Sunbury State School

Student
Code of Conduct
2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

Contact Information

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Endorsement

Principal Name:	Mark Walters
Principal Signature:	
Date:	11 December 2020

P/C President and-or School Council Chair Name:	Mrs Ashleigh Kerr
P/C President and-or School Council Chair Signature:	
Date:	11 December 2020

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Purpose

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

Sunbury State Schools moto is Learning for Life. Our vision is we support and inspire al students to become lifelong learners and successful member of our community, socially, emotionally and academically in a positive and caring environment.

The Sunbury 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.

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On behalf of the Sunbury State School community I would like to extend a warm welcome to you and your family. We hope that while you are with us you and your family will come to regard Sunbury State School as a school you can be proud of, and one that helps your child to become a confident and successful young person. Our core business is about helping all children realise their inner potential by providing a supportive and student-centred school environment. Our dedicated staff work to ignite a student's passion for learning so that this becomes a lifelong habit that will enrich their lives. This is reflected in our school motto 'Learning for Life'.

Central to our way of working is the belief that we are a team at Sunbury. Our students are encouraged to take up an active role in helping shape the culture and core values embedded in our school as they are key stakeholders in the success of every student.

Sunbury State School has four core values: We are Learners, We are Safe, We are Responsible and We are Respectful.

We are Learners	We are organised and ready to learn. We are risk takers (have a go) with a positive attitude and growth mindset. We understand that we are learning for life.
We are Safe	We are in control of our own actions and emotions. We are a sun safe school and wear our sun safe hat and uniform with pride. We make safe choices and look out for each other.
We are Responsible	We are problem solvers who are accountable for our actions. We negotiate and resolve conflict. We encourage others to do the right thing. We take pride in, and care for, our school environment.
We are Respectful	We are inclusive and speak politely to everyone. We follow all staff instructions, understanding that this allows me to reach my potential. We work together.

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

Sunbury State School staff take an educative approach to discipline, and as a result, we believe that behaviour can be taught and that mistakes are opportunities for everyone to learn and grow as individuals and as a part of our team. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected

behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing the Sunbury State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

We look forward to a rewarding and positive journey over the coming years and know, that with the right kind of support and encouragement, every student can be successful.

Yours in Education

Mr Mark Walters
Principal
Sunbury State School

Data Overview

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

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

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

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

There are four different confidential surveys for
- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

Parent opinion survey

	Performance measure			
	Percentage of parents/caregivers who agree# that:	2017	2018	2019
S2001	My child likes being at this school.	86.7	90.5	100.0
S2002	My child feels safe at this school.	80.0	95.2	100.0
S2003	My child's learning needs are being met at this school.	86.7	85.7	71.4
S2004	My child is making good progress at this school.	93.3	81.0	85.7
S2005	Teachers at this school expect my child to do his or her best.	93.3	100.0	100.0
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	80.0	81.0	100.0
S2007	Teachers at this school motivate my child to learn.	86.7	95.2	100.0
S2008	Teachers at this school treat students fairly.	92.9	85.0	85.7
S2009	I can talk to my child's teachers about my concerns.	93.3	90.5	100.0
S2010	This school works with me to support my child's learning.	93.3	76.2	71.4
S2011	This school takes parents' opinions seriously.	80.0	71.4	50.0
S2012	Student behaviour is well managed at this school.	60.0	57.1	83.3
S2013	This school looks for ways to improve.	73.3	75.0	83.3
S2014	This school is well maintained.	80.0	95.2	100.0
S2015	This school gives my child opportunities to do interesting things.	66.7	75.0	71.4
S2016	My child is getting a good education at this school.	86.7	85.7	85.7
S2017	My child's English skills are being developed at this school.	86.7	85.7	85.7
S2018	My child's Mathematics skills are being developed at this school.	100.0	85.7	85.7
S2019	I understand how my child is assessed at this school.	85.7	85.7	71.4
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	100.0	75.0	100.0
S2021	Teachers at this school are interested in my child's wellbeing.	93.3	95.2	100.0
S2022	Staff at this school are approachable.	86.7	76.2	100.0
S2023	Staff at this school are responsive to my enquiries.	73.3	85.7	100.0
S2024	This school asks for my input.	66.7	57.1	71.4
S2025	This school keeps me well informed.	80.0	71.4	85.7
S2026	This school encourages me to take an active role in my child's education.	93.3	85.7	100.0
S2027	This school encourages me to participate in school activities.	80.0	81.0	71.4
S2028	This school provides me with useful feedback about my child's progress.	80.0	66.7	71.4
S2029	This school provides useful information online.	78.6	38.1	71.4
S2030	This school is environmentally friendly.	91.7	84.2	83.3
S2031	This school is well organised.	64.3	66.7	83.3
S2032	This school has a strong sense of community.	84.6	61.9	66.7
S2033	This school celebrates student achievements.	100.0	90.5	100.0
S2034	I would recommend this school to others.	80.0	71.4	57.1

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Performance measure			
Percentage of parents/caregivers who agree# that:	**2017**	**2018**	**2019**
S2035 This is a good school.	80.0	76.2	57.1

