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Elanora State High School

Student
Code of Conduct
2020-2023
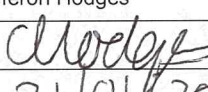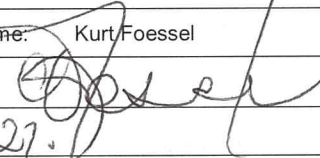
Every student succeeding

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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Contact Person:	Cameron Hodges (Principal)

Endorsement

Principal Name:	Cameron Hodges
Principal Signature:	
Date:	21/01/2021
School Council Chair Name:	Kurt Foessel
School Council Chair Signature:	
Date:	27/1/21

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Purpose

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

The Elanora State High 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.

Whole School Approach to Discipline

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

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

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PBL Expectations

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

We are Engaged
We are Respectful
We are Responsible

Students

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

We are...	All Settings	General Classroom	Practical Classroom	Assembly	Canteen	School Grounds	Bus Stop	The Hub
Engaged	• Be in attendance every day, every lesson on time • Actively participate in all activities • Set goals and work towards them • Be an Active Listener	• Complete tasks within deadlines • Working collaboratively • Screens down when teacher is talking • Utilise elearn resources	• Working collaboratively • Complete tasks within deadlines • Screens down when teacher is talking • Utilise elearn resources	• Acknowledge the National anthem • Move in quickly and sit down • Full attention to presentation	• Give full attention to staff when ordering • Be prepared with money	• Be involved in appropriate activities for the location • Share the school grounds	• Be aware of surroundings • Be prepared with fare or bus pass • Be patient	• Utilise available resources • Use Hub for learning purposes
We are...	**All Settings**	**General Classroom**	**Practical Classroom**	**Assembly**	**Canteen**	**School Grounds**	**Bus Stop**	**The Hub**
Respectful	• Follow directions from staff and visitors • Care for our school grounds, resources, facilities and other's property • Use manners, be courteous and be polite to all members of our school and wider community • Communicate appropriately	• Rights of others to learn and teach • Remove hats inside • Hand up for questions	• Mindful of others ideas • Observe quietly during demonstration	• Respectful of performers with appropriate applause and encouragement	• Appropriate queue etiquette • Thank staff for service	• Be mindful of others always during the school day	• Appropriate queue etiquette • Greet and thank drivers	• Mindful of other staff and students working
We are...	**All Settings**	**General Classroom**	**Practical Classroom**	**Assembly**	**Canteen**	**School Grounds**	**Bus Stop**	**The Hub**
Responsible	• Reflect and take ownership of words and actions • Seek clarification when required • Comply with school dress code • Follow entry and exit procedures • Follow mobile phone policy • Follow IT policy • Place rubbish in bin • Take pride in school	• Being prepared with correct equipment • Take ownership of your learning • Use Academic Integrity • Save work to cloud • Charge device prior to lesson	• Maintaining a safe work environment • Being prepared with correct equipment • Use Academic Integrity • Save work to cloud • Charge device prior to lesson	• Organise yourselves into alphabetical order	• Place bags in designated area • Look after your money • Leaving the area once finished	• Get help when needed • Be aware of school boundaries	• Wait behind school gate until bus arrival • Be aware of bus rules	• Return equipment when due

Student Wellbeing and Support Network

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

Students can approach any trusted school staff member at Elanora State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department Wellbeing on the school phone number.

Role	What they do
Head of Department Wellbeing	• leadership of Student Support Network to promote an inclusive, positive school culture • lead PBL and Positive Education across the school • lead Behaviour and Attendance Team and the tiered approach to teaching of behaviour and disciplinary actions • lead Welfare Team and coordinate referrals to external support agencies
Deans of Students	• monitors attendance and behaviour data to identify areas of additional need • Positive Behaviour Case Manager • investigates major behaviour incidences
Indigenous Teacher Aide	• supports Indigenous students and their families with academic and attendance • connects with external agencies for support • liaises with Elders
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
Head of Junior Secondary	• coordinate transition to secondary for students moving from Year 6 to Year 7 • monitors student academic data, arranges intervention for students in Years 7 to 9

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

Chaplains	• provides a comprehensive student support program within the school environment. Supports students one-on one or in group settings • liaises with parents, teachers and external organisations as part of the support process

