



Stanwell State School

# Student Code of Conduct 2024-2026

***Equity and Excellence: realising the potential of every student***

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

Queensland Department of Education

## Purpose

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

The Stanwell 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 an understanding of expectations 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 learning environment.

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## Endorsement

Principal Name: Toni Robinson

Principal Signature:

*T Robinson*

Date: 14<sup>th</sup> October 2024

P/C President and-or School Council Chair Name: Melissa Hanrahan

P/C President and-or School Council Chair Signature:

*Melissa Hanrahan*

Date: 15<sup>th</sup> October 2024

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## Principal's Foreword

### Introduction

Stanwell State School believes that building strong, positive relationships between all members of our school community is the foundation to supporting the success of all students.

Stanwell State School takes 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.

Every Child, Every Day, Learning in Every Way

## P&C Statement of Support

On behalf of the Stanwell State School P&C, I would like to express our strong support for the Student Code of Conduct implemented at Stanwell State School.

We believe that a clear and fair code of conduct is essential for creating a positive and respectful learning environment for all students. The Student Code of Conduct outlines the expectations for student behaviour, emphasising values such as respect, responsibility, and integrity. We appreciate the effort that has gone into developing this framework, as it not only fosters a safe atmosphere but also helps students understand the importance of making good choices.

As parents and community members, we are committed to reinforcing these principles at home and collaborating with the school to ensure that all students can thrive academically and socially. We encourage open communication and partnership between the school and families to support the implementation of this code.

Thank you for your dedication to our students and for your ongoing efforts to promote a respectful and supportive school community. We look forward to continuing our collaboration to ensure the success of all students at Stanwell State School.

*Melissa Hanrahan*

P and C President

## Data Overview

At Stanwell State School, behaviour data is collected through two tools.

1. **OneSchool:** OneSchool is a comprehensive platform utilized for recording behavior data, allowing educators to track and manage student behavior incidents efficiently. This system enables real-time documentation and analysis of behavioral trends, helping teachers and administrators implement targeted interventions.
2. **PBL Data Collection:** PBL (Positive Behavior Learning) data collection in weeks 5 and 10 provides valuable insights into the effectiveness of current strategies and informs future planning. By analyzing this data, the PBL team can identify areas of improvement, adjust their approaches, and ensure that behavior management practices are continually evolving to meet student needs.

Parents are required to submit a written request to the principal to access records held by a school. These records will be redacted to ensure the privacy of all parties. As a parent, you can also request to have your records amended.

## Consultation

The consultation process used to inform the development of the Stanwell State School Student Code of Conduct occurred in three phases.

In the first phase, staff and the P and C reviewed the previous Student Code of Conduct.

In the second phase, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school staff, the P and C and the community.

The third phase of consultation was completed with the finished version, incorporating suggested changes and feedback, being tabled at the P&C Association meeting in Semester Four 2024 for endorsement.

Finally, a communication strategy has been developed to support the implementation of the new Student Code of Conduct, including parent information and P&C sessions, promotion through the school website, weekly newsletter and email links.

### **Review Statement**

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

## Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable.

Our staff is dedicated to ensuring that all students are able to access schooling 'Every day in every way'. We strongly believe that if a student's learning needs are met through contextualised curriculum, supports and differentiation that we can minimise behavioural incidents. As a school we strive to build a learning and behaviour team with each child's family so that we may work together as partners to ensure the best for each student. 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

Stanwell State School uses multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour. It is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decisionmaking. Based on a problem-solving model, 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
- teaching respectful relationships including restorative conversations
- 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

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 are responsive 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 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 Tier 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap-around 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.

## Student Well-Being

Stanwell State School offers a range of programs and services to support the wellbeing of students in our school. We acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. 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 in creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### ***Curriculum and pedagogy***

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) and Respectful Relationships Education 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**

Stanwell 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 schoolbased 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**

Stanwell 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. Stanwell 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.

### **Students with a disability**

Stanwell State School staff will ensure that there is regular communication to families who have students with a disability in regards to their individual well-being, social, physical and academic needs. Parents will be made aware of any adjustments and differentiations that are being implemented for their students. Enabling families to have a strong voice in their child's education is important at this school.