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2017**	**2018**	**2019**
S2036 I like being at my school.	85.9	85.7	87.0
S2037 I feel safe at my school.	84.9	92.5	78.3
S2038 My teachers motivate me to learn.	90.5	94.6	92.9
S2039 My teachers expect me to do my best.	95.8	100.0	94.2
S2040 My teachers provide me with useful feedback about my school work.	88.9	88.9	94.2
S2041 Teachers at my school treat students fairly.	83.1	69.8	88.6
S2042 I can talk to my teachers about my concerns.	86.1	81.8	88.4
S2043 My school takes students' opinions seriously.	80.6	83.3	77.3
S2044 Student behaviour is well managed at my school.	75.0	78.6	74.3
S2045 My school looks for ways to improve.	85.9	91.1	88.1
S2046 My school is well maintained.	78.1	87.3	88.6
S2047 My school gives me opportunities to do interesting things.	89.0	83.6	85.7
S2048 I am getting a good education at my school.	90.0	90.9	90.0
S2049 My English skills are being developed at my school.	80.8	89.1	88.6
S2050 My Maths skills are being developed at my school.	85.1	85.5	90.0
S2051 I understand how I am assessed at my school.	84.1	84.6	88.6
S2052 I can access computers and other technologies at my school for learning.	97.3	94.4	94.3
S2053 I am encouraged to use computers and other technologies at my school for learning.	89.0	90.9	88.4
S2054 I use computers and other technologies at my school for learning.	97.3	91.1	92.9
S2055 I enjoy using computers and other technologies at my school for learning.	94.6	90.6	94.3
S2056 I feel accepted by other students at my school.	80.3	80.0	80.3
S2057 My schoolwork challenges me to think.	83.6	83.6	91.4
S2058 My teachers challenge me to think.	91.7	92.7	95.7
S2059 My teachers encourage me to do my best.	93.2	94.5	94.1
S2060 My teachers clearly explain what is required in my school work.	90.5	92.9	95.7
S2061 My teachers help me with my school work when I need it.	86.3	92.6	92.6
S2062 My teachers use a variety of resources to help me learn.	93.0	92.7	92.8
S2063 My teachers care about me.	89.2	87.0	91.3
S2064 My school encourages me to participate in school activities.	95.8	94.5	98.6
S2065 My school encourages me to be a good community member.	90.1	88.9	92.6
S2066 My school celebrates student achievements.	84.9	92.5	89.9

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Performance measure			
Percentage of students who agree# that:	2017	2018	2019
S2067	I would recommend my school to others.	87.0	74.5	86.6
S2068	This is a good school.	87.5	78.2	82.4

Staff opinion survey

Performance measure				
	Percentage of school staff who agree# that:	2017	2018	2019
S2069	I enjoy working at this school.	84.0	88.0	86.2
S2070	I feel this school is a safe place in which to work.	76.0	80.0	63.3
S2071	I receive useful feedback about my work at this school.	76.0	60.0	56.7
S2072	Students are encouraged to do their best at this school.	87.5	91.7	89.3
S2073	Students are treated fairly at this school.	62.5	58.3	53.6
S2074	Student behaviour is well managed at this school.	54.2	32.0	44.8
S2075	Staff are well supported at this school.	60.0	44.0	43.3
S2076	This school takes staff opinions seriously.	68.0	40.0	53.3
S2077	This school looks for ways to improve.	72.0	52.0	83.3
S2078	This school is well maintained.	84.0	84.0	89.3
S2079	This school gives me opportunities to do interesting things.	79.2	65.2	79.3
S3201	Students with a disability are well supported at my school.	70.8	60.9	66.7
S3202	My school has an inclusive culture where diversity is valued and respected.	79.2	66.7	65.5
S3203	People are treated fairly and consistently at my school.	54.2	36.0	50.0
S3204	My school is well managed.	56.0	44.0	53.3
S3207	I am confident that poor performance will be appropriately addressed in my school.	60.0	40.0	40.0
S3208	I have choice in deciding how to do my job.	60.0	72.0	83.3
S3209	I have the authority necessary to do my job effectively.	54.2	72.0	90.0
S3210	My school inspires me to do the best in my job.	76.0	56.0	73.3
S3211	My school encourages me to take responsibility for my work.	88.0	80.0	90.0
S3212	My school encourages me to undertake leadership roles.	72.0	58.3	69.0
S3213	My school encourages coaching and mentoring activities.	88.0	54.2	71.4
S3252	My workplace culture supports people to achieve a good work-life balance.	66.7	NA	57.1
S3253	My workplace offers flexible work arrangements.	79.2	NA	57.1
S3214	I am satisfied with the opportunities available for career development.	58.3	56.5	58.6
S2086	I have access to quality professional development.	68.0	64.0	62.1
S3215	Staff at my school are actively involved in Developing Performance discussions.	66.7	59.1	60.7
S3216	I can access necessary information and communication technologies to do my job at my school.	88.0	80.0	86.2
S3217	Information and communication equipment is well maintained at my school.	72.0	80.0	86.7

