe
- Be Responsible
- Be Respectful
- Be a Learner



Our school expectations have been agreed upon and endorsed by all staff, our P and C association and our School Council. They are aligned with the values, principles and expected standards of our school community.

### Multi-Tiered Systems of Support

Albany Creek State School uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, through the provision of universal, targeted and intensive supports.



#### Universal Behaviour Support:

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

- Ongoing implementation of positive behaviour support process through the fortnightly meeting of our Behaviour Navigation Team to review current practice with the provision of information to staff and parents, and support to others in sharing successful practices.
- Behaviour Induction program delivered to new students at enrolment as well as new and relief staff.
- Explicit teaching of behaviour expectations through a variety of methods: Junior School Assembly, Whole School Assembly, newsletter articles, digital technology, Essential Skills lessons and daily messages.
- Clear posters and visual displays of our behaviour expectations in all learning settings

- Universal incentive program using Buzza stickers

Specific policies to address:

- The Use of Personal Technology Devices at School.
- Procedures for Preventing and Responding to Incidents of Bullying.

### Targeted Behaviour Support:

Albany Creek State School implements the following processes and strategies to respond to students demonstrating higher than average rates of problem behaviour:

- Use of behavioural data from One School to accurately identify students requiring targeted support;
- In-school referral process to the Behaviour Navigation Team for teachers seeking assistance to support students with targeted-level needs;
- Team approach to supporting students on targeted support programs;
- Use of data-based criteria for evaluation and exit from targeted support program; and
- Making adjustments as required to address individual students' needs (e.g. curriculum modifications, possible social skills programs, adult monitoring).

### Intensive Behaviour Support:

Albany Creek State School implements the following processes and strategies to respond to chronic problem behaviour:

- Referral to the Behaviour Navigation Team;
- Individual Behaviour Support Plans (IBSP) developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Referral to Zones of Regulation program;
- In-school referral process for teachers seeking assistance to support students with intensive-level needs;
- Use of behaviour data to accurately identify students requiring individualised support;
- Use of functional behaviour analysis process to investigate patterns of behaviour;
- Use of time sampling to observe students in learning settings to gain further knowledge and understanding.
- Flexible and or alternative learning options;
- Use of district, regional support options; and
- Liaison with external agencies as required (e.g. Child Safety, Child Youth Mental Health, Autism Queensland, MBSS – Metropolitan Behaviour Support Services and SAFS).

### Consideration of Individual Circumstances

When applying individual behaviour support or applying consequences for inappropriate behaviour, Albany Creek State School takes into consideration the individual circumstances of students. This includes context, emotional well-being, culture, gender, race, socioeconomic situation and impairment to ensure that responses are fair and equitable.

Albany Creek State School considers the individual circumstances of students when applying support and consequences by:

Promoting an environment which is responsive to the diverse needs of its students:

- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account information relevant to the students' age, gender, disability, cultural background, socioeconomic situation, mental health and wellbeing, emotional state (such as individualised learning plan or individual education plan), and

Recognising the rights of all students to:

- Express opinions in an appropriate manner and at the appropriate time;
- Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
- Receive adjustments appropriate to their learning and/or impairment needs;
- Provide written or verbal statements that will be taken into consideration in the decision-making processes; and
- Ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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

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

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding of both personal and social capabilities [The Personal and Social Capability Learning Continuum](#) (self-awareness, self- management, social awareness and social management) in the implementation of the [P-12 Curriculum, Assessment and Reporting Framework](#)

### Policy and expectations

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

### Specialised health needs

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

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

### Medications

Albany Creek 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, our 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.

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

### Mental health

Albany Creek State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan and working with parents so that students receive intervention and support.

### Suicide prevention

Albany Creek State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Albany Creek 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; and
- All actions are documented and reported.

### Suicide Postvention

In the case of a suicide of a student that has not occurred on school grounds, Albany Creek 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, Albany Creek State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

### School Support Committee

Albany Creek State School is proud to have a comprehensive School Support Committee in place to help the social, emotional and physical wellbeing of every student. This committee meets every fortnight. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. The School Support Committee which, is integral to maintaining communication among teachers and specialists regarding student needs.

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

Parents who would like more information about the student support committee roles and responsibilities are invited to contact the Ms Anthea Blackburn, Deputy Principal on (07) 3264 0111.

### School Support Committee – Albany Creek State School:

Role	What they do
<b>Guidance Officer</b>	<ul style="list-style-type: none"> <li>• Provide guidance and advice to the school support committee about the best practice to support presented students through our committee</li> <li>• Complete assessment of students to gain a more in-depth understanding of their current academic and social functioning.</li> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process and assessment process</li> <li>• Provide professional development for staff</li> </ul>
<b>HOSES</b> (Head of Special Education Services)	<ul style="list-style-type: none"> <li>• Provide support and expert advice for students, staff and parents in order to enhance the inclusive educational experience for all students with additional needs at Albany Creek State School</li> <li>• Provide professional development for staff</li> </ul>
<b>Speech Language Pathologist</b>	<ul style="list-style-type: none"> <li>• Monitor and assess the needs of students in regards to their speech and language</li> <li>• Complete speech and language assessments on identified students</li> <li>• Provide individual intervention programs for identified students</li> <li>• Provide at home speech and language programs for parents to complete with their children</li> <li>• Provide small group intervention programs</li> <li>• Liaise with the guidance officer to provide information on referred students</li> <li>• Provide professional development for staff.</li> </ul>
<b>Occupational Therapist</b>	<ul style="list-style-type: none"> <li>• Liaise with Deputy Principal</li> <li>• Observe students in their classrooms and learning settings</li> <li>• Provide classroom teachers and teacher aides with specific interventions and strategies to help support learners</li> <li>• Provide professional development for staff</li> </ul>
<b>STLaN</b> (Support Teacher Literacy and Numeracy)	<ul style="list-style-type: none"> <li>• The STLaN works with classroom teachers, teacher aides and specialists (Guidance Officer, Speech Language Pathologist, HOSES, EAL/D teacher and Leaders of Learning) to improve student achievement and engagement, focussing on literacy and numeracy. This team approach aims to ensure that all students have access to the curriculum.</li> <li>• The STLaN consults with the classroom teacher to support all students. The STLaN supports teachers in collecting and analysing data. High achieving students are identified for enrichment programs. Students experiencing difficulty are identified and receive targeted short-term intervention or long-term support.</li> <li>• The STLaN focuses on the belief that student achievement and engagement can improve through explicit teaching at the class level, targeted teaching in smaller groups and continuous monitoring of learning goals.</li> </ul> <p>Provide professional development for staff.</p>

