Hendra State School

Student Code of Conduct 2021-2024

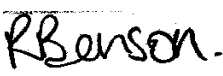### *Every student succeeding*

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

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Endorsement

Principal Name:	Karena Loomes
Principal Signature:	
Date:	20-03-2022

P/C President and-or School Council Chair Name:	Ruth Benson
P/C President and-or School Council Chair Signature:	
Date:	20-03-2022

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Purpose

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

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

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

School Vision and Values

Hendra State School's approach to discipline is based on a set of shared community values, and the underlying belief that all students can learn positive behaviours and social-emotional skills. We teach positive behaviours and skills and build a shared understanding of our school values through explicit instruction and also implicitly, through daily interactions and modelling.

Our goal is to foster lasting, positive connections between students, staff and the school community by creating an environment in which all students are empowered to become resilient, mindful, life-long learners. We believe that the best outcomes for students are achieved through developing and maintaining relationships between members of the school community and values and responds to diversity through a differentiated approach.

When responding to discipline issues we use respectful approaches which promote responsible behaviour, accountability for actions and self-discipline. Our aim is to provide a consistent, fair and equitable approach to discipline for all. We understand that responding to student behaviour is most effective when it maintains respectful relationships and open communication. Responses to, and interventions for, behaviour are differentiated for students and groups of students as appropriate.

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Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

All staff at Hendra State School are committed to creating conditions to assist the holistic development of every student. We believe that every student has the ability to learn and should be able to demonstrate progress academically, socially and emotionally.

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

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour, responding to unacceptable behaviours and promoting restorative practices including student and staff wellbeing, resilience and connectedness. Through our school plan, shared expectations for student behaviour are made clear to everyone, assisting Hendra State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Multi-Tiered Systems of Support

Hendra State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PCL) expectations. This involves: • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account

	- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them - asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for **<u>some students</u>** (10-15%) are more intense that Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PCL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: - there is a clear connection between the skills taught in the interventions and the school-wide expectations. - interventions require little time of classroom teachers and are easy to sustain - variations within each intervention are limited - interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **<u>few students</u>** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: - PREVENT problem behaviour - TEACH the student an acceptable replacement behaviour - REINFORCE the student's use of the replacement behaviour - MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection

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teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

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

Consideration of Individual Circumstances

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

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

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

Repair and Rebuild – Restorative Practices

Restorative practices work to address the needs of those harmed (e.g., other students, teachers, all staff, community members), and they work to heal the harm through a balance of appropriate accountability, restitution, and restorative processes, such as peacemaking circles, conferences and mediation. The person who caused the harm is held accountable and the practices allow him/her to be "restored" to the school community. Restorative practices:
- focus on repairing the harm done rather than only on who's at fault for breaking rules
- give voice to the person/s harmed
- use collective problem-solving methods
- enhance responsibility and
- reintegrate the offending student into the school community

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The restorative chat (informal conference)

To the person responsible …	To the person harmed …
We're here to talk about … What happened? What were you thinking at the time? OR What were you hoping would happen? OR What was going on for you when you ….? Who has been affected by what you did? In what way? What do you think it was like for …? What can you say to …. about what you did that will being to make things right? OR Was what you did fair or unfair? Helpful or unhelpful? Good choice of poor choice? OR What exactly are you sorry for? Is that fair? Can you do that? Is there anything else you can think of that might help?	What did you think when that happened? OR What was that like for you? What was the worst of it? Will you accept the apology? Is there anything else … could do to fix things for you?
So, this is what we agreed… Do either of you need any help with this? How would you both like me to check up on this? Thanks for being prepared to sort this out. Have a good day!	

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through

connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Hendra State School, we provide age-appropriate drug and alcohol education as well as Health Education reflective of the Australian Curriculum that reinforces public health and safety messages.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

Hendra 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

Hendra State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College 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.

Hendra 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
Hendra 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](#).

Suicide prevention
Hendra 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, Hendra State School staff follow suicide intervention and prevention advice by ensuring:

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

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

Student Support Network

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

Students can approach any trusted school staff member at Hendra 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 Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal.

