ALLORA P-10 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 2020-2024

Contact Information

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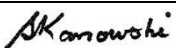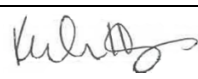
Endorsement

Principal Name:	Shaun Kanowski
Principal Signature:	*SKanowski*
Date:	26 November 2020

P/C President Name:	Krissy Henry
P/C President Signature:	*Kristy*
Date:	26 November 2020

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Purpose

Allora P-10 State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Allora P-10 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.

Principal's Foreword

Allora P-10 State School has a very proud co-educational history including a long tradition of providing high quality education to students from across the Darling Downs. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. We intentionally promote a sense of pride and belonging in our community and across all cultural backgrounds. We promote indigenous culture through co-planning and teaching units of work with embedded Aboriginal and Torres Strait perspectives.

The Allora State School core value is 'Always our Best' and is reflected 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 community has identified the following expectations to teach and promote our high standards of responsible behaviour:

- Be safe
- Be responsible
- Be respectful
- Always a Learner

Our school expectations have been agreed upon and endorsed by all staff and our school P&C. 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.

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

The Student Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Yours sincerely

SHAUN KANOWSKI
Principal

Parents and Citizens (P&C) Association Statement of Support

As president of the Allora P-10 State School P&C Committee, I am proud to support the new Student Code of Conduct. The consultation process has ensured that all parents have had opportunities to contribute and provide feedback on the final product.

We encourage all parents to familiarise themselves with the Allora State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Allora P-10 State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 38 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Allora P-10 State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to join the P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Yours sincerely

KRISSY HENRY
President

On behalf of the student body at Allora P-10 State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school.

Any student who has questions or issues they would like raised by the School Captains are encouraged to talk with their student leaders.

Signature:

2021 School Captain: Tobias Briggs

Date: 26 November 2020

Signature:

2021 School Captain: Hamish Gartery

Date: 26 November 2020

Consultation

The consultation process used to inform the development of the Allora P-10 State School Student Code of Conduct included a number of staff meetings in 2020 where a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey were examined. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

The second phase of consultation was completed in term 4, and the finished version, incorporating suggested changes and feedback, was taken to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Allora P-10 State School Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Allora P-10 State School Student Code of Conduct in 2021, including parent information evenings, promotion through the school website, weekly newsletter and staff emails. Any families who require assistance to access a copy of the Student Code of Conduct, are encouraged to contact the principal.

Review Statement

The Allora P-10 State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.   A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

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

SCHOOL OPINION SURVEY 2019 – Highlights report for (0003) Allora P-10 State School

Agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Survey respondents may not respond to all survey items. The survey items displayed below are selected according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown below. Please refer to the relevant section of this report for further detail on the information presented below.

18 parents
participated in the **Parent/Caregiver Survey**

Most positive items

Survey Item	Agreement (%)
This school is well maintained.	100.0
This school is environmentally friendly.	100.0
This school gives my child opportunities to do interesting things.	100.0

Least positive items

Survey Item	Agreement (%)
This school keeps me well informed.	77.8
Student behaviour is well managed at this school.	77.8
Teachers at this school expect my child to do his or her best.	83.3

Greatest positive and negative change from 2018

Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
This school asks for my input.	63.0	83.3	+20.4
Teachers at this school expect my child to do his or her best.	92.9	83.3	-9.5

126 students
participated in the **Student Survey**

Most positive items

Survey Item	Agreement (%)
My teachers expect me to do my best.	97.6
My school encourages me to be a good community member.	95.9
I can access computers and other technologies at my school for learning.	92.8

Least positive items

Survey Item	Agreement (%)
Student behaviour is well managed at my school.	67.5
Teachers at my school treat students fairly.	72.0
I feel accepted by other students at my school.	72.7

Greatest positive and negative change from 2018

Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
I feel safe at my school.	87.2	90.2	+3.1
My school takes students' opinions seriously.	87.8	76.0	-11.8

23 staff
(including teaching staff) participated in the **Staff Survey**

Most positive items

Survey Item	Agreement (%)
I feel this school is a safe place in which to work.	100.0
This school is well maintained.	100.0
This is a good school.	100.0