<b>Behaviour Navigation Team Leader</b>	<ul style="list-style-type: none"> <li>• Monitor behaviour incidents at ACSS through data tracking using One School</li> <li>• Provide behaviour support and advice for identified students.</li> <li>• Complete time samples and functional behaviour analysis</li> <li>• Work with the classroom teacher and parents to create IBSP (Individual Behaviour Support Plans)</li> <li>• Work with the classroom teacher and parents to create Wellbeing Plans</li> </ul>
<b>Administration Officer</b>	<ul style="list-style-type: none"> <li>• Organise minutes for the meetings</li> <li>• Take minutes at our fortnightly meetings</li> <li>• Record and upload all school support committee referrals into One School profile</li> <li>• Email minutes out to school support committee members</li> </ul>
<b>Deputy Principal</b>	<ul style="list-style-type: none"> <li>• Creation of the school support committee referral process</li> <li>• Organise and coordinate meetings for every fortnight</li> <li>• Organise and coordinate school support committee referrals from classroom teachers</li> <li>• Take minutes at meetings</li> <li>• Record all data into an excel document for tracking and monitoring of the school support committee referral process</li> <li>• Implement and coordinate case retrieval process once a term</li> <li>• Communicate with classroom teachers and leaders of learning regarding the referral process.</li> <li>• Provide professional development to staff regarding our school support committee.</li> </ul>

The network for support at Albany Creek State School includes the involvement of a team of personnel and agencies.

This network includes, but is not limited to:

- School teaching and support staff
- School administration
- Parents
- School Guidance Officer
- District Senior Guidance Officer
- Advisory Visiting Teacher – Metropolitan Behaviour Support Services
- Special Needs Staff
- Learning Support Staff
- Defence School Mentor
- School Chaplain

**Outside Agencies:**

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Albany Creek State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Albany Creek State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

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

### Positive Behaviour Expectations

#### Parents and staff

The table below explains our expectations for the school community members when visiting our school and the standards we commit to as staff. It is important for all staff and parents to be aware of the expectations below and endeavour to adhere to them.

#### Being Respectful

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You approach the class teacher, deputy principal or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

## Being Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You make an appointment to speak with the class teacher, deputy principal or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.

## Being Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

## Being Learners

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Any students of parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with their class teacher or make an appointment with a member of the leadership team.

## Differentiated and Explicit Teaching

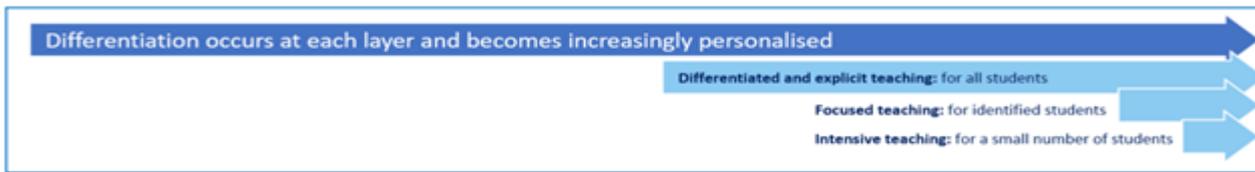
Albany Creek State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Our staff plan for and respond to the learning needs of all students as a regular part of curriculum delivery and this includes positive student behaviour. This involves explicit teaching, informal discussions and incidental opportunities to outline expected behaviour, both in and out of the classroom. All students are provided with opportunities to demonstrate and practise these behaviours. In turn, all staff reinforce the school's expected behaviours, provide feedback and correction, and opportunities to practise and recognise these behaviours.

Teaching staff at Albany Creek State School differentiate how and what students are taught. This differentiation encompasses curriculum delivery and behaviour approaches. These decisions about differentiation are made in response to school wide data, classroom data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. Monitoring student

behaviour also allows our staff to access additional support from colleagues, the behaviour team, members of the leadership team and regional support staff if needed. Our teaching staff take a proactive and positive approach by flexibly utilising the Essential Skills for behaviour management in response to the different needs of the students.

Differentiated and explicit teaching is a school wide approach at Albany Creek State School with a focus on supporting all students across academic, social and emotional and behaviour and dimensions of learning in all settings – whole school, classroom and non-classroom settings.

There are three main layers to differentiation, as illustrated in the diagram below. This model is used for academic and pedagogical differentiation and for differentiating the teaching and supporting of behaviour.



There are multiple planned and unplanned opportunities at Albany Creek State School to explicitly teach behaviour expectations. Positive, open and regular communication is at the core of these teaching opportunities. Opportunities include:

- Classroom Teaching
- Junior and Whole School Assemblies
- Student SharePoint pages
- School signage and photos
- Playground interactions

The Buzza program underpins all communication and teaching of the school’s four values, Be Respectful, Be Responsible, Be Safe and be a Learner. This school wide recognition and monitoring system has been developed to model and celebrate positive interactions between students and staff. Each class has its own acknowledge and reward system that feeds directly to the school wide Buzza Passport system. The School wide celebrating and rewarding of expected behaviour and achievement includes:

Classroom Opportunities	Junior Assembly	Senior Assembly
<ul style="list-style-type: none"> <li>• Classroom reward system</li> <li>• 30 Buzza Bag Tags</li> <li>• 70 Buzza Certificates</li> <li>• 120 Buzza Mentor Certificates</li> <li>• Be a Reader’ bookmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Class Buzza Awards</li> <li>• Rosie’s Roving Reporters</li> <li>• Playground WOW stickers and certificates</li> <li>• Reading Ralph Bear class with best school attendance</li> </ul>	<ul style="list-style-type: none"> <li>• 15 Buzza Certificates</li> <li>• 45 Buzza Badges</li> <li>• 90 Buzza Medallions</li> <li>• 150 Buzza Badges</li> <li>• PAL Badges</li> <li>• ICAS certificates</li> <li>• Container Champion Badges</li> </ul>

### Focused Teaching

As in any school, there are some students at Albany Creek State School that, at times, may require additional support to meet the behaviour

As in any school, there are some students at Albany Creek State School that, at times, may require additional support to meet the behaviour and social expectations, in addition to the differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success and therefore require additional and focused teaching episodes.