Performance measure				
	Percentage of school staff who agree# that:	2017	2018	2019
S3218	My school provides useful information online.	68.0	75.0	86.2
S3219	My school keeps me well informed about things that are important to my work.	64.0	60.0	76.7
S3220	There is good communication between all staff at my school.	28.0	20.0	41.4
S3221	Staff at my school work as a team to deliver improved outcomes.	52.0	20.0	56.7
S3222	I feel that staff morale is positive at my school.	28.0	24.0	36.7
S3223	Staff at my school are interested in my wellbeing.	56.0	36.0	56.7
S3224	The wellbeing of employees is a priority for my school.	60.0	36.0	60.0
S3225	I can cope with the pressures of my workload.	76.0	68.0	76.7
S3226	I am aware of occupational health and safety procedures at my school.	96.0	92.0	90.0
S3227	I am proud to tell others I work for my school.	68.0	64.0	73.3
S3228	My work has a direct positive impact on the community.	84.0	96.0	90.0
S3229	I feel a strong personal connection to my school.	84.0	84.0	83.3
S3230	I am satisfied with my job at my school.	88.0	76.0	93.3
S3231	I would recommend my school as a good place to work.	56.0	48.0	70.0
S2108	This is a good school.	60.0	72.0	63.3
S3232	My school has taken action as a result of last year's School Opinion Survey.	50.0	31.8	74.1
S3233	The last week of a school term is generally as productive as the rest of the term.	78.3	70.8	85.2

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
      DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members. All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

SUNBURY STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	36	50	43
Long Suspensions – 11 to 20 days	1	0	1
Charge related Suspensions	0	0	0
Exclusions	0	0	0

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Learning and Behaviour Statement

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.

Multi-Tiered Systems of Support

Sunbury 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 (PBL) 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 **some students** (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 and the General Capabilities or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

	• 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 according with PBL processes.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended according with PBL processes.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is

not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

Sunbury 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.

We 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 Sunbury State School, we provide age-appropriate friendship programs to build on skills and knowledge that have been taught through the Australian Curriculum, General Capabilities and PBL processes. The focus of the friendship program is making and maintaining friendships and what good friends look like and do.

Policy and expectations

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

Specialised health needs

Sunbury 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

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

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

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

Mental health

Sunbury 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

Sunbury 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, Sunbury 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, Sunbury 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, Sunbury 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

Sunbury State School is proud to have a comprehensive 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 Sunbury 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, Mark Walters on the school phone number.

Role	What they do
Inclusion Team	• leadership of Student Support Network to promote an inclusive, positive school culture • lead role for implementation of Positive Behaviour for Learning (PBL) • Leads and organises Tier 3 behaviour intervention to teach fundamental social skills to ensure success in all aspects of school life • leads the implementation individual curriculum plan (ICPs) and monitors academic data to identify areas of additional need for students requiring support and students with disabilities. • liaises with external agencies and medical practitioners
Head of Curriculum	• leads curriculum for all year levels • focus on improving reading data • tracks and monitors all academic data
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. - parent permission is required to access this service
Speech Pathologist	- assesses and writes programs (with SMART goals) for staff to implement - reviews speech data yearly - contacts parents after assessments have been completed - parent permission is required to access this service

Advising Visiting Teachers (AVTs)	- contact and liaise with parents and external organisations to support students with additional needs.
	- focus areas for AVTs include
	    ○ Physical Impairment
	    ○ Vision Impairment
	    ○ Hearing Impairment
	    ○ Inclusion
	    ○ Assistive Technology
	- parent permission is required to access these services

Guidance Officer for Student Engagement and Welfare	- liaise with parents regarding additional supports that can be provided at school and at home - support teachers to create and build positive relationships with students in their class
Community Elder	- provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.

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

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

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

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

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

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

PBL Expectations

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 Behaviour for Learning (PBL) expectations in place for students, being We are Respectful, We are Responsible, We are Safe and We are Learners.

Students
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of rules, one for each expectation, to help students and visitors understand the expectations and meet the standards we hold for everyone at Sunbury State School.

We are Respectful
- Use manners
- Speak politely
- Co-operate
- Follow all staff instructions
- Wear correct uniform

We are Responsible
- Be on time
- Leave valuable items at home
- Clean up after yourself
- Be honest
- Encourage others to do the right thing

We are Safe
- Keep hands, feet and objects to yourself
- Use equipment appropriately
- Be in the right place at the right time
- Be Cyber Safe
- Walk in and around school buildings, quietly and sensibly

We are Learners
- Come to school every day
- Take part in school events
- Participate positively
- Recognise and take ownership of mistakes
- Celebrate your own and others' achievements

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

We are Respectful

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.

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We are Responsible

What we expect to see from you	*What you can expect from us*
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.

We are safe

What we expect to see from you	*What you can expect from us*
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.

We are Learners

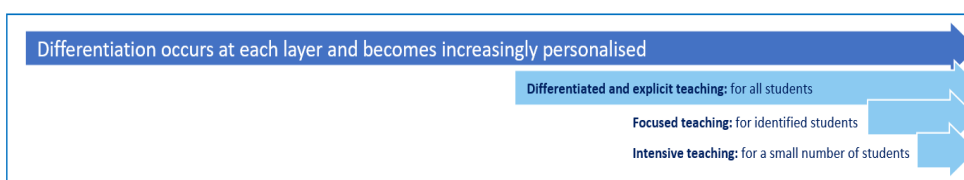| *What we expect to see from you*	*What you can expect from us*
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, 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 about their work	We will work closely with families to accommodate their personal needs,

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with the class, a student or colleagues.	including 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 and Explicit Teaching

Sunbury 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 Sunbury 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 PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

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Sunbury State School – School Wide Positive Expectation Matrix