Least positive items

Survey Item	Agreement (%)
I am confident that poor performance will be appropriately addressed in my school.	73.9
There is good communication between all staff at my school.	78.3
My school has taken action as a result of last year's School Opinion Survey.	84.6

Greatest positive and negative change from 2018

Survey Item	Agreement 2018 (%)	Agreement 2019 (%)	Change
I am satisfied with the opportunities available for career development.	92.3	100.0	+7.7
There is good communication between all staff at my school.	92.6	78.3	-14.3

14 teaching staff
participated in the **Staff Survey**

Most positive teaching items

Survey Item	Agreement (%)
I feel confident in my ability to work autonomously.	100.0
I feel confident engaging all of my students in learning at my school.	100.0
I feel confident using student assessment data to improve student achievement at my school.	100.0

Least positive teaching items

Survey Item	Agreement (%)
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	92.9
I feel confident managing the behaviour of all of my students at my school.	92.9
I am able to speak up and share a different view to my colleagues and the school leadership team.	92.9

Greatest differences between staff types

Survey Item	Teaching Agreement (%)	Non-Teaching Agreement (%)	Gap
People are treated fairly and consistently at my school.	92.9	77.8	+15.1
I am confident that poor performance will be appropriately addressed in my school.	57.1	100.0	-42.9

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.

School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000			State*
	School					School			State*
	2015	2016	2017	2018	2019	2015 - 2019			2019
Short	24	18	21	3	10	25.7		11.6	39.5
Long	0	0	1	0	0	0.0		0.0	1.7
Excl #	1	3	4	1	0	1.1		0.0	0.7
Cancel	0	0	0	0	0	0.0		0.0	0.6

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

	Slope of regression line		
	Positive	Negative	Zero (flat)
School			
State *			

* state P-10/P-12 schools

♦ lowest point/s in school time series

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

Allora P-10 State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. All areas of Allora P-10 State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. 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. **Reinforcing expected school behaviour** At Allora P-10 State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. Reinforcement is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Staff members acknowledge students explicitly as they observe them following school rules in both the classroom and non-classroom areas. This occurs continuously throughout the day. In order to create a positive, productive and safe environment for teaching and learning, we use a number of strategies both on the individual classroom level and a whole school level. **Re-directing low-level and infrequent problem behaviour** When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask the student to amend their behaviour so that it aligns with the school's expectations / school rules.

	Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they can be a better learner, might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (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.
3	Individualised services for a **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 Functional Behaviour Assessment) 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.

Consideration of Individual Circumstances

Staff at Allora P-10 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 consequence 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

Allora P-10 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.
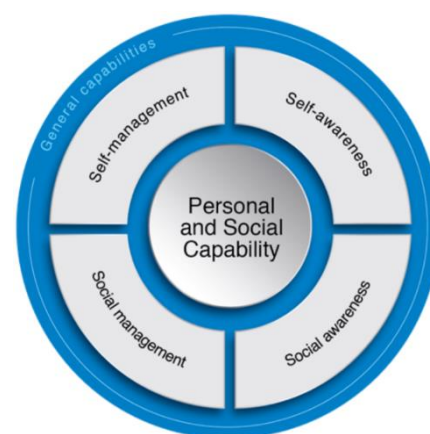
Curriculum and pedagogy
Schools build the foundations for wellbeing and lifelong learning through curriculum by embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 Curriculum, Assessment and Reporting Framework.

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

Allora P-10 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

Allora P-10 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.

Allora P-10 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 if required.

Mental health

Allora P-10 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

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, 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, Allora P-10 State School enacts a post-vention 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, 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

Allora P-10 State School is proud to have a Student Services Team 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 Guidance Officer and Chaplain whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member 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 Services Team.

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

Role	What they do
Guidance Officer	• provides a comprehensive student support program within the school environment, offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to:
	  ➢ healthy eating and exercise
	  ➢ relationships
	  ➢ personal and family problems
	  ➢ feeling sad, worried and angry
	  ➢ sexual health
	  ➢ smoking, alcohol and other drugs.

Year Level Coordinators	• responsible for student welfare at each year level • provides continuity of contact for students and their families through the 11 years of schooling at Allora P-10 SS • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school.
School Chaplain	• responsible for student and staff welfare • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to our school community

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

Whole School Approach to Discipline

Allora P-10 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 Allora P-10 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 Allora P-10 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.