## **Student Support Network**

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

<b>Role</b>	<b>What they do</b>
Guidance Officer	<ul style="list-style-type: none"><li>• 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</li><li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li><li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li></ul>
Head of Special Education	<ul style="list-style-type: none"><li>• liaises with parents, teachers, or other external health providers as needed to ensure that all adjustments and differentiation supports are adequate and in place to meet each child's individual needs.</li></ul>



School Chaplain	<ul style="list-style-type: none"> <li>• promote an inclusive, positive school culture</li> <li>• provides group and, at times, individual support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>➤ relationships/social skills</li> <li>➤ conflict with family/peers/teachers</li> <li>➤ social/emotional/physical wellbeing</li> <li>➤ referral for behaviour support</li> </ul> </li> </ul>
Social Worker	<ul style="list-style-type: none"> <li>• referral for families and students for social/emotional well-being needs</li> </ul>
School Nurse	<ul style="list-style-type: none"> <li>• provides individual health consultations with assessment, support and health information.</li> </ul>

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

## Whole School Approach to Discipline

Stanwell 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:

- encourage and reward positive behaviour choices and respectful interactions
- 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 Stanwell State School we believe 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 use behavioural incidents as opportunities to re-teach.

The development of the Stanwell 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 to ensure that success is a shared goal of every parent and school staff member.

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

#### PBL MATRIX

	ALL AREAS	CLASSROOM / LEARNING AREAS	PLAYGROUND	TOILETS
<b>Be Safe</b>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Right place, right time</li> <li>Use all equipment appropriately</li> <li>Walk safely</li> <li>ICT – use safely and wisely</li> </ul>	<ul style="list-style-type: none"> <li>Sit safely on chairs (4 on the floor)</li> <li>Follow exit / entry procedures</li> </ul>	<ul style="list-style-type: none"> <li>No hat, no play</li> <li>Play by the rules</li> </ul>	<ul style="list-style-type: none"> <li>Use toilets appropriately</li> <li>Flush, wash and go</li> </ul>
<b>Be Respectful</b>	<ul style="list-style-type: none"> <li>Follow instructions</li> <li>THINK – is it ...true, helpful, inspiring, necessary, and kind?</li> <li>Respect others, the school and the environment</li> <li>Wear your uniform with pride</li> <li>Speak positively and politely</li> </ul>	<ul style="list-style-type: none"> <li>Put my hand up to contribute</li> </ul>	<ul style="list-style-type: none"> <li>Play fairly and demonstrate sportsmanship</li> <li>Be inclusive</li> </ul>	<ul style="list-style-type: none"> <li>Respect others privacy</li> <li>Wait your turn</li> </ul>
<b>Be a Learner</b>	<ul style="list-style-type: none"> <li>Be ready for learning</li> <li>Right place, right time</li> <li>Active listening (Give me 5)</li> <li>Be a positive role model</li> <li>Be a problem solver – High 5</li> <li>Do your best</li> <li>Strive for good attendance</li> </ul>	<ul style="list-style-type: none"> <li>Take ownership of your learning</li> <li>Follow the school bookwork policy</li> <li>Mistakes are learning opportunities</li> </ul>		<ul style="list-style-type: none"> <li>Use toilets during break time</li> </ul>

### Consideration of Individual Circumstance

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or

discuss this information with anyone but the student’s family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

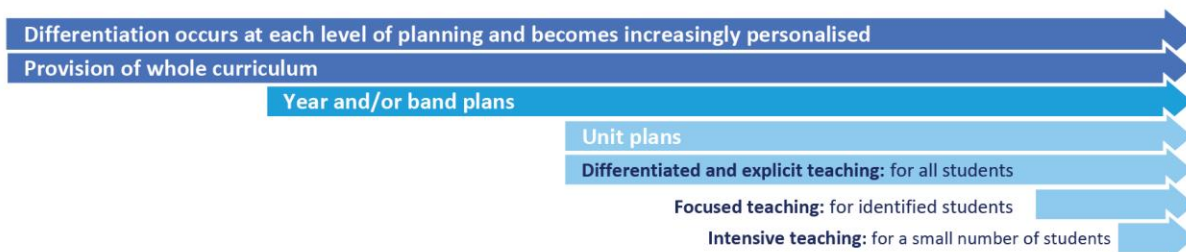
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment to discuss the matter with the Principal.

## Differentiated and Explicit Teaching

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

Teachers at Stanwell 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students. Every classroom in our school uses the PBL Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural

expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill.

Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour. Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Stanwell State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

## **Intensive Teaching**

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

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

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

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

# Legislative Delegations

## Legislation

This Student Code of Conduct is created to be compliant with the following legislation:

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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.