Heads of House	• responsible for student welfare in each house • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group and school. • assist to lead Positive Education across the school • builds positive relationships within the school community and assists students with friendship concerns
Head of Senior School	• coordinate pathways education for senior students • monitor academic data and arranges intervention for students in 10-12 • supports students transitioning from school
Deputy Principals	• support students and families to ensure positive school environment • investigates areas of concern • engages support for individuals as required within the school community or from external agencies • monitors student wellbeing, academic and attendance

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

Consideration of Individual Circumstances

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

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

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

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We expect that parents and students will respect the privacy of other students and families.
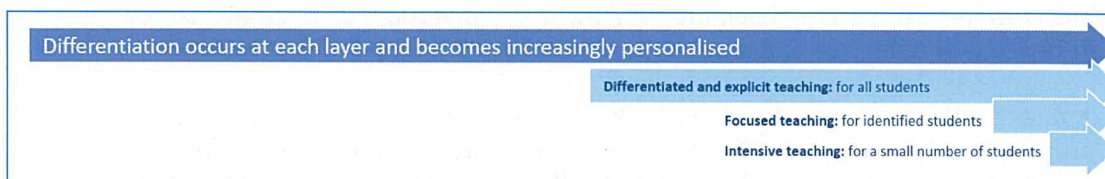
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Elanora State High 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 Elanora State High 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

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.

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.

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Support staff, work collaboratively with class teachers at Elanora State High School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the Behaviour and Attendance Team (BAT) to identify those who:

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

Elanora State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in a range of programs to address specific skill development for some students, including:

- Booyah Program for Boys and Girls
- Social skills programs
- Positive Education
- Managing anxiety programs

For more information about these programs, please speak with the Head of Department for Wellbeing.

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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

The disciplinary consequences model used at Elanora State High 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:
- 10 Essential Skills for Classroom Management
    1. Establishing expectations
    2. Giving instructions
    3. Waiting and scanning
    4. Cueing with parallel acknowledgement
    5. Body language encouraging
    6. Descriptive encouraging
    7. Selective attending

8. Redirecting to the learning
9. Giving a choice
10. Following through
- School-wide Classroom Management Steps
    1. Redirection to the learning
    2. Rule Reminder
    3. Move student to a new seat in the classroom
    4. Short Buddy Class withdrawal and lunch detention
    5. Withdrawal from Learning to the Wellbeing Hub, litter duty
    6. Restoriative conference for return to learning when needed
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Revised seating plan and relocation of student/s
- Temporary removal of student property
- Litter Duty
- Individual positive reinforcement for appropriate behaviour

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Monitoring card
- Positive Behaviour Case Manager assigned
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Short term suspension
- Cancellation of enrolment warning for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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
- 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)

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- 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 Elanora State High School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when the student's behaviour is dangerous or so disruptive that continued attendance at the school is considered a risk to the safety, wellbeing or good order and management of the school community.

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

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

Re-entry following suspension
Students who are suspended from Elanora State High School will attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. The aim of the re-entry meeting is for school staff to set the student up for future success.

It is mandatory for the student and their parents to attend a re-entry meeting. It is key in providing support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

The structure of the re-entry meeting should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on setting the student up for successful re-engagement.

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, case managers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Minor vs Major Behaviour

At Elanora State High School, problem behaviours can be considered either minor or major. Minor behaviours are defined as those that a teacher can manage using behaviour management strategies, when needed the teacher may phone the parent and inform them of the behaviour and of the consequence that may include a lunch detention. Major behaviours are those that are more serious or repetitive minor behaviours that a teacher cannot manage and needs to refer to either a Dean of Students, Head of House or Head of Department. The below chart is a guide to ensure consistent and fair consequences are applied to all. What is important to note, is that the listed consequences are always applied on an individual basis and the above statement on Consideration of Individual Circumstances always applies.