Focused teaching involves revisiting key behavioural concepts and skills Students are provided with opportunities to practise these skills and receive feedback and acknowledgement for effort and achievement.

Teachers may seek support and work collaboratively with members of the school Behaviour Navigation team, learning support staff, including colleagues with specialist expertise in learning, language or development, and members of the leadership team to support the focussed teaching and monitoring of these students.

Students who require focused teaching and behaviour support attend their normal classroom activities with the appropriate adjustments. However, they will have additional check-ins such as behaviour monitoring cards, scheduled positive contact or check-ins with adults, communication booklets between home and schools.

The focused teaching will vary in length depending on the support required but is generally a short time frame with careful and planned monitoring.

## **Intensive Teaching**

Intensive teaching is provided to a small percentage of students who have not responded to the differentiation or focused support intervention.

Students requiring intensive teaching will have been referred to the school's Behaviour Navigation team and / or the School Support Committee. They require highly individualised intervention to support a tailored learning program. This program will be documented in an Individual Behaviour Support Plan (ISBP) and / or Wellbeing Plan and will developed with teacher, support staff, member of the leadership team and parents.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be based on data collected from their teacher or teachers, and as part of the ISBP.

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

Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. The case manager may be the classroom teacher, HOSES, Deputy Principal or other support staff.

ALBANY CREEK POSITIVE BEHAVIOUR PLAN MATRIX

	Learning Settings	Walkways	Toilets	Eating Areas	Play Areas	Entering/Exiting School Grounds	Hall	Tuckshop
BE SAFE	<p>When I:</p> <ul style="list-style-type: none"> <li>Walk.</li> <li>Sit on my chair properly.</li> <li>Enter and exit in an orderly manner.</li> <li>Keep hands off.</li> <li>Follow directions.</li> <li>Use equipment property.</li> <li>Keep my area tidy.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Walk.</li> <li>Keep left.</li> <li>Put my bag away.</li> <li>Keep hands off.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Wash my hands.</li> <li>Use the toilet properly.</li> <li>Walk</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Eat only my food.</li> <li>Sit in my own area.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Remember "No hat, no play.</li> <li>Play in my designated area.</li> <li>Use play equipment properly.</li> <li>Leave sticks and stones on the ground.</li> <li>Ask for help when needed.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Walk.</li> <li>Follow directions of crossing supervisors.</li> <li>Wait on the footpath.</li> <li>Follow bike rules.</li> <li>Return to office if not collected.</li> <li>Store bike/scooter/ripstick safely.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Walk.</li> <li>Sit on the floor or my chair properly.</li> <li>Enter and exit in an orderly manner.</li> <li>Keep hands off.</li> <li>Follow directions.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Wait my turn.</li> <li>Keep hands off.</li> </ul>
BE RESPECTFUL	<p>When I:</p> <ul style="list-style-type: none"> <li>Follow teacher directions.</li> <li>Treat mine and others property carefully.</li> <li>Be honest.</li> <li>Use polite language.</li> <li>Treat others the way I want to be treated.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Walk quietly so others can continue learning.</li> <li>Keep my hands, feet objects and unkind words to myself.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Allow for privacy of others.</li> <li>Wait my turn.</li> <li>Be quiet, quick and clean.</li> <li>Clean up after myself.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Eat only my lunch.</li> <li>Use good manners.</li> <li>Use appropriate language and volume.</li> <li>Respect mine and others belongings.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Invite others who want to join in.</li> <li>Share equipment</li> <li>Use polite language.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Follow instructions of the bus driver.</li> <li>Greet everyone with respect.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Follow teacher and speaker directions.</li> <li>Sit up and listen carefully.</li> <li>Treat others the way I want to be treated.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Am polite to tuckshop staff.</li> <li>Use appropriate language and volume.</li> <li>Use good manners.</li> <li>Use polite behaviour while waiting in line.</li> </ul>
BE RESPONSIBLE	<p>When I:</p> <ul style="list-style-type: none"> <li>Complete work on time.</li> <li>Return resources on time i.e. library books.</li> <li>Keep a tidy work area.</li> <li>Solve own problems or ask for help.</li> <li>Accept outcomes for behaviour.</li> <li>Am responsible for my equipment.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Walk promptly.</li> <li>Walk in an orderly manner.</li> <li>Walk in line.</li> <li>Walk on the left.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Use toilets only for toileting.</li> <li>Leave the toilet as soon as I am finished.</li> <li>Use toilets during toilet breaks.</li> <li>Use an inside voice.</li> <li>Keep my hands out of the toilet bowls and urinals.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Sit in the shelter.</li> <li>Look after my belongings.</li> <li>Close my lunchbox.</li> <li>Put rubbish in the bin.</li> <li>Keep the area clean.</li> <li>Look out for others belongings.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Play by the rules</li> <li>Am aware of place, space and people.</li> <li>Am a good sport.</li> <li>Return borrowed equipment.</li> <li>Play in designated area.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Follow directions of the crossing supervisor.</li> <li>Store my bike/scooter/ripstick safely.</li> <li>Follow road rules.</li> <li>Go straight to class/pick up area.</li> <li>Set a good role model for other students.</li> <li>Wait patiently.</li> <li>Store my bike/scooter/ripstick properly.</li> </ul>	<p>When i:</p> <ul style="list-style-type: none"> <li>Walk in an orderly manner</li> <li>Sit in an orderly manner</li> <li>Wait patiently</li> <li>Do not eat or drink whilst in the hall.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Am pre-order.</li> <li>Am patient in line.</li> <li>Order only for myself.</li> <li>Keep my money in a safe place.</li> </ul>
BE A LEARNER	<p>When I:</p> <ul style="list-style-type: none"> <li>Concentrate</li> <li>Do your best</li> <li>Ask if having difficulties</li> <li>Be organised.</li> <li>Be focused.</li> <li>Keep on task.</li> <li>Be an active learner.</li> <li>Positive participation.</li> </ul>	<p>When I:</p> <p>Know and use all safety rules.</p>	<p>When I:</p> <p>Know and use all safety rules.</p>	<p>When I:</p> <ul style="list-style-type: none"> <li>Eat healthy.</li> <li>Be healthy.</li> <li>Think clearly.</li> <li>Make good food choices.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Get along.</li> <li>Play by the rules.</li> <li>Learn new games.</li> <li>Learn by mistakes.</li> <li>Let people into your group.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Know and use all safety rules.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Know and use all safety rules.</li> </ul>	<p>When I:</p> <ul style="list-style-type: none"> <li>Know and use all safety rules.</li> </ul>