	ALL AREAS	CLASSROOM	EATING AREAS/ PLAYGROUND	MOVEMENT AROUND THE SCHOOL	TOILETS	BUS LINES/BIKE RACKS
WE ARE RESPECTFUL	• Use manners • Speak politely • Co-operate • Follow all staff instructions • Care for school resources • Wear correct uniform • Care for equipment • Wait your turn • Negotiate and resolve conflict • Recognise emotions	• Respect others' right to learn • Listen to others • Raise your hand to speak • Talk in turns	• Play fairly • Speak to all staff on duty if you need help • Be inclusive	• Knock when entering the room • Use the paths	• Respect privacy of others • Leave the toilets in a clean and tidy state	• Use own bike/scooter only • Walk bike/scooter through the gate
WE ARE RESPONSIBLE	• Be on time • Leave valuable items at home • Clean up after yourself • Be honest • Encourage others to do the right thing • Place rubbish in bins	• Maximise learning time • Take an active role in classroom activities • Complete set tasks • Be prepared	• Choose and participate in school approved games • Be a problem solver • Remain seated during eating time	• Allow personal space • Line up quietly for class	• Use toilets and taps appropriately and at appropriate times • Use toilets promptly	• Have your name marked on the bus roll • Wait in an orderly manner for the bus • Leave school promptly
WE ARE SAFE	• Keep hands, feet and objects to yourself • Use equipment appropriately • Be in the right place at the right time • Be Cyber Safe • Walk in and around school buildings, quietly and sensibly • Use personal hygiene	• Use furniture appropriately • Enter and exit room in an orderly manner • Ask permission to leave the classroom	• Play in the appropriate parts of the school • Ask for permission to leave the area or go to the toilet • Be sun safe • Wear shoes and socks	• Use handrails appropriately • Keep walkways clear • Walk up and down the left side of the stairs • Walk on the left side of the path	• Keep floors clean and dry	• Remain in the bus area until the bus stops • Walk bike/scooter in school grounds
WE ARE LEARNERS	• Come to school every day • Take part in school events • Participate positively • Recognise and take ownership of mistakes • Be a risk taker • Be a problem solver • Celebrate your own and others' achievements • Have a growth mindset • Become confident, resilient and adaptable • Be organised • Try your hardest • Use feedback to improve	• Stay on task • Ask for help when needed • Be a positive and engaged member of the class • Set goals and reflect on your learning • Participate positively	• Choose appropriate games and activities • Play by the agreed rules • Learn and follow the rules of the game	• Walk directly to where you need to be	• Report any damages to a teacher	• Follow instructions of staff on duty

Classroom Banners

There are two PBL classroom banners located in every classroom. The first banner outlines the expectation for the week. The second banner outlines the solution plan expectation for the term, see below.
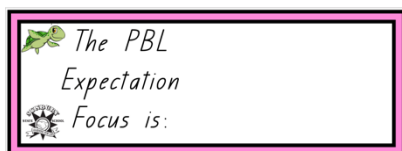
Classroom Expectation banner
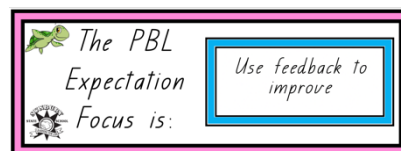
Classroom Expectation banner with focus example
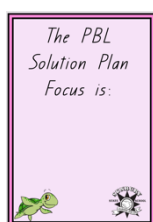
Solution Plan Expectation banner
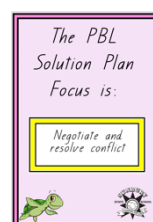
Solution Plan Expectation banner with focus example

Expectation Lessons

Each fortnight there is a new expectation focus. These expectations are selected based on behaviour data that has been collected, reviewed and analysed by the PBL Team. Each week classroom teachers teach the expectation for fortnightly focus. The lessons include, defining the context, telling students what the expectation is, showing students what the expectation looks like, practising the expectation in context. Teachers will continue to monitor the use and development of the expectation and use pre-corrective strategies and feedback and re-teach the expectation if necessary, see below.

Positive Turtle Points (PTP)

At Sunbury State School we use Positive Turtle Points (PTP) also known as "Turtle Stickers" by the younger students, as a way of reinforcing students displaying expectations in the expectation matrix. There are six types of Positive Turtle Points.

Colour of the Positive Turtle Point	Value / Expectation	How to earn a Positive Turtle Points	PTP
Yellow Positive Turtle Points	We are Respectful	Given to student when they are displaying expectations from the We are Respectful Value	
Green Positive Turtle Points	We are Responsible	Given to student when they are displaying expectations from the We are Responsible Value	
Red Positive Turtle Points	We are Safe	Given to student when they are displaying expectations from the We are Safe Value	
Blue Positive Turtle Points	We are Learners	Given to student when they are displaying expectations from the We are Learners Value	
Pink Positive Turtle Points	Weekly Expectation	Given to student when they are displaying the weekly expectation	
Gold Positive Turtle Points	Termly Focus Expectation	Given to student when they are displaying the focus expectation for the term	

Students collect their PTP on their turtle cards, see below. Yellow, Green, Red and Blue Positive Turtle Points go on the blue Turtle Cards and the Pink and Gold Positive Turtle Points go on the yellow Turtle Cards. Each Turtle Card holds 10 stickers. On the blue Turtle Cards each Positive Turtle Point is worth 1 point, therefore a full card is worth 10 PTPs. On the gold Turtle Cards each Positive Turtle Point is worth 2 points, therefore a full card is worth 20 PTPs.