OneSchool Category	Teacher will manage (Minor) (examples, not exhaustive)	Teacher Strategies	More serious examples (Persistent Minor or Major) For referral using OneSchool as per following column	Referral to: (further referral may follow depending on the seriousness of the situation)	Possible Consequence All major consequences require a written statement from the student and contact with home prior to consequence issued. Individual student circumstances will always be considered when determining consequences.
Bullying/ Harassment: The **repeated** oppression, psychological or physical, of a less powerful person by a more powerful person or group of persons	• 'one-off' altercation • not talking to someone due to conflict • one-off 'name-calling', 'put-down' or teasing • pushing another students books off desk	• verbal negotiation • reminder of school rules • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour • restorative conference • in-class separation • phone call to parent/carer (record in OneSchool)	Repeated: • verbal and physical threats/ intimidation, • teasing / name-calling/derogatory language • social exclusion	Head of House	• restorative conference • online bullying course
			• bullying/harassment or threats via social media or digital technology • sexual harassment • discrimination of any description • verbal and/or physical threats/intimidation towards staff	Dean of Students	• external suspension • online bullying course • exclusion
Defiant/threat to adults Defiance/Persistent refusal to follow directions/Physical or verbal threats to staff	• student engages in initial refusal to follow reasonable instructions	• verbal negotiation • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour • give student opportunity to make the right choice by asking "What are you doing? What should you be doing? What happens if you continue to…?" • phone call to parent/carer (record in OneSchool)	• physical, verbal, written or digital threats to all staff		• external suspension
			• wilful persistent refusal to follow repeated directions, despite giving the student the opportunity by asking "What are you doing? What should you be doing? What happens if you continue to…?" • refusing to give name or giving a false name • refusal to leave classroom to attend Wellbeing Hub • leaving class when specifically asked not to leave	Dean of Students	
Disruptive Persistent interruption to the learning, causing a teacher to stop teaching for a prolonged period of time	• calling out • talking to another student • general off-task behaviour • back chat • chewing gum • eating in class • throwing objects around room • getting out of seat • swinging on chair • playing with safety equipment (in a manner that does not put safety of others/self at risk) • climbing through window	• use ESCM • follow school-wide classroom management steps • seating plan • Staffroom lunch detention • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour	After following ESCM and the first 4 steps of school-wide classroom management steps: • step 5 – refer student to Wellbeing Hub using referral form during the lesson. • Record on One School after lesson teacher to contact home.	Withdrawal from Learning Referral to WB Hub during lesson AND OneSchool to Curriculum HoD FYI and DOS	• restorative re-entry meeting • Lunch litter duty • see response to intervention process for repeat referrals.
Dress code Not wearing the correct uniform as per ESHS Uniform policy			• any breach of School's Uniform or Sun Safety Policy	Wellbeing Hub	• Item confiscated • Lunch litter duty • See response to intervention process for repeat referrals. * Students have 24 hours to complete lunch detention, or it becomes after school detention. Students have one week to complete after school detention, or it is referral to DOS for suspension.
			• refusal to change into school-provided uniform	Dean of Students	• see 'defiant/threat to adults'

OneSchool Category	Teacher will manage (Minor) (examples, not exhaustive)	Teacher Strategies	More serious examples (Persistent Minor or Major) For referral as per following column	Referral to: (further referral may follow depending on the seriousness of the situation)	Possible Consequence All major consequences require a written statement from the student and contact with home prior to consequence issued. Individual student circumstances will always be considered when determining consequences.
IT misconduct Misuse of school computers / personal devices	• use of computer for off-task purpose	• verbal redirection • remove student from computer • in-class separation / isolation • assign student to accompany you on playground duty • staffroom detention • phone call to parent/carer (record in OneSchool) • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour	• any use or sight of a mobile phone, or headphones or iPod on school grounds	Wellbeing Hub	• Item confiscated • Lunch litter duty • See response to intervention process for repeat referrals. * Students have 24 hours to complete lunch detention, or it becomes after school detention. Students have one week to complete after school detention, or it is referral to DOS for suspension.
			• persistent misuse of computer for off-task purposes • tampering with hardware	eLearning HOD	• after school detention • contact home • cost of repair – charged to families • See response to intervention process for repeat referrals
			• hacking school files • changing desktop settings • accessing/ distributing pornographic materials via any electronic format • using mobile phones to film or share fights or illegal activity	Dean of Students	• external suspension • exclusion • police referral
Late Not arriving at class or at school on time	• late to class	• verbal reminder of school expectations • staffroom detention for time owed • phone call to parent/carer (record in OneSchool) • re-teaching of expectations • active supervision and reinforcement	• persistent late (more than 3) to class	Dean of Students	• after school detention • attendance monitoring booklet • Response to intervention process for repeat referrals
			• persistent late (more than 3) to school	Head of House	• after school detention • Referral to DOS for monitoring booklet • Contact with home for support
Lying/Cheating Behaving in a manner that is untruthful or deliberately misleading			• academic integrity: plagiarism, cheating • breach of school assessment policy	HOD of Curriculum and HOD of Junior/Senior School	• COE • Contact home and record on OS • Relevant academic consequence as outlined in assessment policy • after school detention • internal suspension • repeat QCAA Academic Integrity Course
			• providing information that is untrue or deliberately misleading/ incomplete with the intent to harm others or protect one's self or others from recrimination • providing false name when questioned by teacher • not providing the name of another student when requested in situations where student or staff safety is at risk	Dean of Students	• external suspension
Misconduct involving object Using objects for negative purposes	• using school supplies for purposes other than the intended • using a permitted object inappropriately • throwing items in classroom • in a manner that does not cause harm to others or self	• verbal redirection • proximity cues • in-class separation / isolation • student accompany you on PGD • staffroom detention • temporary removal of object • phone call to parent/carer (record in OneSchool) • re-teaching of expectations • active supervision and reinforcement	• using materials to break or damage items • pushing (with force)/throwing items capable of causing damage or injury e.g. chairs or desks • using an object with intent to harm or potential to harm others	Dean of Students	• external suspension • cost of repair - charged to families • exclusion