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Role	What they do
Guidance Officer	- provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting - assists students with specific difficulties, acting as a mediator or providing information on other life skills - liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurse	- works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs - provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Advisory Visiting Teachers	AVTs are accessed through the DoE. They can provide support and give guidance in Inclusion, Physiotherapy, Speech Therapy etc.
Classroom Teachers	- Meet with parents and external organisations to discuss student progress - Employ effective teaching methods, plan for differentiation and implement recommended strategies from professionals to support students in need.
Principal	- Attends Student Services Meetings to provide guidance and school resources to best suit the needs of individual students and whole school needs. - Meet with parents and external organisations to discuss student progress and support options.

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

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Whole School Approach to Discipline

Hendra State School offers Positive Culture for Learning (PCL) 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.

PCL is 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 Hendra 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.

In cooperation with parents and community, Hendra State School provides a safe and supportive learning environment that recognises and respects the uniqueness of all our students focusing on academic, social and personal success. We value respect, creativity, optimism, honesty, personal responsibility and positive relationships.

PCL is:
- a proactive school-wide system of support for defining, teaching and supporting appropriate student behaviours to create positive learning environments
- a behaviourally-based systems approach to improving the link between research validated practices and the environments in which teaching and learning occurs
  - creating and sustaining school-wide, classroom and individual systems of support
  - building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved
  - assisting in an integrated delivery of the curriculum and through classroom strategies that reflect a proactive whole-school learning and teaching focus for all students and that develops effective student safety and wellbeing policies and practices.

Expectations of Behaviour

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Culture for Learning (PCL) expectations in place for students,

Students

The school-wide PCL Expectations Matrix shows what these PCL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Hendra State School.

Parents/carers and staff

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

What we expect to see from you	*What you can expect from us*
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 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 respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
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 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 contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

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 nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

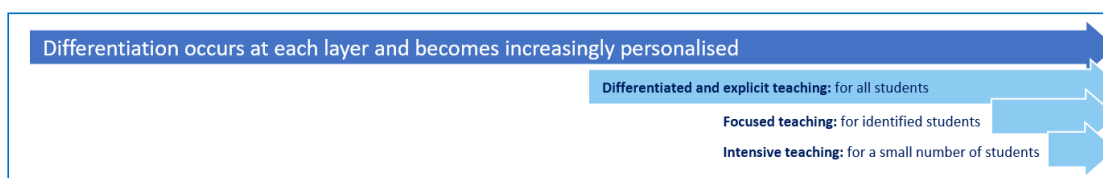|	
You seek out opportunities to provide positive feedback to the classroom teacher	We will work closely with families to accommodate their personal needs, including

about their work with the class, a student or colleagues.	work commitments, finances and family structure.
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 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.

Differentiated, Explicit and Proactive Teaching

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

Teachers at Hendra State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PCL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

At Hendra State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Every classroom in our school uses the PCL Expectations Matrix (Appendix A), as a basis for developing their behaviour standards in all school settings. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and on the playground. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Hendra State School implements proactive, preventative processes and strategies to support student behaviour. These include but are not limited to:
- a relevant, stimulating curriculum
- differentiated curriculum to support student needs

- implementation of PCL through schoolwide weekly explicit PCL focus lessons conducted by classroom teachers
- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities
- differentiated responses to behaviour to support student needs
- high quality teaching strategies
- modelling acceptable behaviours
- induction process for new staff, students and parents, which includes the school's Student Code of Conduct
- timely/relevant professional development
- Individual Behaviour Support Plans developed for students with specific behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- a dedicated section of the school newsletter/website, enabling parents to be actively and positively involved in school behaviour expectations.

Encouraging Expected School Behaviour

At Hendra State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback and encouragement for engaging in expected school behaviour.

A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff as well as students and other students. All staff members are trained to give consistent and appropriate acknowledgement and rewards which align with the PCL expectations Matrix.