Learning for Life Ladder
The Learning for Life Ladder contains four steps that students can "move up" throughout the day. The four steps are:
1) Ready to Learn (white) - 0 PTP
2) Great Attitude (green) - 1 PTP
3) Great Attitude and Super Effort (purple) - 2 PTP
4) Role Model (blue) - 3 PTP

Every day students begin at Level 1, Ready to Learn and move up the Ladder by demonstrating expectations in class. Each level has a number of PTPs assigned to it. This means that at the end of the day when their name is on the Role Model, they have earnt 3 PTPs for that day. Additional PTPs can be earnt by demonstrating expectations during class time and in the playground, see below.

PBL Shop

Once students have a least 20 Positive Turtle Points on their Turtle Cards they can go to the PBL Shop during their playtime and use their Positive Turtle Points to redeem items. Items in the PBL Shop vary in value from between 20 PTP to 200PTP so students can save their Positive Turtle Points to redeem items of higher value. Students can also volunteer to work in the PBL Shop. Their service is acknowledged at the end of the year with a certificate.

Turtle-ly Terrific Award
When students redeem their PTPs at the PBL they receive a Turtle-ly Terrific Award in recognition, see below.

Golden Ticket Draw
At parade each week, a junior Golden Ticket winner and a senior Golden Ticket winner is drawn. The Golden Ticket winners receive 30 PTPs to redeem at the PBL Shop and a certificate acknowledge their win, see below.

Certificate to take home   30 PTPs to redeem at the PBL shop
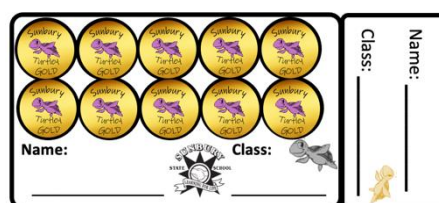
Weekly Expectation Certificates
Weekly Expectation Certificates are presented at parade to one student from each class who consistently demonstrates the weekly expectation, see below.
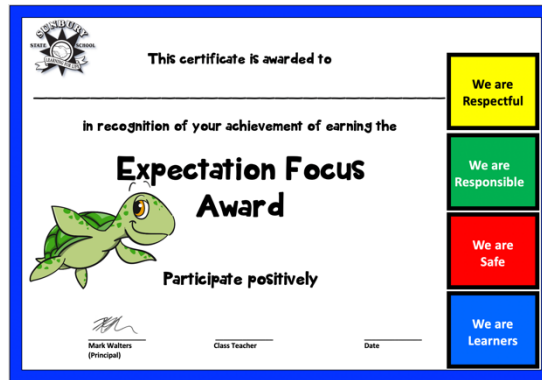
Turtle-ly Awesome Certificates

To celebrate students who redeem PTPs at the PBL Shop, twice a term, a Turtle-ly Awesome Certificate is presented to students who have redeemed 100PTP, 250PTP, 500PTP, 750PTP and 1000PTP in a school year, see below.

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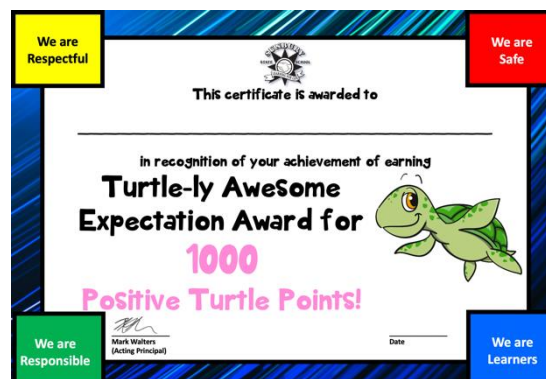
Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Sunbury State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Sunbury State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Intensive Curriculum Support
- Relationship Development Programs
- Story Champs
- Functional Based Assessment

For more information about these programs, please speak with the Principal, Mark Walters.

Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, then individualised, function-based

behaviour assessment and support plans and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

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Legislative Delegations

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

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

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

At Sunbury State School, all staff have a clear and consistent understanding of definitions of these behaviours, called the M&Ms, see below. The clear and consistent definitions allows staff and students to discuss behaviours with a shared understanding of the behaviour.

Sunbury State School uses a flowchart to respond respectfully and appropriately to inappropriate behaviours. The flowchart gives staff a variety of strategies to utilise when managing inappropriate behaviours.