## Disciplinary Consequences

The disciplinary consequences model used at Stanwell 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
- Classwide 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

## 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
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence
- is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- 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 Stanwell State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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



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

### **Re-entry following suspension**

Students who are suspended from Stanwell State School will be required to attend a re-entry meeting either before they are due to return or on the day of their scheduled return to school. The purpose of this meeting is to welcome the student, with their parent/s, back to the school and to discuss how to restore relationships with either the staff or students. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

## School Policies

Stanwell State School has 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, students and visitors. Information about the Temporary removal of student property by school staff procedure, include:

#### ***Principal:***

- **consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.**
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access **prior to seeking search**

**consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.

- under normal circumstances, principals and state school staff members **are not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

### **Students:**

- must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that
  - is prohibited according to the school's [Student Code of Conduct \(PDF, 481KB\)](#)
  - is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
  - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
  - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
  - does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).
- Collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

### **Parents:**

- ensure their children do not bring property onto school grounds or other settings used by the school that
  - is prohibited according to the [Student Code of Conduct \(PDF, 481KB\)](#)
  - is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
  - puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
  - does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
  - does not maintain and foster mutual respect (e.g. printed materials with offensive language).
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

## **Use of mobile phones and other devices by students**

At Stanwell State School, the policy of "phones away for the day" ensures that mobile phones are stored securely out of sight during school hours to minimize distractions and foster a focused learning environment. Students are expected to keep their

phones turned off and hand them to school staff for storage in the school safe from the start of the school day until the final bell. This approach supports academic engagement, promotes respectful interactions, and upholds the school's commitment to a distraction-free educational setting. Compliance with this policy helps maintain an atmosphere conducive to learning and personal development.

### **Parents**

- support their child to meet expectations of the school's local policy approach for student use of mobile devices, as outlined in the *Student Code of Conduct*
- support implementation of the local policy approach by using the school's preferred communication channels to contact their child during school hours
- if required, apply for exemptions for medical, disability and/or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- work with the school to resolve issues regarding student compliance with the school's local policy approach.

### **Students**

- keep mobile phones switched off and away for the day, and notifications disabled on wearable devices during school hours
- if required, apply for exemptions for medical, disability or wellbeing reasons in accordance with the school's local policy approach, outlined in the *Student Code of Conduct*
- if permitted to use a mobile device at school under an approved exemption, only use it for the intended and agreed purpose.

**Exemptions and special considerations will be considered by the Principal through the submission of a letter signed by the parent.**

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 Stanwell State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

### Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical
- and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more
- persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious
- (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated,
- over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.
- Single incidents and conflict or fights between equals, whether in person or online, are not
- defined as bullying.
- Behaviours that do not constitute bullying include:
  - mutual arguments and disagreements (where there is no power imbalance)
  - not liking someone or a single act of social rejection
  - one-off acts of meanness or spite
  - isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Stanwell 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 Stanwell State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

