

# Park Avenue State School



# Student Code of Conduct

## 2020-2023

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

## Contact Information

Postal address: PO Box 9531, Park Avenue State School, North

Rockhampton 4701 Phone: 07 49311111

Email: [principal@parkavenuess.eq.edu.au](mailto:principal@parkavenuess.eq.edu.au)

School website address: [www.parkavenuess.eq.edu.au](http://www.parkavenuess.eq.edu.au)

Contact Person: Helen Heery (Principal)

## Endorsement

Principal Name: Helen Heery

Principal Signature:

Date: /12/2020

P/C President Name: Mrs Shannon Marshall

P/C President Signature:

Date: /12/2020

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## Purpose

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

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

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

## Principal's Foreword

Park Avenue State School has a long and proud tradition of partnering with families to provide a high quality education with an emphasis on the growth of each child's ability to self-regulate. We believe strong, positive relationships between all members of our school provides a powerful foundation from which to support the success of all students and develop active and engaged future citizens.

Our motto, 'Our Best Always', and school rules, 'Be a Learner', 'Be Respectful' and 'Be Responsible', have informed the development of this 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.

Park Avenue State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn.

With the Park Avenue Student Code of Conduct you will find an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour.

## Consultation

The consultation process used to inform the development of the Park Avenue State School Student Code of Conduct occurred in three phases over the past two years.

In the first phase the school staff interrogated over a period of more than a year a range of data including student and staff attendance, school disciplinary absences (SDA), behaviour incident records and outcomes from the most recent School Opinion Survey.

In the second phase, the school teaching and learning staff engaged in professional learnings to clarify our understandings of our legislated responsibilities and to further understand the cause and effect of student behaviour.

Visioning activities were conducted across the school that engaged students staff and parents in identifying our school cultural priorities, to celebrate our successes and to forward plan into our preferred future. Information pertaining to aspects of the Code of Conduct has been included in the school newsletter and shared with the P&C at meetings.

Continued professional development with staff and communication of The Student Code of Conduct will be ongoing throughout implementation. Student engagement in explicit learning of how to self regulate is part of every classroom's daily teaching and learning routines.

The Park Avenue State School Student Code of Conduct may 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.

## Data Review

The Parent, Student and Staff Satisfaction data from the School Opinion Survey is used to monitor stakeholder satisfaction with practices to support students employed at Park Avenue State School. The School Opinion Survey is conducted annually to obtain the views of parents/caregivers, students and school staff on what they do well and how they can improve. This information is shared with staff at meetings or professional learning sessions. Outcomes are also discussed at P & C Association meetings. A review of the most recent School Data Profile from 2016 to 2019 identifies that student, parent and staff satisfaction are all above the State average in response to 'Student behaviour is well managed at this school', indeed, staff and parent satisfaction currently sits at 100%.

## Whole School Approach to Discipline

At Park Avenue State School, the core value of respect is fundamental in our community and school. All should respect the teacher's right to teach and a student's right to learn. Our Code of Conduct is based on the values of respect and responsibility. We are committed to supporting our students be responsible for their actions and attitudes and respectful of themselves and others. All areas of Park Avenue State School are teaching and learning areas. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of all students in their academic progress.

At Park Avenue State School we create mutual respect by teaching students how to think through what they are doing in relation to the rules of wherever they are. This gives students personal accountability for their actions. Park Avenue 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 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 considering the age, gender, disability, cultural background or socio-economic situation and emotional needs of all students.
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner and at appropriate times.
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background, socio-economic situation.
  - Receive adjustments appropriate to their learning and or impairment needs.

In order to inform effective decision making, data is gathered and collated in relation to incidents of inappropriate behaviour. One School is used to record incidents and consequences applied as well as parent contact. Current support and adjustments are recorded on One School to assist in developing a clear and accurate understanding of individual students.

## School Expectations

Each classroom will have their own set of behavioural supports to help students and visitors understand the expectations of their setting which are appropriate to their age and year level, to meet the standards of Park Avenue State School.