## Legislative Delegations

### Legislation

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

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

### Delegations

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

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

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

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

The following table outlines examples of minor and major behaviour incidents\*

Area	Minor	Major	
		Repeated Minor	
Being Safe	Movement around school	<ul style="list-style-type: none"> <li>▪ Running on concrete or around buildings</li> <li>▪ Running in stairwells</li> <li>▪ Not walking bike in school grounds</li> <li>▪ Out of area or seat</li> <li>▪ Out of bounds / off school grounds</li> </ul>	
	Play	<ul style="list-style-type: none"> <li>▪ Incorrect use of equipment</li> <li>▪ Not playing school approved games</li> <li>▪ Playing in toilets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intentional throwing of objects</li> <li>▪ Possession of weapons</li> </ul>
	Physical contact	<ul style="list-style-type: none"> <li>▪ Minor physical contact (eg pushing and shoving)</li> <li>▪ Rough play</li> <li>▪ Throwing objects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Serious physical aggression</li> <li>▪ Fighting/rough play</li> </ul>
	Correct Attire	<ul style="list-style-type: none"> <li>▪ Not wearing a hat in playground</li> <li>▪ Not wearing shoes outside</li> </ul>	
	Other	<ul style="list-style-type: none"> <li>▪ Inappropriately throwing objects</li> <li>▪ Minor unsafe behaviours</li> </ul>	<ul style="list-style-type: none"> <li>▪ Possession or selling of drugs</li> <li>▪ Weapons including knives and any other items which could be considered a weapon being taken to school</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> <li>▪ Illegal substances</li> <li>▪ Possession/distribution of illegal substances</li> </ul>
Being Responsible	Being in the right place	<ul style="list-style-type: none"> <li>▪ Not being punctual (eg: lateness after breaks)</li> <li>▪ Not in the right place at the right time</li> <li>▪ Leaving the room</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leaving class without permission (out of sight)</li> <li>▪ Leaving school without permission</li> </ul>
	Follow instructions	<ul style="list-style-type: none"> <li>▪ Low intensity failure to respond to adult request</li> <li>▪ Non-compliance/ignore instruction</li> <li>▪ Uncooperative behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Verbally defying an instruction</li> </ul>
	Accept outcomes for behaviour	<ul style="list-style-type: none"> <li>▪ Minor dishonesty</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major dishonesty that impacts on others</li> </ul>
	Rubbish	<ul style="list-style-type: none"> <li>▪ Littering</li> </ul>	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> <li>▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purpose etc without authorisation/permission</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> <li>▪ Inappropriate use of the internet/online behaviour</li> <li>▪ Cyber bullying</li> </ul>
	ICT		
Language	<ul style="list-style-type: none"> <li>▪ Inappropriate language/comments (written/verbal)</li> <li>▪ Calling out</li> <li>▪ Poor attitude</li> <li>▪ Disrespectful tone</li> <li>▪ Answering back / minor verbal insults, exclusion</li> <li>▪ Conversational swearing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Offensive language</li> <li>▪ Aggressive language</li> <li>▪ Verbal abuse / directed profanity</li> </ul>	
Being Respectful	Property	<ul style="list-style-type: none"> <li>▪ Petty theft</li> <li>▪ Lack of care for the environment</li> <li>▪ Misuse of toilets (playing)</li> <li>▪ Disrespecting the property of others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stealing / major theft</li> <li>▪ Willful property damage</li> <li>▪ Vandalism / graffiti</li> <li>▪ Misuse of toilets</li> </ul>
	Others	<ul style="list-style-type: none"> <li>▪ Not playing fairly</li> <li>▪ Minor disruption to class</li> <li>▪ Minor defiance</li> <li>▪ Minor bullying</li> <li>▪ Provoking others</li> <li>▪ Exclusion of others</li> <li>▪ Swearing</li> <li>▪ Chewing gum</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major bullying</li> <li>▪ Major disruption to class</li> <li>▪ Blatant disrespect</li> <li>▪ Major defiance</li> <li>▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school</li> <li>▪ Sexual innuendo/slander/behaviour</li> <li>▪ Racism</li> <li>▪ Threatening others</li> <li>▪ Disrespectful to visitors</li> <li>▪ Intentional aggression/violence</li> <li>▪ Weapons</li> </ul>
Being a Learner	Class tasks	<ul style="list-style-type: none"> <li>▪ Not completing set tasks that are at an appropriate level</li> <li>▪ Refusing to work</li> <li>▪ Continually off task</li> <li>▪ Disruptive/calling out</li> <li>▪ Inattentive</li> </ul>	<ul style="list-style-type: none"> <li>▪ Major disruption to class</li> <li>▪ Major defiance</li> <li>▪ Blatant disrespect</li> <li>▪ Threatening others</li> <li>▪ Intentional swearing</li> </ul>

\*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

## Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequences (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour

- Reprimand for inappropriate behaviour:
  - Warning of more serious consequences (e.g. removal from classroom)
  - RAP- Reflect and Plan at lunch time

### Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

### Intensive

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

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

### School Disciplinary Absences

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

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

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

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

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

## Re-entry following suspension

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

It is expected that the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

## Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or via email. Re-entry meetings are short, taking less than 30 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

## Structure

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

Possible agenda:

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

## Reasonable adjustments

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

## School Policies

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

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

### Temporary removal of student property

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

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

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

The Principal or 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 Albany Creek State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains);
- imitation guns or weapons;
- potentially dangerous items (e.g. blades, rope);
- drugs\*\* (including cigarettes, vaping, 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).; or
- No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

## Responsibilities

### Staff at Albany Creek State School:

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

**Parents of students at Albany Creek State School** ensure your children do not bring property onto schools' grounds or other settings used by the school (e.g. camp, sporting venues) that:

- Is prohibited according to the Albany Creek State School Student Code of Conduct;
- Is illegal;
- Puts the safety or wellbeing of others at risk;
- Does not preserve a caring, safe, supportive or productive learning environment;
- Does not maintain and foster mutual respect; and
- 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 Albany Creek State School** do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- Is prohibited according to the Albany Creek State School Code of Conduct
- Is illegal;
- Puts the safety or wellbeing of others at risk;
- Does not preserve a caring, safe, supportive or productive learning environment
- Does not maintain and foster mutual respect; and
- 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

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

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

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

## Responsibilities (mobile phones)

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 Albany Creek State School to:

- use devices such as iPads, laptops and computers 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, or experts in relation to school work
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the department's eLearning environments
- be courteous, considerate and respectful of others when using a mobile device
- use a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project). This special circumstance arrangement can be negotiated with the Deputy Principal or Principal.