OneSchool Category	Teacher will manage (Minor)	Teacher Strategies	More serious examples (Persistent Minor or Major)	Referral to:	Possible Consequence
Possess prohibited items Student is in possession of substances/ objects that are capable of causing bodily harm or property damage.	• spraying aerosol • sharpies/permanent markers • riding Skateboards/ scooters/bikes in school grounds • chewing gum • soft drinks or energy drinks	• verbal redirection • confiscate prohibited item • phone call to parent/carer (record in OneSchool) • re-teaching of expectations	• possession of any object readily capable of causing bodily harm and/or property damage e.g. spray paint, lighters/ matches, fuels, propellants, knives, any projectile weapon or concealed weapons (real or fake) • possession of any illegal items	Dean of Students	• external suspension • police referral • exclusion
Property Misconduct Damaging equipment or other property through deliberate misuse.	• drawing on books • deliberately destroying stationery • minor damage that can be repaired by student. • deliberate destruction of greenery • accidental damage to school equipment or property	• verbal redirection • reminder of school rules • assign student to accompany you on playground duty • staffroom detention • phone call to parent/carer (record in OneSchool) • supervised cleaning/repair of damage • re-teaching of expectations	• destruction, damage or disfigurement of property belonging to the school, staff member, student or community outside of school. • vandalism • graffiti • deliberate misuse of equipment in an unsafe manner • theft • punching or kicking of structures	Dean of Students	• external suspension • cost of repair charged to families • police referral • community service outside of school hours
Refusal to participate in program of instruction Active refusal to engage with learning, persistent refusal to be re-directed	• delayed compliance • reluctance to begin work as directed • refusal to engage/participate in organised school activities • missed check point on assessment • unsatisfactory submission of a draft	• verbal redirection • reminder of school rules • non-verbal cues • assign student to accompany you on playground duty • staffroom detention • phone call to parent/carer (record in OneSchool) • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour	• persistently not attempting or completing a set task • non-submission of a draft • non-submission of assessment task	HOD Curriculum/Faculty and HOD Senior School	• after school detention • Referral to DOS for repeat referrals • COE
Non-compliant with routine	• not lining up before entering class • refusing to work with certain other students when directed • not bringing diary to class • littering • not being prepared for learning with equipment • not completing homework	• verbal redirection/reminder of school expectations • proximity cues • assign student to accompany you on playground duty • staffroom detention • phone call to parent/carer (record in OneSchool) • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour	• persistent refusal (more than 3 breaches of the same policy/rule) to follow school rules/routines • refusal to follow school rules/routines with intent or potential to jeopardise safety of students or staff • aiding trespassers (or members not of our community and delivery services) or assisting to disguise in entering our school grounds, including Uber Eats or food delivery of any kind by any person not currently in recorded attendance at the school	Curriculum HoD (classroom incidents only) OR Dean of Students	• external suspension • After school detention (classroom) • Lunch litter duties (classroom) • Response to intervention process for repeat referrals
			• Persistently not being prepared for class (more than 3 of the same item) • Refusal to complete detention (teacher phone parent/carer prior to referral)	Curriculum HOD	• after school detention • Referral to DOS for monitoring card • Referral to DOS for incomplete after school detentions
Physical misconduct Physical contact with intent or outcome of causing injury or harm to others	• incidental pushing • grabbing as part of play • accidental contact during activity • throwing food	• verbal redirection • verbal reminder of school rules • assign student to accompany you on playground duty • staffroom detention • re-teaching of expectations • active supervision and reinforcement for appropriate behaviour	• Actions involving physical conduct where injury has or could have occurred, including fights or violent attacks. • Play fighting • inciting others to fight • inappropriate sexual behaviour	Dean of Students	• external suspension • exclusion • police referral • restorative conference • response to intervention process