### Be A Learner

- Show self-control
- Follow directions
- Be prepared and organized
- Understand self and others

### Be Responsible

- Be on task
- Do your best
- Manage your time appropriately
- Gain permission

## Be Respectful

- Use positive and polite language
- Show school pride
- Care for self, others and the environment
- Report problems and issues

Parents and staff

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

Be a Learner	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will work with you to resolve a school related complaint.
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 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 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 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 and attempt to accommodate their personal needs, including work commitments, finances and family structure.

Respectful	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Responsible	
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You 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 support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and will contact you to provide regular feedback about your child's progress.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

### Consideration of Individual Circumstances

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

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

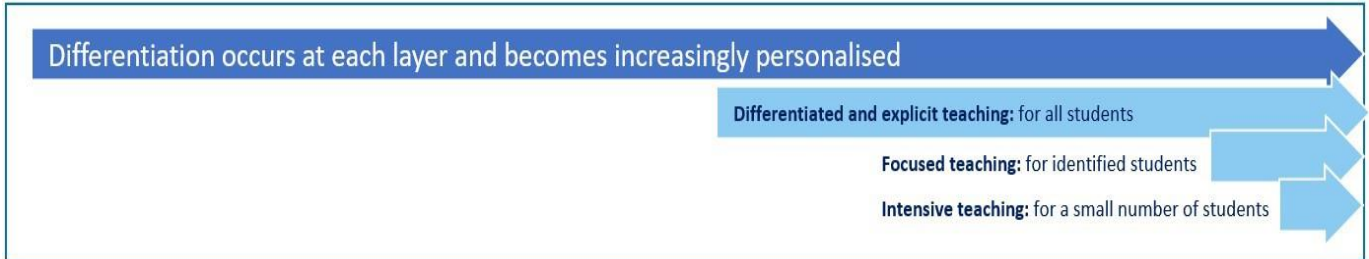
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the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

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



## Differentiated and Explicit Teaching

Decisions about differentiation are made in response to data and day to day monitoring that indicates the behavioural learning needs of students. There are three layers to differentiation, as illustrated below and this model is used for academic differentiation.



The class teacher works with all students to explain and teach expected behaviours in different situations across the school and their classroom. The expectations are regularly revisited throughout the year and revisited to address any new or emerging issues. Specific lessons are also taught to address particular behaviours, routines and expectations. Through our Student Learning and Wellbeing Framework we also teach skills for self regulation and promote 'bucket filling' to instil a positive school climate for our students and a 'culture of kindness', making the school a safe environment for students to learn and staff to teach within.

## Focused Teaching

Park Avenue State School recognises that some students continue to exhibit inappropriate behaviours after whole class explicit teaching has been implemented. We understand that some students require additional time and support during the school day to learn essential social and emotional skills. In most cases the concerning behaviours of these students may not be regarded as severe but the frequency of the behaviours may put the students' learning and social success at risk if not addressed in a timely manner.

Park Avenue State School student learning is constructed and implemented through a collaborative model which draws on the expertise of specialist staff, consultants and teachers to provide focused teaching and learning to meet the identified needs of groups and individuals of students. Behavioural and learning data is housed on OneSchool and used to inform teaching actions.

Focused teaching involves revisiting key behavioural concepts and or skills and using structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve intended learning and expected behaviour.

## Intensive Teaching

Park Avenue State School is committed to educating all students. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Students who require intensive behaviour support are referred to the Student Engagement Team and a case management team is formed.

### Case Management

The case management team may consist of the HOSES, the Guidance Officer, classroom teacher, Engagement Teacher, parent/caregiver of the student and external agencies or specialists working closely with the student or family. The team does not deliver direct support to the students. The role of the team is to:

- Ensure that appropriate support is available for the student.
- Team problem solve.
- Monitor the integrity of the service delivery and implementation of support processes.
- Aggregate outcomes data to measure impacts of interventions.
- Link with external agencies and assist parents/caregivers to access support.
- Assessments and behaviour tracking of student.
- Work with other staff members to develop appropriate behaviour support strategies.
- Oversee flexible attendance plans.
- Partner with parents to develop and review effective support plans.