Restorative practice is a whole school teaching and learning approach that encourages behaviour that is supportive and respectful. It puts the onus on individuals to be truly accountable for their behaviour and to repair any harm caused to others as a result of their actions. A restorative approach focuses on building, maintaining and restoring positive relationships, particularly when incidents that involve interpersonal conflict or wrongdoing occur.

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 education for every student, and believe all adults in the school, whether visiting or working, should model the same four Positive Behaviour for Learning (PBL) expectations in place for students to be; Always Respectful, Always Responsible, Always Safe, Always Learning.

Students

Below are examples of what these PBL expectations look like for students across the school and in class. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Allora P-10 State School.

Always Respectful
- Follow adult instructions
- Be courteous and polite
- Respect others right to learn and teach
- Wear your uniform daily
- Respect property of self and others

Always Responsible
- Be prepared
- Complete set tasks
- Ask permission to leave the classroom/learning area
- Keep work space tidy
- Be responsible for your own learning
- Be in the right place at the right time
- Report any concerns to a staff member

Always Safe
- Walk your bike/scooter in the school grounds
- Use personal hygiene items that are not aerosols
- Keep hands, feet and objects to yourself
- Follow specific classroom procedures regarding safety
- Use equipment for its intended purpose

Always Learning
- Be on time and attend everyday
- Fully participate in planned activities
- Complete homework and assessment by the due date and to the best of your ability
- Have all necessary equipment

Parents and staff

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

Always 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 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 help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.

Always Responsible	
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You 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 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.

Always Safe	
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You 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.

Always Learning	
You support your child to meet the learning and behavioural expectations at school.	We will be clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
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 notice when others need help, parents, staff and students, and ask if there is anything you can do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

Allora P-10 State School is an inclusive 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 Allora P-10 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
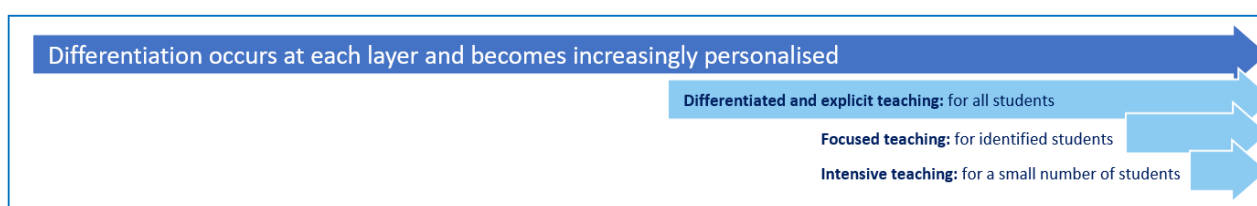
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer progressively provides more personalised support for students.

Every classroom in our school uses the PBL School Wide Teaching Expectations Matrix, illustrated below, as a basis for developing their behaviour expectations. 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 foundation of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Our Behaviour Matrix - Everyone, All Settings

EXPECTATIONS	SETTINGS				
	EVERYWHERE	LEARNING ENVIRONMENTS	PLAYGROUND	TRANSITIONS	TRAVELLING
ALWAYS RESPECTFUL	Be polite, use appropriate language and volume Wait your turn Accept correction calmly Be supportive of others Take care of all property	One speaker at a time Remove hat inside	Share Play fairly Follow the rules	Wait quietly in lines Walk and stay with group Walk quietly	
ALWAYS RESPONSIBLE	Follow instructions Be honest Follow School Dress Code Clean up after yourself Be at the right place at the right time Follow borrowing procedures No graffiti	Be a role model	Visit toilet when appropriate Use toilet facilities as intended	Go directly to and from destination Enter and exit in an orderly manner	Wait in designated area Sit and stay in seat
ALWAYS SAFE	Keep hands, feet and objects to self Use equipment as intended Leave banned items at home Gain permission to leave Walk on concrete Follow ICT Acceptable Use Policy Follow Personal Technology Device Policy	Sit on chairs correctly Walk inside	Be sun safe Report issues to staff member on duty Stay in approved areas		Follow road safety rules Follow bus safety rules
ALWAYS LEARNING	Participate in all activities	Complete and submit all tasks on time Whole body listening Be prepared Work to best of ability Set goals			