### Bringing a mobile phone (or other communication device) to school

Mobile phones (including Smart watches/fit bits/communication devices etc)) should not be at school unless absolutely necessary. A necessary case would include your child walking to and from school on their own and you would like confirmation from them that they are safe.

A Smart watch/fit bit/personal communication device is one that can be used to send messages or see/make calls on and may have the capability to Bluetooth to a mobile phone. Devices that utilise their own data are not permitted and are treated in the same manner as mobile phones and are not allowed to be with students during the school day.

#### Student must:

- Sign in mobile phones/electronic devices at the office as soon as they arrive at school (placed in a class container labelled e.g. 6C Mobile Phones);
- Mobile phones/ electronic devices are signed out at the end of the day;
- It is the student's responsibility to remember to collect their phone/device and sign it out;
- Any phones/device left at school in the collection buckets will be locked in a secure room; and
- Mobile phones/devices are NOT to remain in school bags during the day and are only to be used once outside the school grounds.

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

- Use a mobile phones/electronic devices or other devices in an unlawful manner;
- Use a mobile phone during the school day;
- 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 BYO device at school during lunch times or before or after school. They must remain in school bags or in the classroom;
- A comprehensive set of agreements guidelines for your BYO iPad program are agreed to by parents and students prior to the them commencing in Year 4
- Parent enrolment agreement is signed at the enrolment interview <https://ppr.qed.qld.gov.au/attachment/application-for-student-enrolment-form.pdf>
  - Bring a BYO iPad to school with a SIM data card installed.
- Message or email parents or other students during the school day, unless requested by a staff member.

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 Albany Creek State School Student Code of Conduct. In addition, students and their parents should:



- Understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities;
- Ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

*Be aware that:*

- Access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs;
- The school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices;
- Schools may remotely access departmentally-owned student computers or mobile devices for management purposes;
- Students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access;
- Despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed;
- Teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student; and
- Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

## Preventing and Responding to Incidents of Bullying (including Cyberbullying)

### Purpose

Albany Creek State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- Supporting achievement and attendance;
- Promoting equality and diversity; and
- Ensuring the safety and well-being of all members of the school community.

**There is no place for bullying in Albany Creek State School.** Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexist or sexual language
- young carers or children in care.

### Rationale

- Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.
- The anti-bullying procedures at Albany Creek State School are a part of our already school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

## Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- All students know the overall school rule of, *"We expect everyone to think ahead and make responsible decisions that respect the rights, feelings and safety of all concerned."*;
- All students have been or are being taught the specific routines in the non- classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school; and
- A high level of quality active supervision is a permanent staff routine in the non- classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The Buzza social skills program includes lessons on the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. Skills and expectations are reinforced in the classroom n assembly and in the newsletter, in order to maintain consistency of skill acquisition across the school.

Teachers have taught students the procedures for dealing with being bullied. The antibullying process at Albany Creek State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Albany Creek State School uses behavioural data for decision-making. This data is entered into our database and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its antibullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

**Bullying is seen as a threat to the rights of the members of Albany Creek State School Community and is unacceptable behaviour. To ensure bullying is monitored, a whole school approach to the issue is required.**

### What is Bullying?

**Bullying** involves a series of hurtful actions by the bully to the victim over a period of time Bullying behaviours that will not be tolerated at Albany Creek State School include targeted and repetitive name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying is repeated targeted behaviour and differs from students saying or doing something mean. This is still inappropriate but would not constitute being a bully.

It is not, for example:

- Disagreements or arguments;
- Not liking someone;
- Not liking someone or a single act of rejection;
- Accidentally being bumped;
- Isolated act of meanness or aggression; and
- These conflicts are still considered serious and need to be resolved. At Albany Creek State School our staff work quickly to respond to any matters raised of this nature. We teach and encourage students to use the High Five strategies.

Bullying can be conceived as containing seven elements or components. These are as follows:

- An initial desire to hurt;
- The desire is expressed in action;
- The action is hurtful;
- It is directed by a powerful person or group against someone less powerful;
- It is without justification; and
- Typically repeated.

### Responsibility of the School

- Implementing the School's **Student Code of Conduct**;
- Active class and playground supervision by staff;
- Class discussions to deal with problem;
- Individual discussion with staff or Behaviour Management Support Teacher or counselling with the Guidance Officer;
- Teaching of the anti-bullying elements of the Social Skills Program; and
- Teaching strategies to students to help them deal with bullying.

### Responsibility of Parents

#### What Can Parents Do?

*Watch for signs* that your child is being bullied, e.g., unwillingness to walk to or from school, worries about coming to school, unexplained bruising, disappearance of property, etc.

*Encourage* the child to talk it through as much as possible so you get the basic act

*Keep an open mind*, remembering you are getting one side of the story only

Ask questions gently

*Help* the child reflect on what has been done so far

*Help* the child work out the best way of solving the problem

Some Important Next Steps to Consider:

*Never* try to sort out the bullies yourself – it rarely works and can make the situation worse

*When you are all clear* on the facts contact your child's teacher for an interview

*Present* your information as calmly as possible

*Remember*, the school says NO to bullying and the best way to solve the problem is to work with the school as partners in finding solutions

*Ask* your child's teacher about the school's policy on bullying and how they deal with it in their classroom

*Give* the teacher some time to investigate the problem and arrange a follow up time

#### The Next Steps May Then Include:

*Encourage* your child to develop friendships

*Support* your child in developing sporting, cultural and other talents that will build their confidence in a safe, supportive environment

*Work at improving* your child's self esteem

*Seek* counselling to enable the child to learn to be more assertive and resilient and less likely to be bullied

*If severe abuse* is evident, you may wish to consider police action

## Responsibilities of the Teacher in regards to Bullying

- Make yourself available;
- Treat incidents confidentially where necessary;
- Treat incidents seriously;
- Thoroughly investigate each incident;
- Follow-up where necessary; and
- Proactively educate the children using Social Skills Programs.