## Disciplinary Consequences

The disciplinary consequences model used at Park Avenue 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, rule reminders and partnership with Buddy classrooms may be used by teachers to respond to behavioural challenges.

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 focused 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

When responding to problem behaviour the staff member first determines if the behaviour is minor or major with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly to the school leadership team.

Minor behaviours are those that:

- Are minor breach of the school rules.
- Do not seriously harm others or cause you to suspect that the student may be harmed.
- Do not violate the rights of others in any other serious way.
- Are not part of a pattern of problem behaviours.
- Do not require involvement of specialist support staff or leadership.

Staff provide in class or in school disciplinary responses to low level or minor behaviour issues. Essential Classroom Management strategies that may be used include: redirection to learning; non-verbal and visual cues; whole class practicing of routines; corrective feedback; rule reminders; explicit behavioural teaching; proximity control; tactical ignoring of the inappropriate behaviour; revised seating plans; relocation of student/s; class wide incentives; school wide incentives; prompts to student to take a break or time away from class; modeling of appropriate language and problem solving; demonstration of appropriate behaviour; reducing instructions; chunking of tasks and provision of choice of task order.

Minor problem behaviour may result in the following consequences:

- A minor consequence that is logically connected to the problem behaviour.
- Complete or partial removal from an activity or event for a specified period of time.
- Individual meeting with the child.
- Apology, making amends, restitution.
- Completion of work during lunch break.
- Community service within the school context.
- In class reflection.
- Buddy class reflection.
- Warning of more serious consequences (e.g. removal from classroom).
- Behavioural choices reflection and coaching during a break period.

Major behaviours are those that:

- Significantly violate the rights of others.
- Put others /self at risk of harm.
- Require the involvement of school leadership.

Major behaviours result in an immediate referral to leadership due to their seriousness. When major problem behaviours occur, staff members calmly state the major behaviour problem to the student and remind them of expected school behaviours.

Major behaviours may result in the following consequences:

- Loss of privilege.
- Loss of break / play time.
- In school withdrawal.
- Suspension from school.
- Parent contact.
- Family referrals to external agencies.
- Referral to specialist school support e.g. Guidance officer/ School Engagement Team.
- Behavioural contract.
- Targeted skills teaching in a small group.
- Self-monitoring plan.
- Check in check out strategy.
- Referral to Student Support Team for team-based problem solving.

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviours. At Park Avenue State School, staff members use questions modelled on those below with students to draw on Restorative Justice processes:

- What did you do?
- What rule did you break?
- What needs to be done to fix it?
- What might you do differently next time?
- Who has been impacted by your choices?
- What should happen if the same or similar behaviour occurs today or this week?

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation but simply remind the student of the consequences of their problem behaviour.

### Intensive

The school leadership team works in consultation with the Student Engagement Team to address persistent or ongoing serious problem behaviour. This may include:

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

### School Disciplinary Absences

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

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

At Park Avenue 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 Park Avenue 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

#### Arrangements

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

A record of the meeting is saved in One School, including any notes or discussions occurring during the meeting.

#### Structure

The structure of the re-entry meeting should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focused 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 may include 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 available specialists, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Park Avenue 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.
- Being a safe, responsible and respectful learner online.

## 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, and to maintain and foster mutual respect between all state school staff and students. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

The following items are explicitly prohibited at Park Avenue State School and will be removed if found in a student's possession:

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

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, Stanley knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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



## Responsibilities

### Staff at Park Avenue 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;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent 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 Park Avenue State School:

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

## Use of Mobile Phones and other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning. This policy reflects the importance Park Avenue State School places on students displaying courtesy, consideration and respect for others whenever they are using mobile phones and other devices.

### Responsibilities

- Students at Park Avenue State School may bring mobile phones to school with their parents' permission for transport and safety reasons.
  - Mobile phones are to be handed in at the school administration office at the commencement of the day.
  - Mobile phones are to be collected by the student as they are leaving the school.
- All other personal devices are not to be brought to school unless prior arrangement has been made with the class teacher or leadership team.