Hendra State School's positive initiatives include:
- Using 'The Hendra Way' as the foundation to create, implement and maintain individual classroom rules, with both positive and negative consequences displayed
- 'Encouragement Awards' which reflect the positive weekly behaviour focus for in-class behaviour determined by the class teacher for one child per class per week presented on weekly school assembly and recorded on OneSchool
- 'Spot-ons' may be given to students when they are observed demonstrating The Hendra Way in the classroom and/or the playground. Two Spot-ons are drawn each week on the whole school assembly. Students choose a prize from the prize box. All weekly Spot-ons are then distributed with positive feedback to the students
- Star badges are presented each semester to students who have *consistently* demonstrated a high level of behaviour as tracked on individual Star Charts. Star charts inform student behaviour goals during regular goal setting meetings with parents
- Classroom Profiling Essential Skills for Classroom Management Program is offered to every teacher in the school for individualised feedback to improve their teaching practice

Discouraging Unacceptable Behaviour

The disciplinary consequences model used at Hendra State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. 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 (see Minor / Major Behaviour Table Appendix B).

Differentiated, Explicit and Proactive Teaching

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.

Re-directing low-level and infrequent problem behaviour
When a student exhibits low-level and infrequent problem behaviour, the first response of all school staff members is to:
- remind the student of expected school behaviour referring to the Hendra Way
- redirect the student referring to the PCL Expectations Matrix
- reteach the behaviour expectations

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and take appropriate action so as to align with the expectations of our school community.

Parent/Care Giver Role
We ask that parents and care givers:
- know the Hendra Way
- reinforce weekly focus areas communicated via assembly and newsletter
- attend twice yearly student/parent/teacher goal setting meetings

Calming space
When a student continues to exhibit inappropriate behaviour, students are given the opportunity to go to an allocated calming space within the classroom where they can reflect on their behaviour choices, this allows students to remain within the classroom environment while reflecting on the school expectations. Students access the calming space for a specified period of time.

Buddy Class Referral
If the behaviour continues and teaching and learning is interrupted the student may be directed to Buddy Class to allow them time away from the classroom environment to reflect on their behaviour choice. The student attends Buddy Class for a specified amount of time.

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

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- 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 consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- 'Back on Track' break time

Focused Teaching

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. 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. 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.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Hendra State School to provide focused teaching. Focused teaching is aligned to the PCL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

At this level we offer students 'Targeted Behaviour Support' and ongoing and open consultation and communication with their parents.

The 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. Behaviour Support Plan)
- Targeted skills teaching in small group
- 'Back on Track' break time
- Calming/Anxiety Plan
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services (SSS) committee for team-based problem solving
- Stakeholder meeting with parents/carers and external agencies

Intensive Teaching

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.

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

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

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

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

The school team work in consultation with Guidance Officer, Advisory Visiting Teachers and other Regional Specialists 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/carers and external agencies including regional specialists
- 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 persistent, ongoing and/or serious problem 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 Hendra 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/carers 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 Hendra State School are required 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.

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Hendra 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
- Student dress code (See Appendix 3 for further information)

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Hendra 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. weed killer, insecticides)

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities

State school staff at Hendra 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 Hendra 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:
  o is prohibited according to the Hendra State School Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o does not maintain and foster mutual respect
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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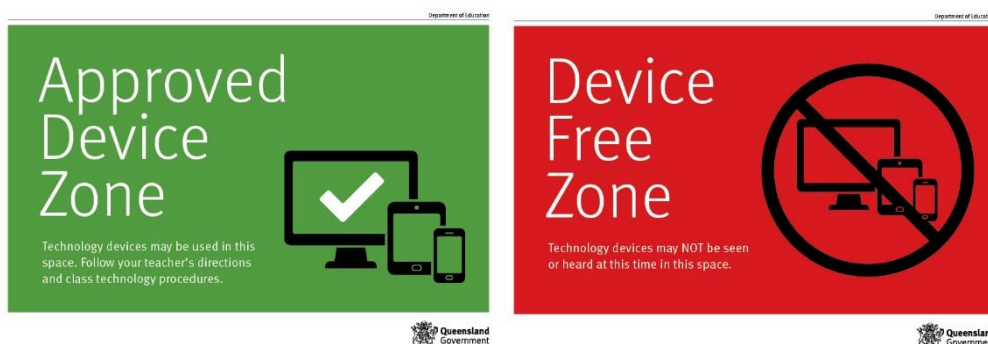Government