General Procedure for Managing Inappropriate Behaviour
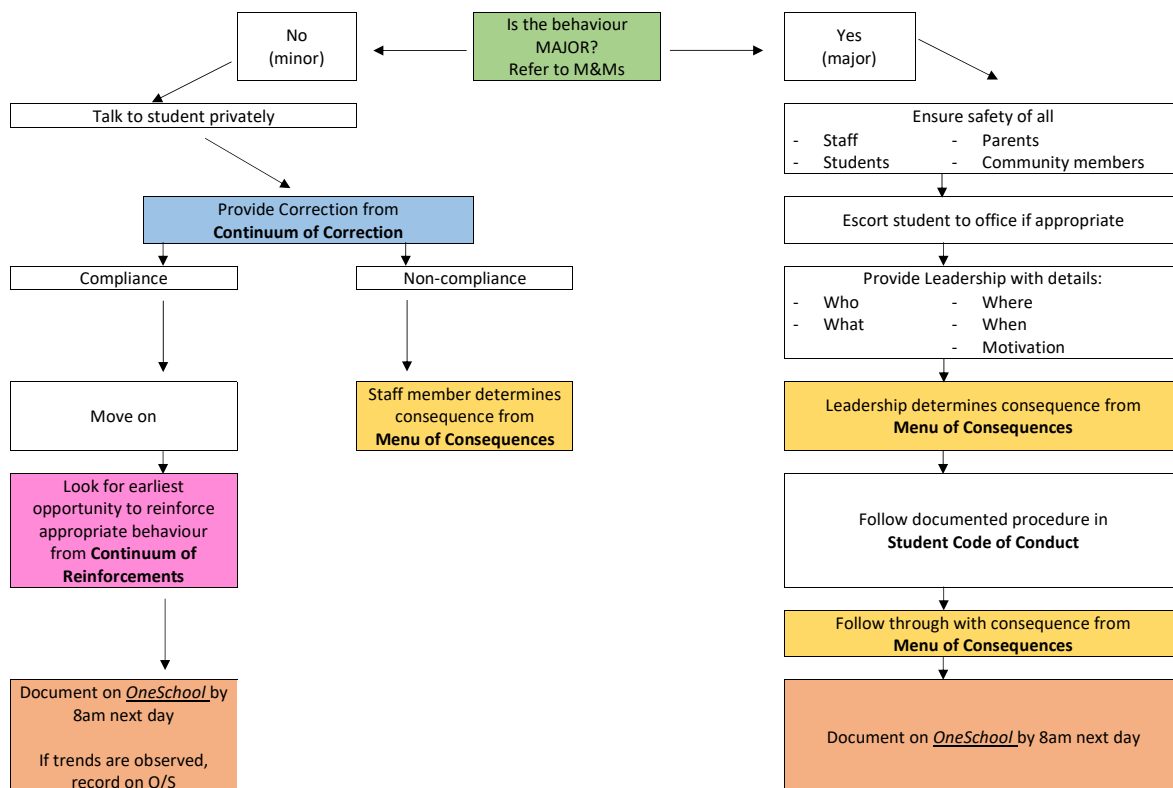
Minor and Major Behaviour Categories and Definitions

Categories	Definitions
Bullying/harassment	**Major:** Repeated or serious verbal, physical, social or psychological misbehaviour that is harmful and involves misuse of power by an individual or group towards one or more persons.
	Minor: Low level disrespect of others through name calling, threats, use of digital device/s social exclusion, intimidation etc. **Major:** Ongoing or major disrespect shown to others by way of verbal, gestural, written or digital messages which include threats, intimidation or social exclusion. Negative messages relating to race, religion, gender, age, origin, appearance or disability which cause harm or embarrassment. Deliberately and knowingly spreading rumours/lies about others that are hurtful or harmful.
Lying/Cheating	**Minor:** Copies the work of another student during regular class time. **Major:** Copies or plagiarises the work of others for an assessment piece. Copies the work of another student or inappropriately uses a digital device during an examination or test.
	Major: Deliberately and consciously implicating a student in a behaviour incident when they were not involved. Deliberately and consciously telling an untruth/s in order to minimise the involvement of a fellow student in a behaviour incident. Deliberately misleading by giving incorrect information relating to a behaviour incident.
Disruptive	**Minor:** Low intensity, inappropriate behaviour that disrupts learning and/or teaching. **Major:** Repeated or sustained inappropriate behaviour e.g. loud talking, yelling or screaming, making repeated noises using materials, rough play or physical contact, continually out of seat, severely interfering with the learning process.
Dress Code	**Minor:** Wearing clothes or accessories that are near to, but not within the school's dress code e.g. shoes, jewellery, hair, uniform. **Major:** Clothing or accessories that do not approximate or obviously violate the school's dress code. Repeated minor dress code infringements.
IT misconduct	**Minor:** Non-serious, but inappropriate use of a digital device. **Major:** Serious, inappropriate use of a digital device/s as detailed in the school's Responsible Behaviour Plan including illegal use of devices, use of a digital device to cheat during an examination, using someone else's log on details, inappropriate use of social media, accessing inappropriate websites etc.
Verbal Misconduct	**Minor:** Low intensity use of inappropriate or offensive language – low level swearing or name calling which causes offense. **Major:** High intensity use of inappropriate language including swearing, use of offensive or discriminatory language and name calling. Use of inappropriate language directed at a teacher or other responsible adult.
Late	**Minor:** Arrives at school after the scheduled commencement time without a reasonable excuse. **Major:** Pattern of repeated late arrivals, after problem solving strategies have been implemented.
Misconduct involving an object Possess prohibited items Prohibited items	**Minor:** Throwing stones into a garden or at a target, running around with a stick during a game. Using objects to disrupt other's learning e.g. flicking pen lids at others or across a classroom, throwing paper balls, making of and propelling chewed paper pieces, using rubber bands inappropriately etc. **Major:** Possesses a weapon or other object which could cause harm or physical injury to another person. Uses a weapon or other object e.g. rock, stick, play or sporting equipment etc. to threaten or cause harm or physical injury to another person.
Non-Compliant with Routine Refusal to participate in a program of instruction	**Minor:** Low level failure to respond to reasonable instructions given by an adult. **Major:** Actively or continually refusing to follow reasonable instructions from adults – ongoing failure to engage with the curriculum, disrespectful behaviour towards adults.