It is acceptable for students at Park Avenue State School to use devices as directed by teachers for:

- assigned class work and assignments.
- developing appropriate literacy, communication and information skills.
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school.
- conducting general research for school activities and projects.
- communicating or collaborating with other students, teachers, parents or experts in relation to school work.
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the department's eLearning environment.

At all times, students at Park Avenue State School must

- be courteous, considerate and respectful of others when using a device.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Park Avenue State School to:

- use a mobile phone or other devices in an unlawful manner.
- download, distribute or publish offensive messages or pictures.
- use obscene, inflammatory, racist, discriminatory or derogatory language on a device.
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking using a device.
- insult, harass or attack others or use obscene or abusive language on a device.
- 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 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.
- film or take photos of students and upload to social media sites without their knowledge or permission.
- upload photographs of Park Avenue State School students in their school uniform onto social media sites.

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

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

# Preventing and Responding to Bullying

Park Avenue State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. It is the basis of the Park Avenue State School Student Learning and Wellbeing Framework.

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



## 1. Leadership

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

## 2. Inclusion

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

## 3. Student voice

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

## 4. Partnerships

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

## 5. Support

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

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. These skills are essential for developing resilience and the personal attributes that promote wellness, prevent illness and support recovery

# Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered concerning and need to be addressed and resolved. At Park Avenue State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

## Responsibilities

School Staff are expected to:

- Act as role models of caring and inclusive behaviour.
- Be observant for signs of distress or suspected incidents of bullying.
- Implement and teach the Park Avenue State School Student Learning and Wellbeing Framework.
- Follow the flow chart of actions, communication and record keeping.

Students are encouraged to:

- Report and speak to a teacher giving full details of the event in a timely manner.
- Develop and speak to a network of support persons.

Students who witness bullying are encouraged to:

- Take some positive action to stop the bullying if they observe the incident (if it is safe).
- Immediately seek teacher help if they can't stop the bullying.
- Report all incidents of bullying to a teacher as soon as possible.

Parents/caregivers are encouraged to:

- Watch for early warning signs or distress in their child.
- Listen to your child and advise them to tell a staff member about the incident.
- Inform the school if bullying is suspected and work with the school to assist the child to overcome this.

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

Is it <b>BULLYING</b> ?	
<p><b>Joking Around</b></p> <p>Everyone is having fun No one is getting hurt Everyone is participating equally.</p>	<p><b>Conflict</b></p> <p>No one is having fun A specific problem or issue people don't agree on A solution can usually be found Equal balance of power Can be between friends</p>
<p><b>Mean Moment</b></p> <p>Someone is being hurt on purpose It's a reaction to a strong feeling or emotion. An isolated event (does not happen regularly)</p>	<p><b>Bullying</b></p> <p>Ongoing and repeated Someone is being hurt on purpose Imbalance of power Can be social, verbal, physical or cyber.</p>