## Rights of Children with Respect to Bullying at School

- To know that they may talk in confidence to a liked and trusted Teacher/Administration team member about an incident/s and that they will be listened to and taken seriously;
- To know that help is available;
- To be confident that follow-up action will occur after reporting the bullying; and
- That assistance will be given to help them deal successfully with any further bullying.

## Responsibilities of Students

At Albany Creek State School, students are taught The High Five Strategy from Prep to Grade 6 to allow them to manage bullying and/or situations they feel uncomfortable as a result of another person's behaviours. This also supports them to develop resilience necessary not only in school life, but in life as an adult. Staff are taught and expected to act diligently and in a timely manner when a student makes a report to them.

### High Five Steps include:

1. Ignore
2. Talk Friendly
3. Talk Firmly
4. Walk Away
5. Report (Immediately to a staff member)



## Responsibilities of Children Who Witness Incidents of Bullying

As most bullying occurs in the playground, student involvement is essential.

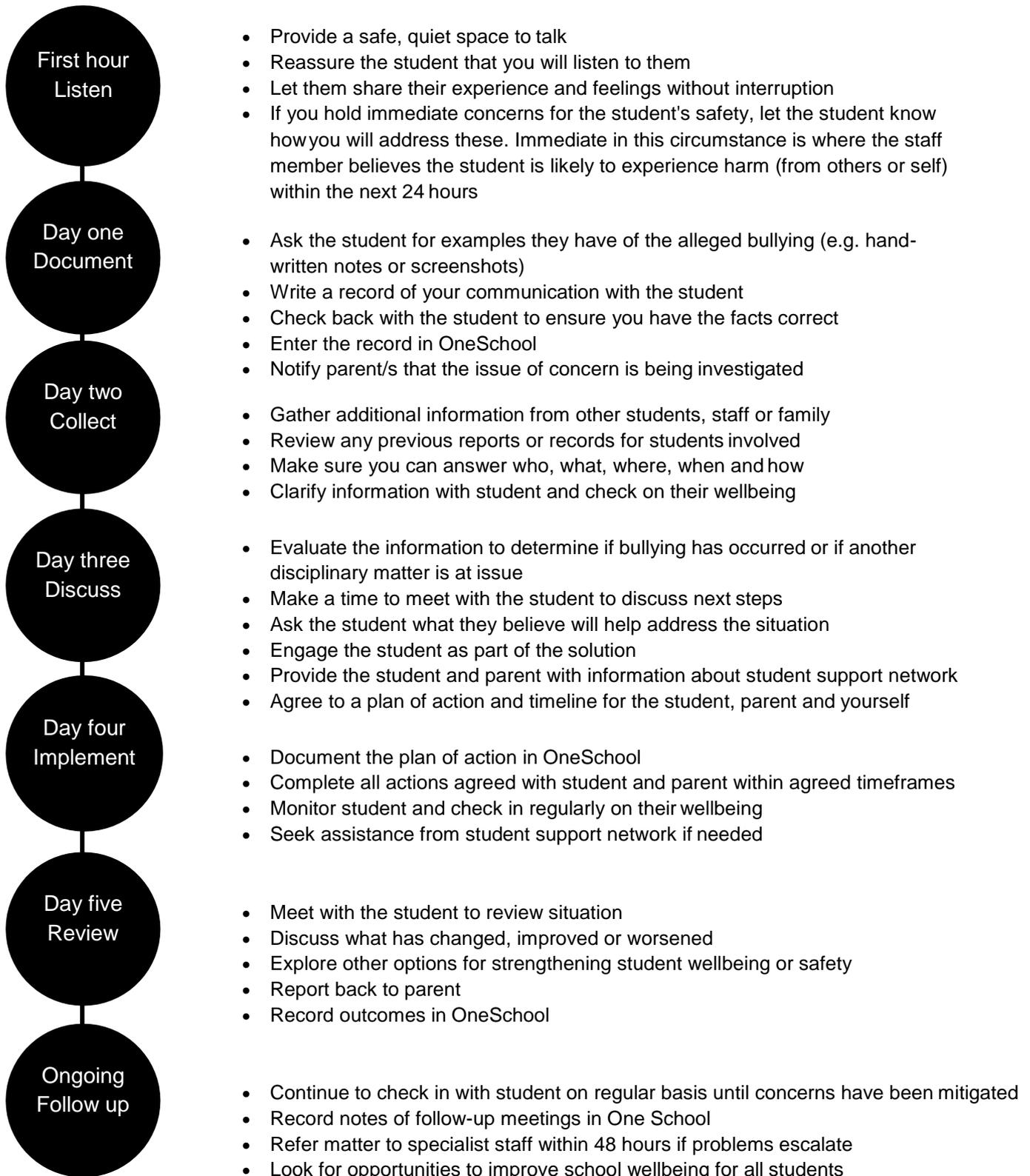
*Students can -*

- Inform teachers of places in the school grounds (eg behind the toilets) where bullying occurs
- Witness incidents of bullying and report:
  - Who was bullying
  - Who was being bullied
  - What happened and where the incident took place
- Offer support and friendship to the child who has been bullied
- Not standing by and watching bullying- (being a bystander)
- Reporting bullying
- Use the High 5 to discourage bullying behaviours

**Understand that telling the teachers is not dobbing.**

## Albany Creek State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.



## Cyberbullying

- Cyberbullying often does not occur at school. Students are explicitly taught CyberSafety for example how to safely conduct and internet search, what cyberbullying is and what they should do if they receive unwanted messages including for example: Not to respond to messages but keep them to report to parents and/or teachers immediately. Report any instances they see as a bystander of cyberbullying to parents and/or teachers immediately.
- Albany Creek State School uses behavioural data for decision-making. This data is entered into our One School database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

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

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

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

It is not the role of the school to investigate cyber issues that occur outside the school. Parents should monitor their child's on-line profile and use.