### **Bullying response flowchart for teachers**

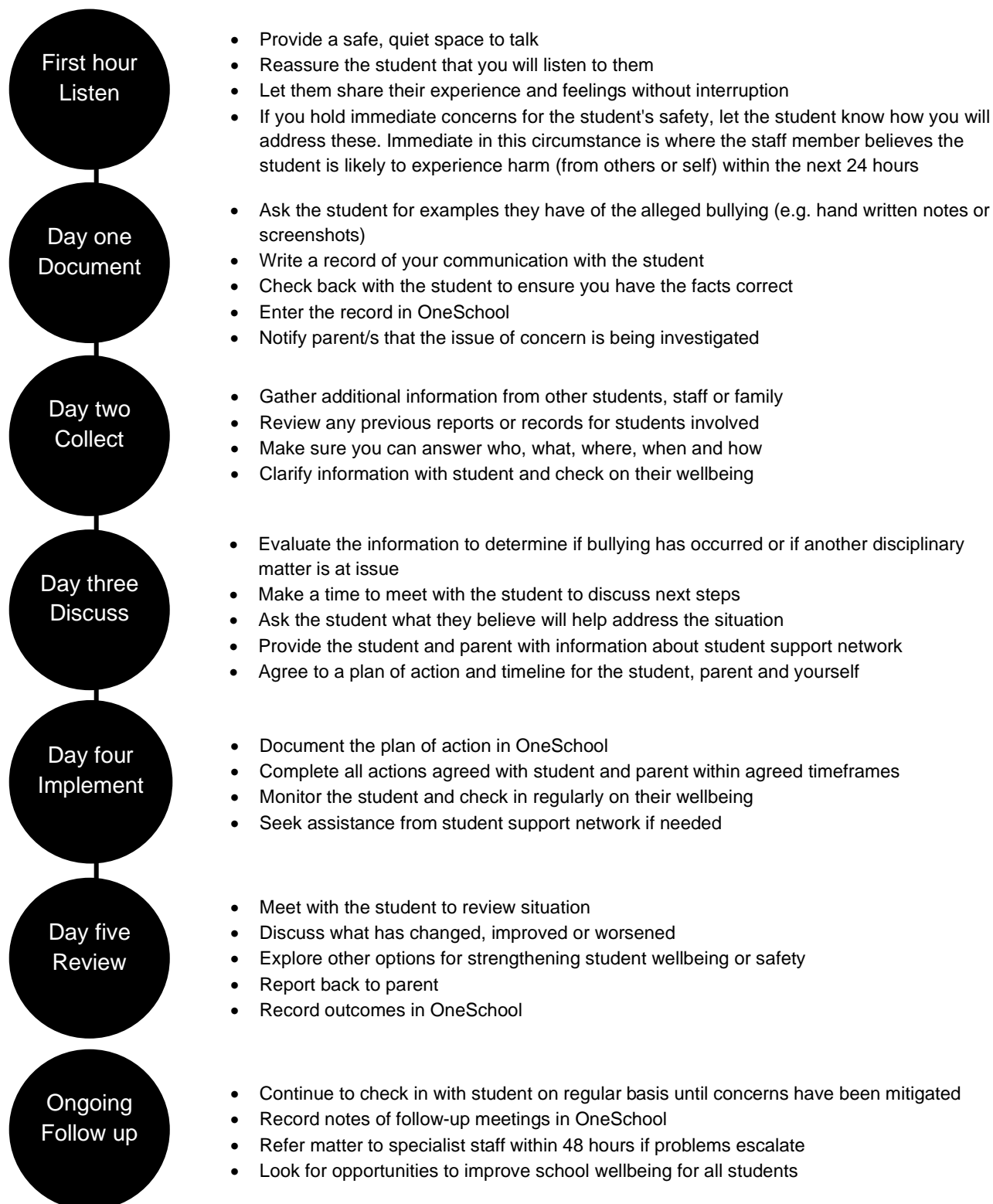
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

### **Key contacts for students and parents to report bullying:**

**Prep to Year 6** – Class teacher

**Principal** – Toni Robinson – 0436 930 438

## Bullying response flowchart for teachers



## CyberBullying

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

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

### Student Intervention and Support Services

Stanwell 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. 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.