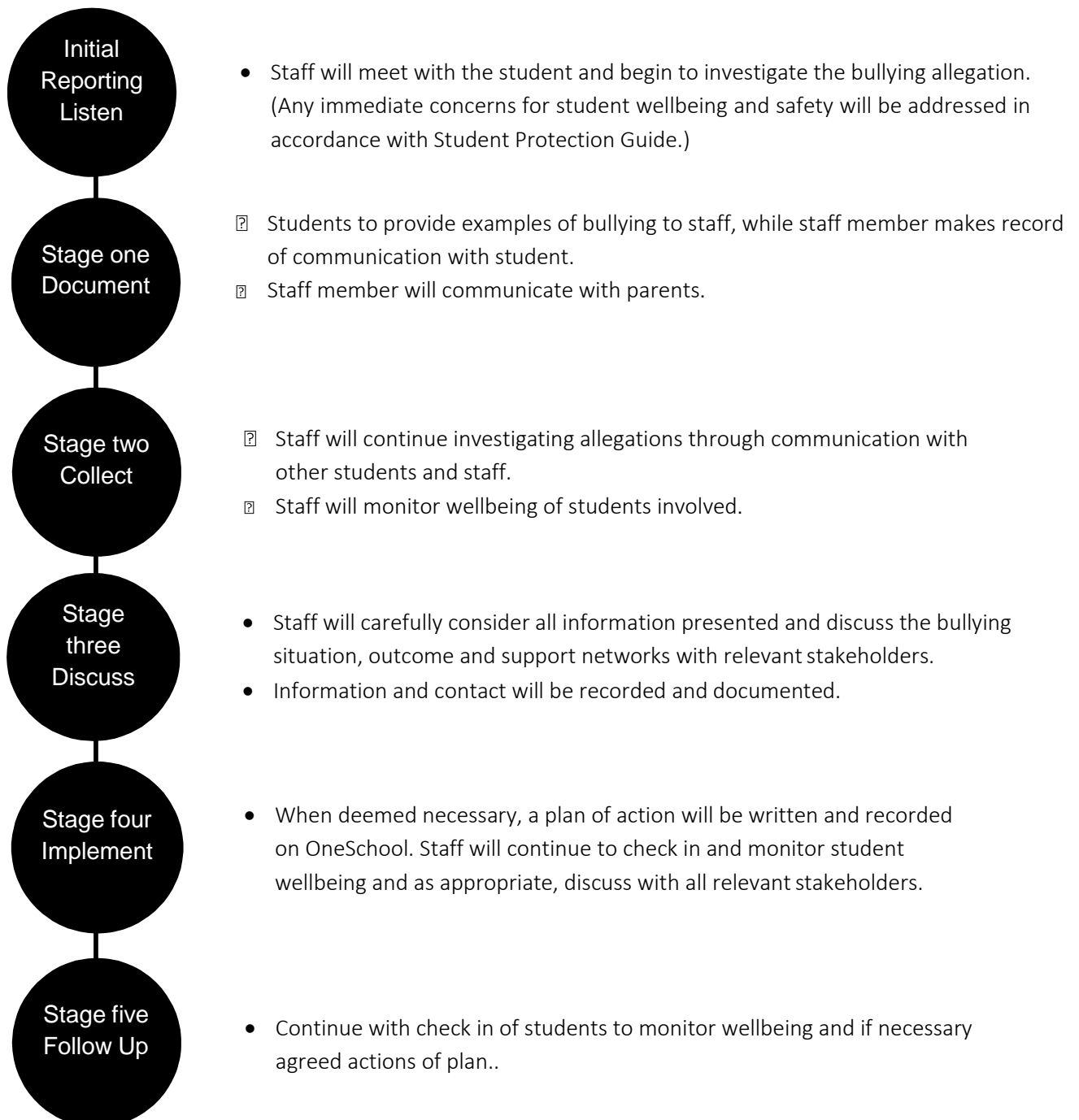
## Bullying response flowchart

Please note these actions may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal Ms Helen Heery and HOSES Mrs Gail Illot



## Cyberbullying

Cyberbullying is treated at Park Avenue 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 or the Principal assigned to your child's year level.

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 Park Avenue State School may face in-school disciplinary action, such as in school withdrawal 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.

### Acknowledgement of Age Requirements for Social Media

Age limits for social media networks such as Facebook and Instagram are publicised stating that users must be at least 13 years of age. It is an expectation of the school that students adhere to this at school. Families should also acknowledge this requirement to avoid exposing students to difficult social media issues at a young age. Where age requirements are not followed, the school cannot resolve outcomes and secondary behaviours from involvement in such activities as families have chosen to disregard information provided.