## Cyber Safety Policy

The growing prevalence of digital technologies in everyday life is having a significant impact on how students interact and develop. Mobile devices and other technologies provide our students with wonderful opportunities to learn, be creative and socialise, and can provide a positive and enriching experience that is rewarding. However, just as with face-to-face interactions, sometimes bullying and harassment can occur, and just as in the real world, safety measures need to be in place. Cyberbullying is bullying conducted with the use of technology, like mobile phones, iPad's etc or the internet CyberSafety at Albany Creek State School is a partnership between the school, families and students. Through shared responsibility and support our students can engage in the digital world in a positive and productive manner.

## Leadership's Responsibilities

- Facilitate CyberSafety sessions through the Department of Education's CyberSafety Unit, yearly for Year 4-6 students and for parents.
- Facilitate teacher development and collaboration on CyberSafety.
- Maintain ongoing communication and information sharing with parents.
- Monitoring of any CyberSafety updates.
- Monitor the management of CyberSafety incidents and ensure ongoing monitoring of CyberSafety situations.

## Teacher's Responsibilities

- Promote positive CyberSafety practices and actively engage with relevant aspects of the curriculum that explore CyberSafety.
- Reinforcing CyberSafety messages regularly through targeted units of work where applicable
- Engage in professional development and collaboration on CyberSafety.
- Establish effective routines and practices that support CyberSafety practices.
- Communicate with leadership, parents and students about any CyberSafety concerns.
- Manage CyberSafety incidences in alignment with school policies and communicate measures to be taken with their DeputyPrincipal
- Retain any evidence of CyberSafety concerns.

## Parent's Responsibilities

- Promptly communicate with the teacher about any CyberSafety concerns.
- Monitor the use of devices such as iPads/devices outside school hours.
- Perform regular random checks of your child's iPads/devices – in particular the search history and online communication.
- Frequently communicate with your child about their CyberSafety.
- Ensure only age appropriate apps and content are on your child's device.
- Share with the school any evidence collected relating to CyberSafety concerns.

## Student's Responsibilities

- Use the iPads/devices only when under direct supervision of a teacher or parent.
- Use the iPads in accordance with the school's BYOD iPad Program Student Participation Agreement, iPad Acceptable Use Policy and Guidelines and Student Code of Conduct.
- Promptly communicate with parents and teachers any CyberSafety concerns.
- Keep any evidence of CyberSafety concerns.

## CyberSafety Commitments

- Consistent staff supervision while students are using devices - this is the best practice when supporting student safety online.
- Filters are used on all internet accessed through the school to reduce the chance of student access to inappropriate content.
- CyberSafety is embedded in curriculum delivery through the Digital Technologies learning area.
- CyberSafety is managed through our Student Code of Conduct.
- Ongoing professional development for teachers and support staff on managing CyberSafety.
- Leadership team facilitates a CyberSafety parent information session
- An established i-Learn committee manages the CyberSafety program at Albany Creek State School.

## Managing Concerns

- If you have concerns about CyberSafety please contact your child's class teacher immediately.
- Please share any supporting evidence to ensure that they have a clear understanding of the problem.
- If you have not resolved the concern with the classroom teacher please contact the relevant Deputy Principal and if necessary the Principal.

## Practical ways to support your child using their device safely

- Remind your child that content can be posted instantaneously, the downfall is that they can potentially post something without thinking about the ramifications.
- Educate your child about appropriate online behaviour and the need for respectful communication with other users.
- Keep an eye on what your child is doing online.
- Set clear rules about what sites and activities they are allowed to access.

- Use family sharing and screen time to limit their use and monitor/restrict the sites they visit.
- Discuss a plan with your child about how to address any CyberSafety issues that may arise.

### Practices in the home that promote CyberSafety

There are a range of practices that you can do at home that can help to promote CyberSafety.

- Introduce a communal charging station—this helps to bring devices out of your child's room at night.
- Set screen time limits for non-education activities and enable parental controls.
- Encourage open conversations with your child about being online. It is important to encourage your child to have a safe adult to talk to about CyberSafety issues.
- Talk with your child on how to block, unfriend and report inappropriate online behaviour.
- Teach your child to screen shot so they can capture cyberbullying/ inappropriate use.
- Create clear and agreed on rules about device usage.
- Promote positive bystander behaviour and the importance of speaking up for others.
- Ensure that your child knows their online friends in the real world first.
- Teach your child to think before sharing: is it true, useful and positive?

### Safe settings on Devices

There are a range of ways you can set up your child's iPads/devices to improve its security. Utilising Family Sharing and Screen Time will allow for you to monitor and manage what your child accesses and when they can use certain apps. It is important to consider the location setting you have on the iPad. Below are links to support documents that will step you through setting up your iPad.

- Family sharing <https://support.apple.com/en-au/HT201060>
- Screen time <https://support.apple.com/en-au/HT208982>
- Location settings: consider disabling <https://support.apple.com/en-au/HT207092>

### Internet filtering at home

When your child connects their iPad/device to the school network, the Education Department's filtering system is designed to assist in protecting them from malicious web content and inappropriate websites. To help protect your child when they return to your home internet connection, it is recommended you install internet filtering.

Parental supervision is the best method for protecting your child from inappropriate content. Supervising your child also helps you to identify possible issues as well as identifying the appropriate times to speak with them on different topics such as the dangers of sharing photos. The eSafety Commissioner website offers advice on home filtering and links to a range of recommended systems for families.

<https://www.esafety.gov.au/parents/skills-advice/taming-technology>

### Social Media:

- It is important as a parent to be aware of which social media apps/sites your child is accessing.
- Join your child as a friend/follower on your social media accounts.
- Openly talk with your child about their use of social media.
- Only allow your child to join different social media sites when they meet the age requirements.
- Using Screen time will ensure that your child requires parental permission to access particular websites and install all apps including social media apps.

### Passwords:

- Teach your child how to create a strong password.
- Passwords should feature a combination of upper- and lower-case letters, numbers and symbols.
- Make sure they keep their passwords to themselves and have a routine for changing/updating them.

## Privacy:

- Help your child to regularly update their privacy settings.
- Make sure their profile is private and only accessible by people they know personally.
- Limit their personal details shared online - protect their digital footprint.
- Use an avatar for their profile picture or share a photo that doesn't show their face.
- Encourage your child to use a nickname.

Turn off location settings to ensure that their location is not shared. Please be aware that not all children report when they are harassed or feel threatened on-line to their parents because they fear that their ability to communicate with their peers will be removed. It is important that they are aware of the other avenues available to them including the School Guidance Officer, Chaplain and other services.