Students of Hendra 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 Hendra 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 property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Hendra 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. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

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

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

- use mobile phones or other devices for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school

- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

Personal Technology Devices (PTD) etiquette

Personal technology devices (PTD) can be described as any personal mobile device. Bringing PTD to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. PTD at school can interfere in our core business of teaching and learning through:
- inappropriate or unwanted text messages
- ringing or messaging in class time
- use of mobile phone cameras

No responsibility for lost, stolen or damaged PTD is taken by Hendra State School. However, if they are brought to school, the following rules apply:

- Each PTD must be clearly named and handed in at the school office on arrival each morning and collected after school each afternoon.
- If a student has a PTD at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. It will be kept in the secure area until after 2:30pm. It is the student's responsibility to collect the PTD.

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 Hendra 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

Hendra State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Hendra State School has a **Student Leadership Forum**, with representatives from differing year levels meeting regularly with the Principal to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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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.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Hendra State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

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

Cyberbullying

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

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

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

Students enrolled at Hendra 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.

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

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Hendra State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
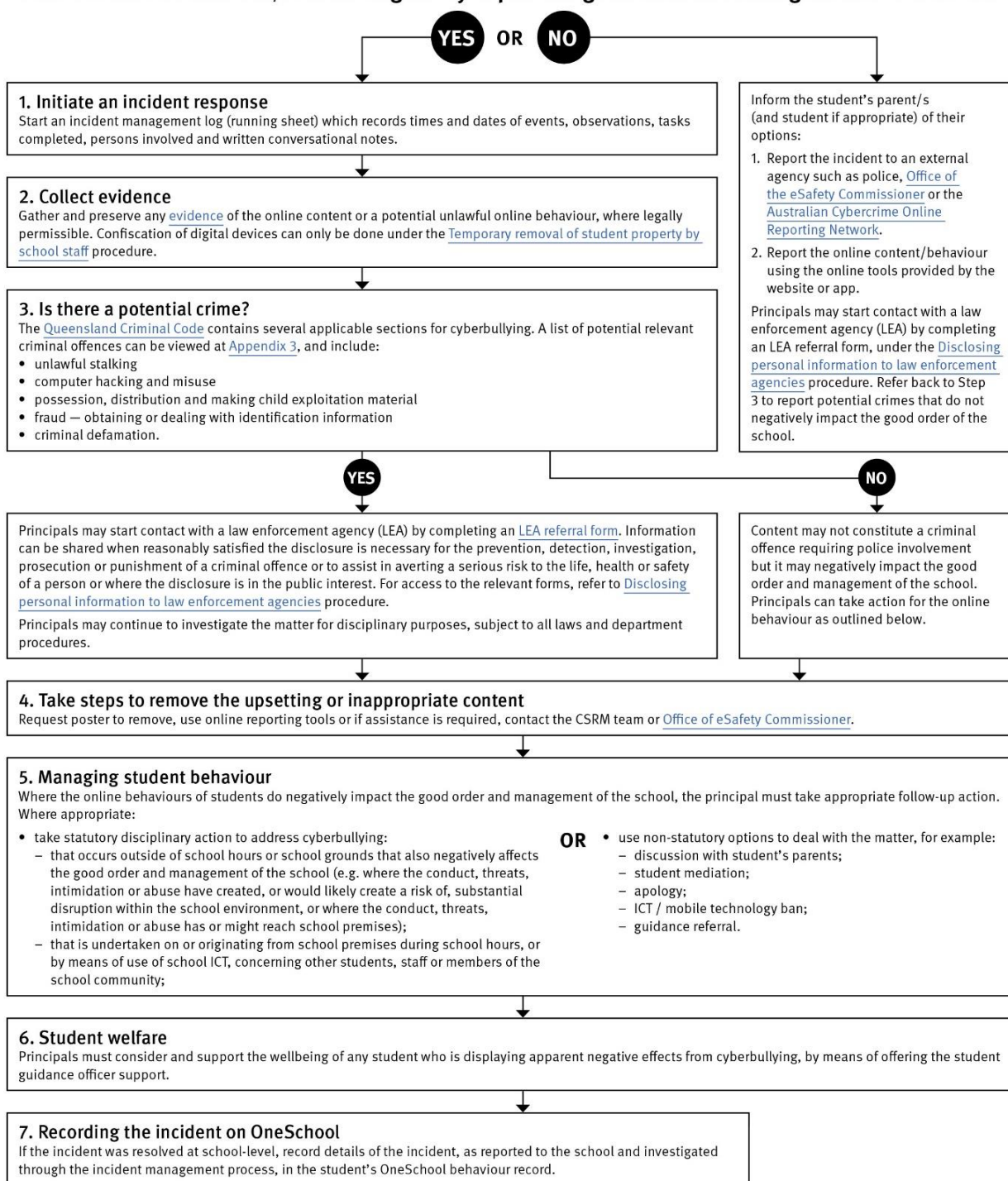
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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