Allora P-10 State School - Defining Unacceptable Behaviour

UNIVERSAL BEHAVIOURS	MINOR BEHAVIOURS	MAJOR BEHAVIOURS
Recorded on Student Notes (3 x similar universals = 1 minor)	**Recorded on One School –** **Teacher calls parent after two incidents** (3 x minors = 1 major)	**Recorded on One School –** **Administration contacts parent**
• Talking, calling out, speaking over teacher • Throwing small objects • Having chewing gum and aerosols • Dress Code breach (including hats and shoes) • Lateness to class • Not completing class tasks or homework • Failing to bring equipment to class • Inattention or rudeness • Littering • Inappropriate displays of affection • Unacceptable transitions (noise on verandah, sliding down stair rail etc.) • Using classroom/playground equipment inappropriately • Out of bounds • Running on cement and through playground areas	• Sustained repeated Universal Behaviours • Assessment not submitted [follow Assignment Policy] • Inappropriate use of ICT and personal technology devices • Harassment or victimisation of other students • Consistent lack of class work • Continual refusal to complete assessment and/or class/work despite Universal behaviour support • Graffiti or defacing school/teacher property • Destruction of property • Aggressive behaviour towards others • Repeated truancy • Leaving class without permission • Not following safety and emergency procedures • Failure to complete work or follow directions in buddy classroom • Using phone in class without teacher permission • Not gaining permission to leave school grounds • Continually not following instructions • Harassment or victimisation of other students	• Sustained repeated Minor Behaviours • Verbal assault/verbal aggression • Physical aggression or threats of physical harm • Sexual harassment or sexual misconduct • Racial vilification • Bullying despite Universal and Minor behaviour support • Supply, possession and/or use of drugs • Smoking/vaping • Stealing/possession of stolen goods • Vandalism • Bystanders as enablers (inciting) • Violent assault • Bringing weapons (including fake) to school • Use of ICTs and personal technology devices with the intent to harass or victimise others • Wilful breaches of safety and emergency procedures despite warnings and direction from staff • Refusal to engage in learning despite Universal and Minor behaviours • Persistent inappropriate use of ICTs and personal technology devices
CONSEQUENCE OPTIONS	**CONSEQUENCE OPTIONS**	**CONSEQUENCE OPTIONS**
• One universal in two weeks = no Free Dress Friday • Loss of privileges • Modified seating plan • Send to buddy classroom • Spend lunch time with teacher on duty • Detention with teacher during lunch time to completed missed work • Travel card with specified universal behaviour monitored by the teacher • Contact with parents	• Travel card for specified behaviour monitored by class and form teachers • Buddy class referral for more than one lesson • Re-teach behaviour expectations directly • Resolution meeting • Referral for assessment and specialist support – case managers & specialist support staff • Detention with classroom teacher • Loss of lunchtime privileges • In school Suspension	• Discussion with Admin staff • Admin supervision for session • In-school suspension • Suspension (in line with Queensland Department of Education, Training and Employment Policy *SMS-PR-021: Safe, Supportive and Disciplined School Environment*) • Referral to specialist support staff to review Individual Behaviour Support Plan • Police notification • Restorative conference on return from suspension

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 behaviour 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 behaviour 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 Allora P-10 State School, to provide focused teaching. Focused teaching is aligned to the PBL School Wide Teaching 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.

In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Restorative Practice in Action
- Functional Behaviour Assessment.

For more information about these programs, please speak with the Guidance Officer

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 behaviour expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behaviour 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.

Legislative Delegations

Legislation

In this section of the Allora P-10 State School Student Code of Conduct are links to legislation which influences the 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

Disciplinary Consequences

The disciplinary consequences model used at Allora P-10 State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

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

- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer 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
- Restorative Practice Conversations

Focused

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
- Restorative Practice Conversations

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

School Disciplinary Absences

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

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

At Allora P-10 State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when it is a major or serious matter and other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension
Students who are suspended from Allora P-10 State School will be required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/carer/s if possible, back to the 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.

The re-entry meeting is 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 kept small with only the relevant stakeholders attending with the student and their parent/carer/s.