# Stanwell State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

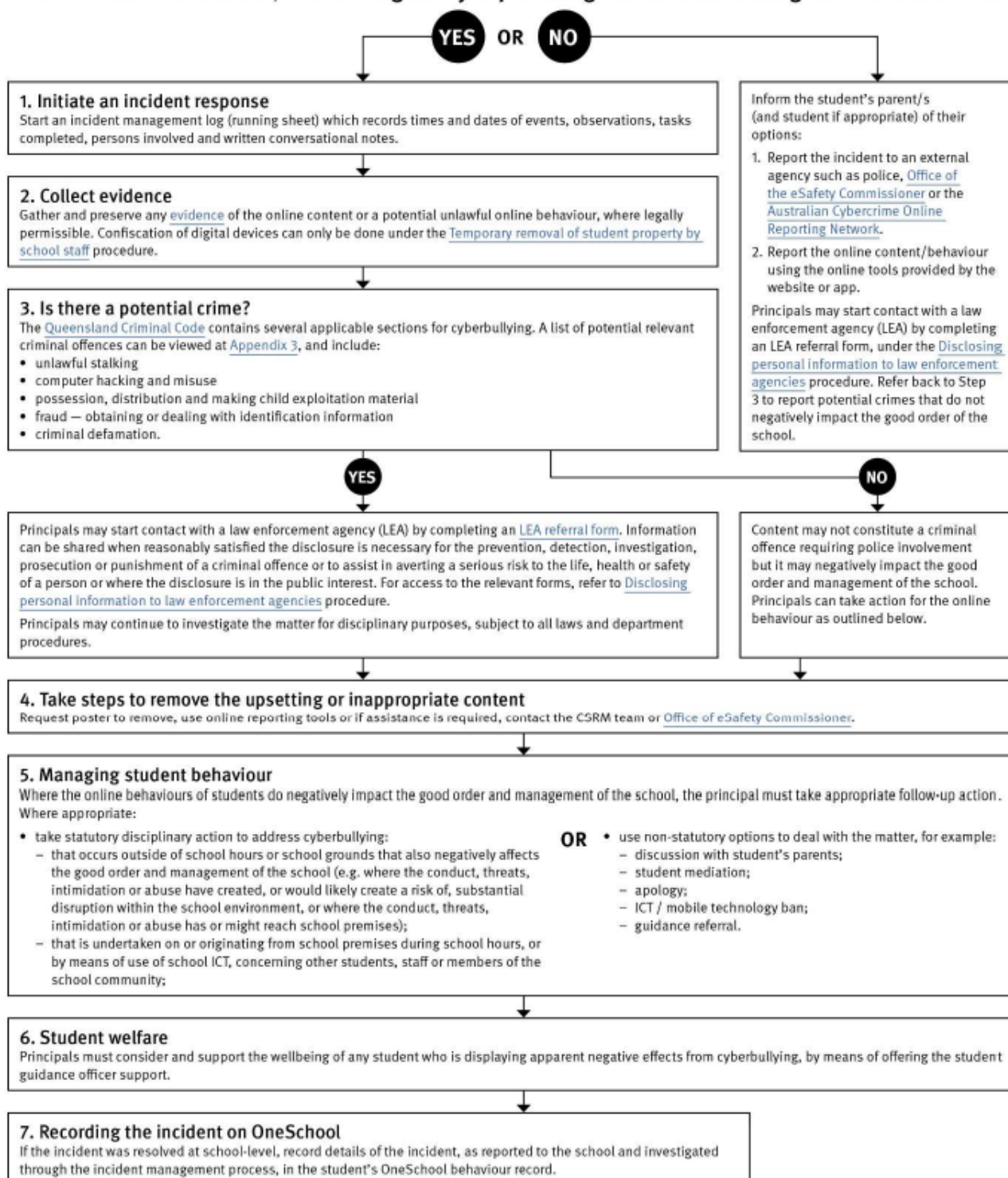
### Explicit images

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

### Report

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

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





## Appropriate use of social media

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

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

### **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.

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
- report the content to the social media provider and the school Principal

## Restrictive Practices

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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

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

## Related Procedures and Guidelines

The school will follow departmental procedures and receive advice from the department for all matters listed below. Departmental procedures and guidelines will be used by school staff to inform decisions and actions around matters associated with students wellbeing, behaviour and learning. *This may include:*

- 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 protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices
- Breaches of the dress code

## Resources

There are a range of resources available to assist parents and schools to support children's schooling, specifically to support appropriate behaviour, both in the home and school environment.

- [Parent and Community Engagement Framework](#) External link
- [Student Wellbeing Hub](#) External link
- [Raising Children Network](#) External link
- [State School regional maps](#) External link
- [State School regional offices](#) External link
- [School Enrolment Management Plans](#) External link
- [Complaints, enquiries and feedback](#) External link
- [Online awareness: Information for parents and caregivers](#) (PDF, 743KB)
- [Social media and the school community](#) (PDF, 1.5MB)

### Zones of Regulation

<https://zonesofregulation.com>

Kids Helpline - 1800 551 800

<https://kidshelpline.com.au>

### ***Beyond Blue***

Phone: 1300 22 4636 (24 hours, 7 days a week).

Chat online: between 3pm–12am, 7 days a week via the [online chat page](#) External link.

Email: get a response within 24 hours via the [email form](#) External link.

Visit the [Beyond Blue website](#) External link for more information.

### ***Lifeline***

Phone: 13 11 14 (24 hours, 7 days a week)

Chat online: between 8pm–4am, 7 days a week via the [online chat page](#) External link Visit the [Lifeline website](#) External link for more information.

### ***Parentline***

Phone: 1300 30 1300 (cost of a local call) 8am–10pm, 7 days a week

Information: Tip sheets from a range of over 100 topics are available [online](#) External link

## **Yourtown**

The Yourtown Parentline Cyberbullying support training has been designed for use by all adults including parents, carers and grandparents who are:

- nervous or fearful of using the internet or new devices
- anxious about their children using the internet
- concerned cyberbullying may be impacting their child
- concerned their child may be engaging in cyberbullying behaviours
- would like to learn how to identify when cyberbullying may be impacting their family unit
- would like supportive, practical information around starting uncomfortable conversations.

The training is free and available online for completion on a range of internet enabled devices, including smart phones.

The training program is specifically designed to be a pocket ready resource which can be easily accessed via any smart phone or tablet, with easy navigation and practical, supportive information.

Please visit the [Parentline website External link](#) to access the online training and eResources.

## Conclusion

Stanwell 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 they 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. [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au). Some matters need to be handled in a different way to school matters and will be referred to other areas in the department.

These include: issues about harm, or risk of harm, to a

student attending a state school, which must be managed in accordance with the [Student protection procedure](#) or 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](#).