Hendra 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 Hendra 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.

Anti-Bullying Contract

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

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Hendra State School - Anti Bullying Contract

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

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

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

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

Student's signature ……………………………… Parent's signature……………………….…

School representative signature…………………………….. Date…………………………

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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.

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

- 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.

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Hendra 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:

1. Early resolution: discuss your complaint with the school
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. Internal review: contact the local Regional Office
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. External review: contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

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	All Settings	Classroom	On The Move	Play Areas	Toilets	Eating Times
Be safe	• I follow staff instructions • I use words to solve problems • I keep my hands, feet and objects to myself • I use equipment safely and appropriately • I use the 'Hendra Five' strategy • I seek help and immediately report any concerns • I ask permission to leave any setting.	• I move sensibly and calmly inside classrooms • I use furniture and learning materials safely/for its purpose/appropriately • I am only in a classroom when a staff member is present • I am cyber safe	• I walk sensibly, calmly and quietly • I sit quietly and wait for my teacher after breaks • I sit quietly in the undercover area if I arrive early and after school.	• I wear my hat and shoes at all times • I line up and wait for teacher permission before I walk safely to the play areas • I play in approved areas • I use playground and sport equipment safely and appropriately • When the bell goes, I stop playing and move to the appropriate area calmly.	• I wash my hands with soap • I keep water in the sink • I ensure that I am the only person in the cubicle • I enter and exit the cubicle using the door. • I sit on the toilet • I place handtowels in the rubbish bin	• I wash my hands before eating • I sit and stay in the eating area during eating times • I only eat my own food.
Be responsible	• I am responsible for my own behaviour and accountable for my choices • I use my strategies to help me keep calm and resilient • I use my initiative to help myself and others • I am a custodian of the environment - I reduce, repurpose, reuse and recycle • I am a team player and a good sport • I leave my toys at home • I am organised and punctual for learning.	• I set goals for myself • I work to complete tasks on time • I complete my own work • I am on time for class • I tidy up after myself • I hand in my mobile phone to the office when I arrive.	• I line up in the correct way • I walk directly to my intended destination • I leave the school grounds immediately at the end of the day.	• I am a problem solver in the playground • I 'Stop-think-breathe-do' • I share play spaces • I report any damage • I pack away all equipment responsibly • I play by the agreed rules.	• I 'Go-flush-wash-leave' • I return to class promptly • I reduce my paper use • I use the toilets for intended purposes • I report any problems.	• I take my rubbish home • I reuse packaging wherever possible • I collect my tuckshop and promptly return to my eating area • I keep track of my belongings • I tidy my area before I leave • I leave when an adult excuses me.
Be respectful	• I am proud of who I am and what I can do • I greet people respectfully (Look-smile-name) • I use polite and peaceful words – one voice at a time • I display whole body listening • I wear my uniform and represent my school with pride • I use my superflex thinking to consider other points of view • I am respectful to adults, other students and visitors to our school.	• I follow classroom entry and exit procedures • I am honest and tell the truth the first time • I respect others' right to learn • I raise my hand to speak • I listen to others when they speak.	• I walk quietly so others can continue learning • I keep noise to a minimum during class times.	• I ask to join games • I invite and welcome others who want to join my game • I share equipment and materials • I care for living things	• I allow for the privacy of others • I clean up after myself.	• I use my manners when I am eating • I show respect towards other peoples' eating choices.
Be a proud learner	• I try my hardest and ask for help if needed • I check my work and use feedback to improve • I work towards achieving my goals • My bookwork is neat and tidy • I realise mistakes are part of learning • I use my resilience and bounce back after setbacks • I use my persistence and try again if I fail.	• I know my learning goals • I aim high • I ask questions if I don't understand • I follow school bookwork expectations • I watch and listen when my teacher is modelling tasks.	• I understand that lining up signals the start of a lesson.	• I learn new games and activities • I line up fairly • I accept that getting out is part of playing - If I'm out, I'm out.	• I am honest about asking to go to the toilet.	• I eat my healthy food first • I take uneaten food home where safe to do so.