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

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

School Policies

Allora P-10 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 Allora P-10 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)
- drug paraphernalia
- 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

Staff at Allora P-10 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 Allora P-10 State School
- ensure your child/ren 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 Allora P-10 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 staff that the property is available for collection.

Students of Allora P-10 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 Allora P-10 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 staff that 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, Allora P-10 State School has determined that explicit teaching of responsible use of digital 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 mobile phones are not to be visible at school and students are encouraged to engage in other social learning and developmental activities. Please respect the community agreed expectations that mobile phones are not to be visible at school.

Mobile phones are not to be visible in the school grounds. The only exception to this rule is during recesses. Outside of this area, if phones are brought to school, they should be turned off and in school bags. The safety and security of the mobile phone is the student's responsibility. If a staff member at Allora P-10 State School sees or hears a mobile phone in a student's possession, the student will be asked to hand it into the office and it can be collected at the end of the school day.

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 Allora P-10 State School to:
- use mobile phones appropriately at lunch times, before and after school.
- under the direction of teachers 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 school times 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 Allora P-10 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 to take images of staff or students or be used 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 Allora P-10 State School Student Code of Conduct. In addition students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safe guarding 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

Allora P-10 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 lead 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.

Our School's Bullying Policy:

In this time of heightened awareness of violence in schools, I would like to reassure all parents and carers that our school takes a tough stance on bullying.

We do not tolerate any form of violence or harassment at Allora P-10 SS.

As principal, it is my number one priority that every student feels safe in our supportive school environment.

I consistently and persistently remind all students that bullying behaviour is unacceptable and will not be tolerated at our school. I ask that parents and carers take the time to speak with their children about bullying and to remind them of the importance of treating others with fairness, dignity and respect.

If you believe your child is being bullied or may be involved in bullying another student, I also urge you to contact your child's teacher to discuss the ways we can help to address this behaviour.

Our school community has a number of programs we access to combat bullying and harassment, including:

•   Escape Fast
•   Shine
•   The MATE Bystander Program

Allora P-10 State School takes very seriously its responsibility to keep our students safe and to ensure our school community is free from bullying, harassment and violence.

I urge any parents and carers who are concerned about bullying to contact me directly – if I know about it; I can do something about it!

Yours sincerely

SHAUN KANOWSKI
Principal

Bullying

It is important to understand what bullying is and what it isn't. 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 Allora P-10 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 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.

Some Useful Resources regarding Bullying

- National Safe Schools Framework
  http://ncab.nssfbestpractice.org.au/resources/resources.shtml
- National Framework for Values Education in Australian Schools
  http://www.valueseducation.edu.au
- Bullying. No Way! http://www.bullingnoway.com.au
- Mind Matters www.curriculum.edu.au/mindmatters
- School Wide Positive Behaviour Support
  http://www.learningplace.com.au/deliver/content.asp?pid=24668
- Kids Helpline https://kidshelpline.com.au/teens/issues/bullying
- Bully Stoppers
  https://www.education.vic.gov.au/about/programs/bullystoppers/Pages/teachres.aspx
- The Bully Project Australia https://thebullyproject.com.au/learn/resources/

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
Year 7 to Year 10 – Year Level Coordinator
Guidance Officer

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

Cyberbullying

Cyberbullying is treated at Allora P-10 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) or the form class teacher (for students in secondary year levels). The Guidance Officer can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Allora P-10 State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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

NO

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

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

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

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

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

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

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

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

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

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

Allora P-10 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 Team 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 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using

a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

School staff at Allora P-10 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 at risk 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 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 will restrictive practices be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding/ containment) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be used 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.

Containment will not be relied on as a long term strategy and the use will be time limited. There must be a plan to evidence how and when the containment will be reduced and when it will cease to be used. The plan to eliminate the use of containment will be contextual to the individual student, their behaviour, the Functional Behaviour Assessment, their Individual Behaviour Support Plan and the assessed and recorded behavioural risk. Containment should not be enacted for more than one student at any time in any one environment. Prior to implementation, any school considering enacting containment should review the safety of the procedure and ensure compliance with all workplace health and safety requirements, and if necessary seek and document advice in this regard. State school staff should not use containment unless other less restrictive approaches are unlikely to reduce the risk.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk of 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 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 problematic behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

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

Related Procedures and Guidelines

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

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

Conclusion

Allora P-10 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.