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Other	**Minor:** Any minor problem behaviour not listed as a category.
	Major: Any minor problem behaviour not listed as a category.
Physical misconduct	**Minor:** Inappropriate physical contact/touching which does not result in physical injury.
	Major: Inappropriate, direct or indirect, physical contact which results in injury or offence to another person or persons – hitting, kicking, punching, scratching, wrestling, hair-pulling, spitting, pushing a person into the path of, or at another person, which may cause injury.
Property misconduct	**Minor:** Inappropriate use of equipment or treatment of property which doesn't result in damage. Use of someone else's property without their permission. **Major:** Participation in an activity which results in damage to or destruction of property.
	Major: Takes and/or passes on the property of others without permission. Possesses the property of others knowing it to be stolen.
Truant/Skip Class	**Major:** Leaves or misses class or a school activity without permission but remains on school grounds or within expected boundaries.
	Major: Failure to attend school, without permission or a reasonable excuse, for scheduled classes or other school activity. Leaves the school grounds or expected boundaries of a school activity without permission or a reasonable excuse.
	Minor: Found in an area of the school grounds that is deemed to be out of bounds. **Major:** Leaves the school grounds without permission. Repeatedly plays in or frequents areas deemed to be out of bounds.
Substance misconduct involving tobacco and other legal substances	**Major:** Uses or possesses alcohol, tobacco or another legal substance e.g. petrol, paint, lighter fluid, aerosol spray etc. Supplies such legal substances to others.
Substance misconduct involving illicit substances	**Major:** Uses or possesses illegal drugs, substances or imitations. Supplies illegal drugs, substances or imitations to others.
Defiant/threat/s to adults	**Major:** Threatens harm to an adult either directly or indirectly.
Threat/s to others	**Major:** Threatens harm to another student either directly or indirectly.
Other conduct prejudicial to the good order and management of school	**Minor:** **Major:**
	Major: Involvement in an out of school hours, behaviour incident for which an in-school consequence is applied.

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Minor Behaviours - Continuum of Correction

At Sunbury State School, as a staff member:

We are COMPOSED

We are CONSISTENT

We are CONCISE

We are IMMEDIATE

We are RESPECTFUL

The type of correction should match the inappropriate behavior.

It is a continuum, NOT a sequence.

Indirect Correction

Teacher Response	Words/Actions an adult can use
Proximity	Cue student to expected behavior by moving closer to the student e.g., standing beside, sitting beside, kneeling beside, etc.
Non-Verbal Cue	Look, gesture or signal e.g., point to an object, point to a staff member, point to the expectation banner etc.
Verbal Cue	Positively stated directly from the matrix e.g., We are respectful when we speak politely to each other.
Selective Attending	Ignore the behavior, but do not ignore the student. If you are expecting students to selective attend to a peer, the classroom teacher will need to teach the skills e.g., what is looks like, what it sounds like, etc.
Attend	Provide additional adult or peer attention focusing on skill from the expectation matrix.
Praise	Provide positive verbal reinforcement for students displaying the skill. This includes parallel praise which is praising a peer for the expected behavior you wish the peer sitting beside them to use.
Appreciating Silence	

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Minor Behaviours - Continuum of Correction

At Sunbury State School, as a staff member:

We are COMPOSED

We are CONSISTENT

We are CONCISE

We are IMMEDIATE

We are RESPECTFUL

The type of correction should match the inappropriate behavior.

It is a continuum, NOT a sequence.

Direct Correction

Teacher Response	Words/Actions an adult can use
Redirect	Restate the expected behaviour from the matrix.
Re-teach	State and demonstrate the matrix behaviour. Have student demonstrate. Provide immediate feedback.
Provide a choice *(re-engage or have a consequence applied)*	The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence). Give the student a choice and get a response. Apply logical consequence if preferred behaviour not demonstrate.
Conference	Describe the problem. Describe the alternative behaviour. Tell why the alternative is better. Practice. Provide feedback.

Minor Behaviours - Continuum of Reinforcements

At Sunbury State School, as a staff member:

We are COMPOSED

We are CONSISTENT

We are CONCISE

We are IMMEDIATE

We are RESPECTFUL

The type of reinforcement should match the inappropriate and appropriate behavior.

It is a continuum, NOT a sequence.

Teacher Response	Words/Actions an adult can use
Attend	Provide additional adult or peer attention focusing on skill from the expectation matrix.
Praise	Provide positive verbal reinforcement for students displaying the skill. This includes parallel praise which is praising a peer for the expected behavior you wish the peer sitting beside them to use.
Positive Turtle Points	Provide PTPs to reinforce appropriate behaviours in the classroom.
Non-Verbal Cue	Proved non-verbal cues to reinforce appropriate behaviours, e.g., High 5's, thumbs ups, smile etc.
Buddy Class	Provide an alternative environment where positive relationships can be developed with other students

Menu of Consequences - Minor and Major Behaviours

At Sunbury State School, as a staff member:

We are COMPOSED

We are CONSISTENT

We are CONCISE

We are IMMEDIATE

We are RESPECTFUL

The type of reinforcement should match the inappropriate and appropriate behavior.

It is a menu, NOT a sequence.

Teacher Response	Words/Actions an adult can use
Self- Reflection	Provide an additional learning opportunity for students to learn the correct behaviour aligned with the school matrix.
Break from class	Provide an opportunity to calm down outside of the learning space
Take up time	Provide an opportunity to refocus with the Principal
Tier 2 or Tier 3 intervention	Provide structured learning opportunities in on going blocks (at least 4 weeks)
Buddy Class	Provide an opportunity to leave the current learning environment, refocus in a different space and then reengage in the learning in the classroom.
Re-teach PBL Lesson	Provide additional explicit teaching and learning of expectations that are not being observed
Suspension	At the principal's discretion

Positive Behaviour for Learning

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")

- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Sunbury State Schoolmay be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

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

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

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

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

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

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

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

Temporary removal of student property

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

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

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

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

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Students of Sunbury 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 Sunbury State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

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

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

Responsibilities

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 Sunbury 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 Sunbury 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.