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Appendix B - Hendra State School – Minor and Major Behaviours

Behaviour Type	Minor Example	Major Example
Bullying/harassment	*Bullying/harassment is never a minor behaviour*	Repeated/ongoing use of inappropriate language, gestures or actions against another person
Defiant/threats to adults	Occasional use of defiant language or gestures directed at adults, e.g. backchat and eyerolling	Repeated use of defiant language or gestures directed at adults, e.g. "You can't make me"
Disruptive	Low-level interference, including calling out and unnecessary noise-making.	Persistent interference with the intention to disrupt teaching and/or others' learning
IT misconduct	Access of websites at inappropriate times	Accessing/capturing/posting of images or inflammatory comments with the intention to embarrass or cause harm
Lying/cheating	Lying that affects others and causes an escalation of behaviours	Taking something from another student's bag or tray
Misconduct involving object	Throwing objects in frustration	Using objects with intent to damage or destroy
Physical misconduct	Contact without injury or intent to harm, e.g. tripping, pushing into others, poking Uninvited touching	Physical aggression with intent to harm, e.g. punching, head butting, choking, scratching, spitting, biting and fighting
Possess prohibited items	Possession of a mobile phone	Use of an item or weapon intended to harm or threaten harm
Property misconduct	Throwing objects in frustration Minor graffiti	Major graffiti with intent to harm or destroy
Refusal to participate in program of instruction	Refusal to participate in learning tasks/out of seat behaviours	Extended refusal to participate in learning tasks
Threats to others	Use of language or gestures to evoke a reaction, e.g. "fight, fight, fight" or "don't listen to them"	Use of language or gestures intended to threaten or intimidate, e.g. "I'm going to bash you"
Truant/skip class	Late arrival to class without reasonable cause	Leaving area without permission Refusing to go to class
Verbal misconduct	Incidental use of offensive language	Targeted use of offensive, aggressive or sexual language
Non-compliant with routine	Running on concrete Refusing to line up or follow classroom routines	Extended refusal to participate in routines
Substance misconduct involving illicit substance		Using, buying, selling, holding, storing, or being under the influence of drugs, alcohol, tobacco or any other prohibited substance
Substance misconduct involving tobacco and other legal substances		Smoking, distributing or selling cigarettes/other medications/vapes, being in the possession of cigarettes/other medications/vapes
Third minor referral	*Do not enter this category on OneSchool*	*Do not enter this category on OneSchool*
Dress code	Not wearing correct uniform where there are mitigating circumstances	Continuing pattern of not wearing the correct uniform despite persistent direction to do so

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Appendix C - Hendra State School

Dress Code

Hendra State School is a uniform school.

Formal uniform:
- Checked school shirt with maroon shorts or skirt
- Checked school dress
- Black shoes with white socks
- School hat

Sports uniform:
- School sports polo shirt
- Maroon shorts
- Black/white shoes with white socks
- School hat

Seniors (Year 6)
- Senior shirt
- Maroon shorts
- Black shoes with white socks
- School hat

Winter uniform:
- Maroon jumper
- Maroon track pants or tights
- No coloured pants or jumpers

Hair
- Hair must be tied back (shoulder length or longer) with a black or maroon band/scrunchie
- No other decorative head pieces

Jewellery
- Single stud or sleeper only
- Plain watch
- No bracelets or necklaces

Other
- No writing on any part of body
- All items must be named