Referenced at

<http://education.qld.gov.au/studentservices/behaviour/qsav/docs/cyberbullyingreputation-management-guidelines.pdf>

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

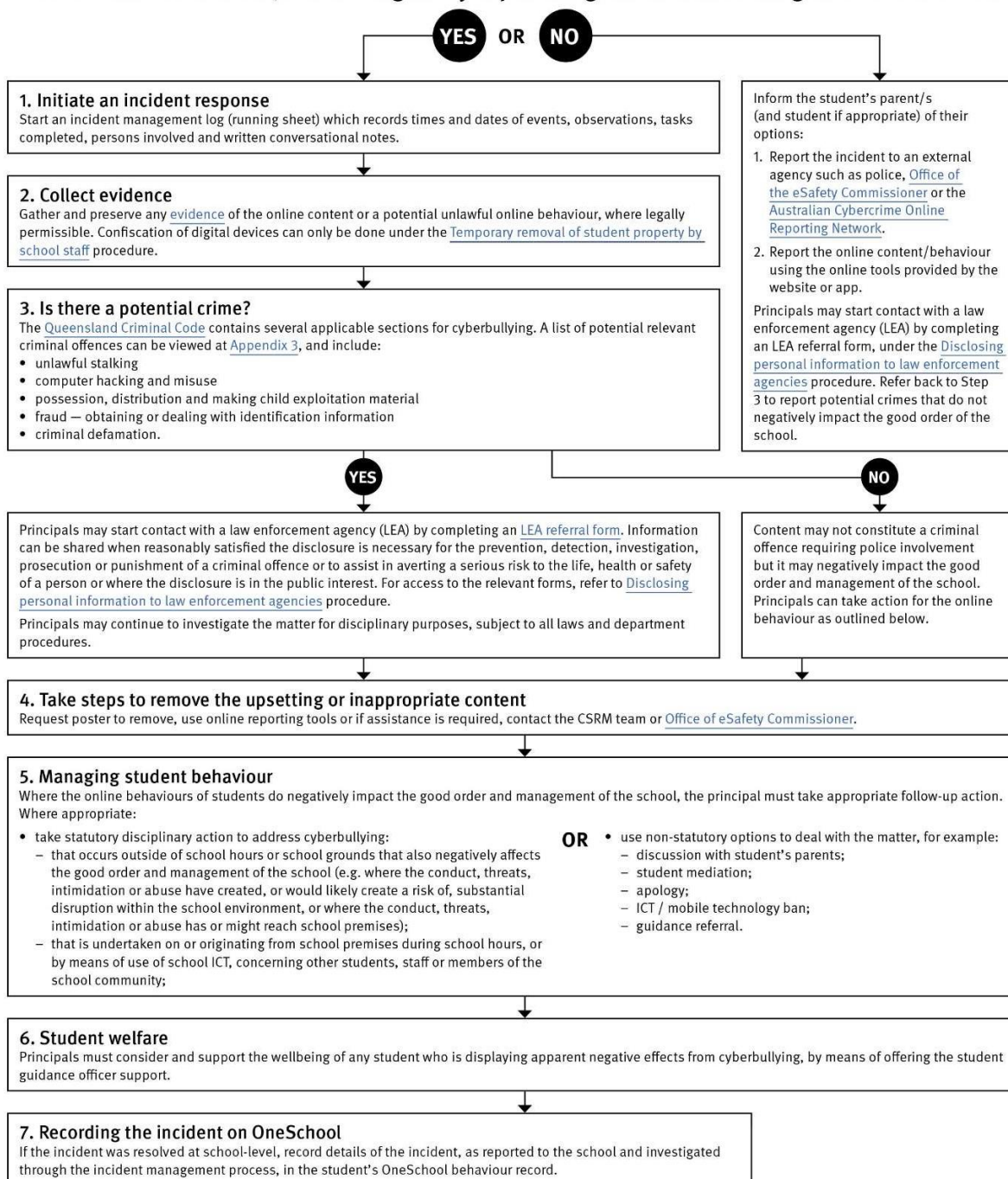
### Explicit images

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

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSR) 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?





## Cyber safety and Reputation Management

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

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

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

## Student Intervention and Support Services

Park Avenue 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 Park Avenue 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 consequences such as suspension or exclusion from school.

## Appropriate Use of Social Media

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

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

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

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

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

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

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

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

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

### Possible civil or criminal ramifications of online commentary

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

### What about other people’s privacy?

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

### What if I encounter problem content?

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

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

# Restrictive Practices

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

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and 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.
6. Aims to reduce or eliminate the use of restrictive practices.

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

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

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

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

## Critical Incidents

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

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

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

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

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

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.