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 Sunbury 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

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- 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

Sunbury 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.

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

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 Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

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 Sunbury State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

Sunbury State School- Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Principal – Mark Walters, 4120 0777

**First hour
Listen**

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

**Day one
Document**

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

**Day two
Collect**

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

**Day three
Discuss**

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

**Day four
Implement**

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

**Day five
Review**

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

**Ongoing
Follow up**

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

Cyberbullying is treated at Sunbury State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 (for students in primary year levels). Principal, Mark Walters, who can 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 Sunbury State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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Sunbury 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.

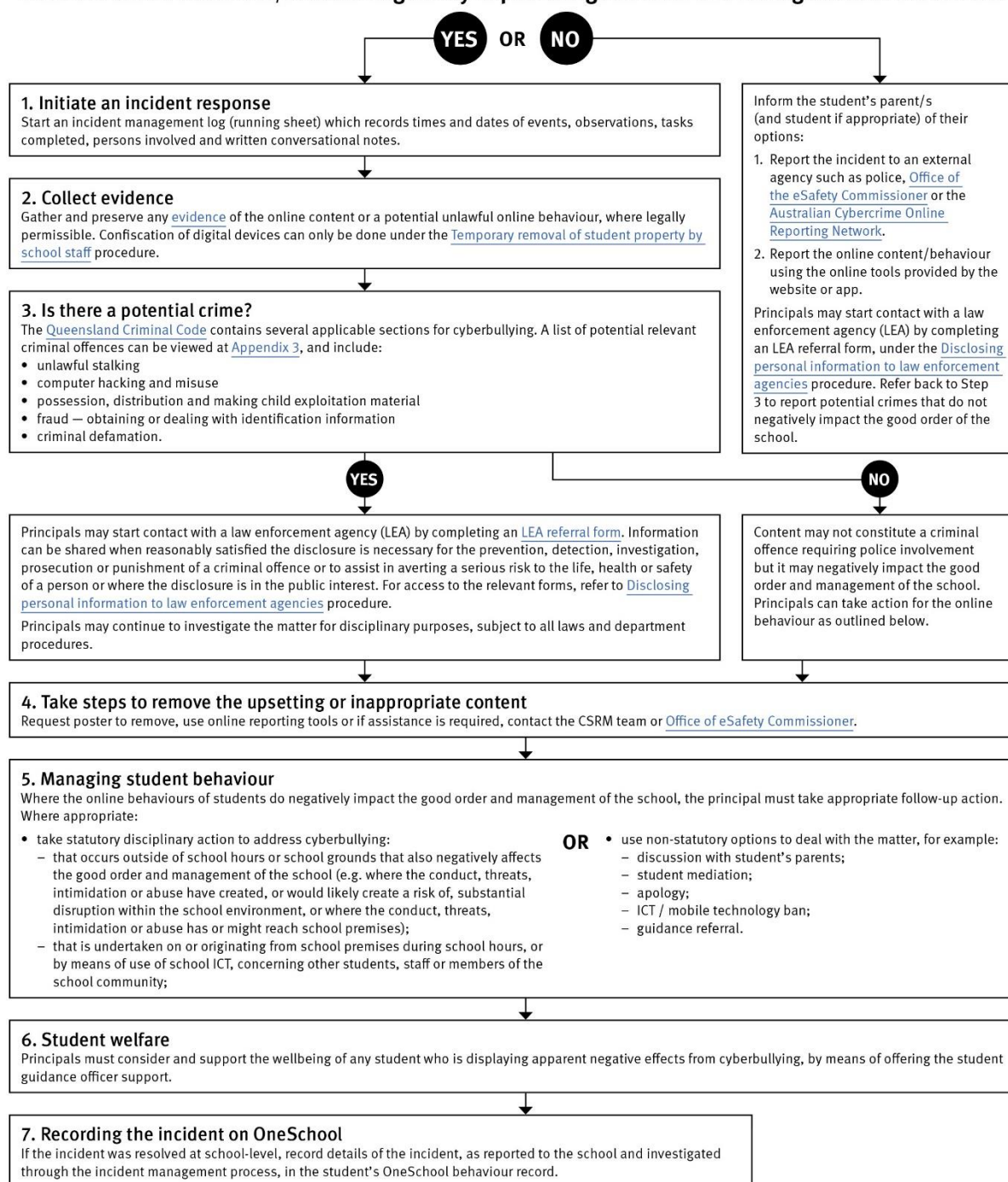**Explicit images**
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative 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.

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.

YES

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.

NO

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

Sunbury 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 Sunbury 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.

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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 Sunbury 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.

5. **Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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Related Procedures and Guidelines

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

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

Resources

- Australian Professional Standards for Teachers

- Behaviour Foundations professional development package (school employees only)

- Bullying. No Way!

- eheadspace

- Kids Helpline

- Office of the eSafety Commissioner

- Parent and community engagement framework

- Parentline

- Queensland Department of Education School Discipline

- Raising Children Network

- Student Wellbeing Hub

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Conclusion

Sunbury 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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