## Resources

- Parentline - phone 1300 301 300 for support, counselling and parent education
- Office of the eSafety Commissioner – parents and carers
- <https://www.esafety.gov.au/parents>
- Lifeline - phone 13 11 14
- Kids Helpline - phone 1800 551 800 for free and confidential counselling for young people aged 5-25
- [Online incident management guidelines for school leaders](#)
- [Cybersafety in Queensland state schools](#)
- [Supporting students' mental health and wellbeing policy](#)
- [Temporary removal of student property by school staff procedure](#)
- [Bullying. No Way!](#)
- [Kids Helpline](#)
- [headspace](#)
- [Be You](#)

## Common links for reporting inappropriate social media content:

- Facebook - <https://www.facebook.com/help/>
- Instagram - <https://help.instagram.com/>
- Google (including YouTube) - <https://support.google.com/>
- Twitter - <https://help.twitter.com/en>
- Snapchat - <https://support.snapchat.com/en-US>
- Tik-Tok - <https://support.tiktok.com/en/privacy-safety/report-inappropriate-content-en>

## Additional resources:

- eSafety's Parents page- learn about what children do online and how you can encourage them to be positive digital citizens at different ages <https://www.esafety.gov.au/parents>
- Stay Smart Online- read about how to protect personal and financial information <http://www.staysmartonline.gov.au/>
- ThinkUKnow Parents Portal- contains information about technologies that are popular with kids and advice about app safety. <http://www.thinkuknow.org.au/>
- Bullying. No way- provides great information about bullying, harassment, discrimination and violence in schools. <https://bullyingnoway.gov.au/>



## How to manage online incidents that impact your school

### Student protection

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

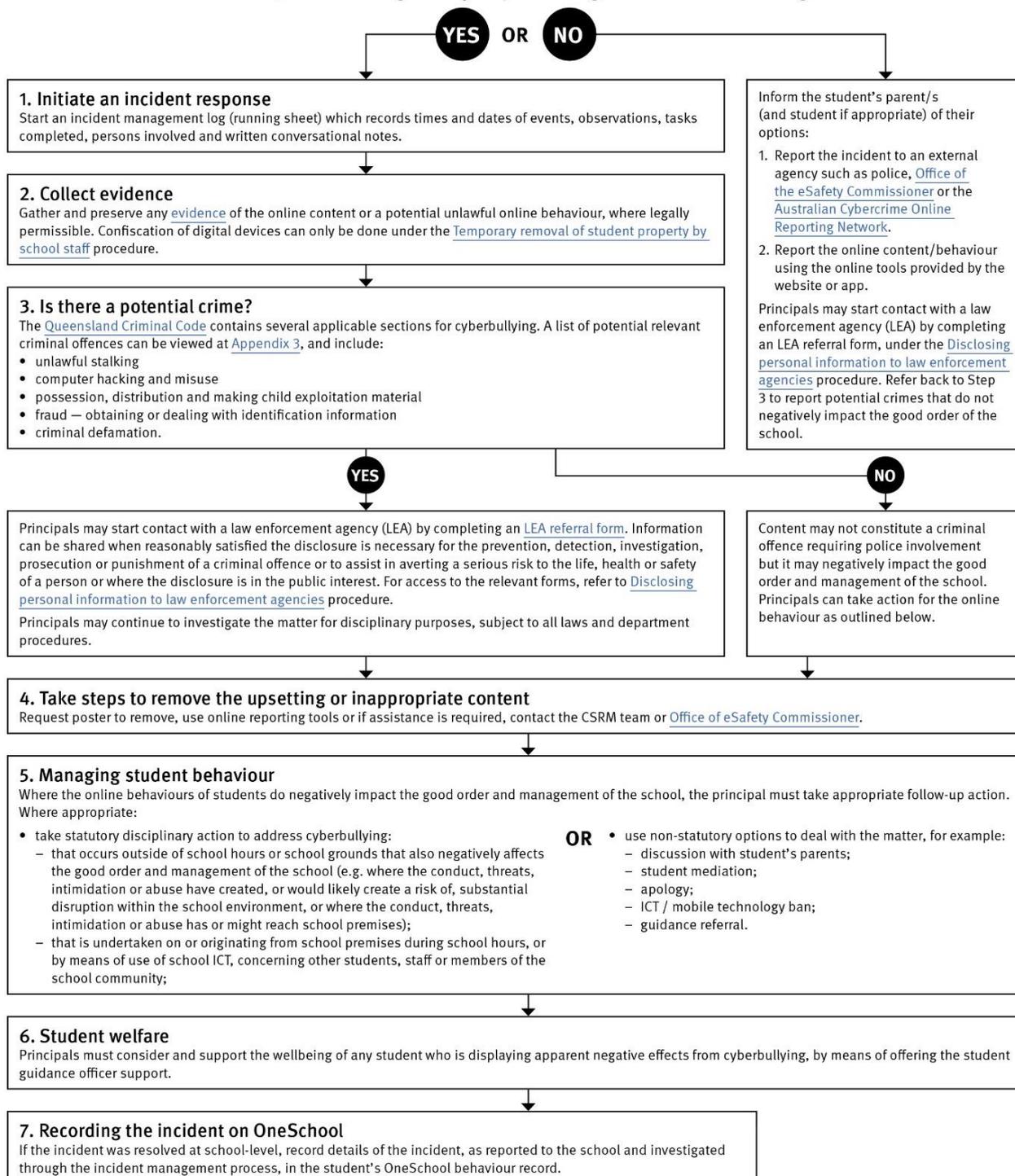
### Explicit images

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

### Report

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

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

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

## Appropriate use of social media

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

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

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.

- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

### Possible civil or criminal ramifications of online commentary

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

### What about other people's privacy?

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

### What if I encounter problem content?

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

- Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- 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.
- 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.
- Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- 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 student's wellbeing, behaviour and learning.

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

- [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](#)

### **Some related resources**

- [National Safe Schools Framework](#)
- [Working Together resources for schools](#)
- [Cybersafety and schools resources](#)
- [Bullying. No way!](#)
- [Take a Stand Together](#)
- [Safe Schools Hub](#)

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

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

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

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

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

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

- **Early resolution:** discuss your complaint with the school;
- The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
- Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- **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.
- **External review:** contact a review authority
- if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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