OneSchool Category	Teacher will manage (Minor) (examples, not exhaustive)	Teacher Strategies	More serious examples (Persistent Minor or Major) For referral as per following column	Referral to: (further referral may follow depending on the seriousness of the situation)	Possible Consequence All major consequences require a written statement from the student and contact with home prior to consequence issued. Individual student circumstances will always be considered when determining consequences.
Substance misconduct involving illicit substance The possession, distribution and/or use of illegal substances			• student in possession, distribution and/or use or under the influence of illegal drugs/substance, imitation substances, and other drug related utensil/s/vaping products	Dean of Students	• re-education program • after school re-education program • external suspension • exclusion • police referral • YODA referral
Substance misconduct involving tobacco and other legal substances The possession, distribution and/or use of cigarettes, tobacco or other legally-obtained but dangerous products			• distributing or selling vaping products/cigarettes/Panadol/ medications • student in possession of, or using tobacco, alcohol, tobacco products or smoking drug implements (including e-cigerettes, pod vapes, vape pens, box mods and vaporizers) • prescription medication not required/used for its express purpose	Dean of Students	• re-education program • after school re-education program • external suspension • exclusion • YODA referral
Threat/s to others Verbal, physical or gestural behaviour that signals a desire to cause physical harm or intimidate			• comments signalling a genuine desire to cause harm • swarming in the playground • threatening harm to others • engaging a 3rd party to deliver a threat • using IT/social media to threaten others • verbal, physical or gestural behaviour that signals a desire to cause harm or intimidate/threaten	Dean of Students/ Head of House (depending of severity)	• external suspension • restorative conference • after school detention
Truant/skip class Not being in time-tabled class and/or not under the direct supervision of an attending adult	• being in out-of-bounds areas • prolonged unjustified absence from class	• redirect to appropriate area • issue detentions to make up lost learning time • phone call to parent/carer (record OneSchool) • email to attendance officer to attempt to locate student • re-teaching expectations	• confirmed truancy from lesson • leaving the campus or class without a leave pass school staff i.e. not parent permission	Dean of Students	• after school or lunch detention • Attendance monitoring card • 3rd monitoring card or 3 unsatisfactory or blank entries = DIP and referral to Wellbeing HoD for mini Functional Behaviour Assessment • breach of DIP = suspension • COE (senior students)
Verbal misconduct Using words/ comments that are abusive, profane or inappropriate due to being of a racial, religious, sexual, homophobic, personal, etc. nature	• swearing in general speech • muttering under breath • loud voices, shouting, unkind comments about another	• verbal redirection • reminder of rules • staffroom detention • student to join you on playground duty • phone call to parent/carer (record OneSchool) • re-teaching expectations • active supervision and reinforcement for appropriate behaviour	• offensive or repeated name-calling • inappropriate language directed at a staff member or student • abusive personal attacks • racial slurs • verbal abuse of a staff member • swearing in response to a Teachers' instruction (direct or indirect) • discrimination	Dean of Students	• external suspension • Response to intervention process for repeat referrals
Other conduct prejudicial to good order and management of school			• unsafe travel • any major behaviour listed above in a location off school grounds where students are representing the school or are identifiable as a student of the school	Dean of Students	• external suspension • exclusion • Police referral

Elanora State High 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 Elanora State High 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)
- e-cigarettes, pod vapes, vape pens, box mods and vaporizers
- 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).

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

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

Responsibilities

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

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

Use of mobile phones and other devices by students

In consultation with the broader school community, Elanora State High School has determined that the use of mobile phones and other student-owned personal technology devices i.e. ipods, ipads and the like, is not permitted while on school grounds, or attending off-campus school events. Mobile phones and personal technology devices are not necessary for learning and provide a distraction for students and teachers, and are proven to prevent learning in many situations. Elanora SHS is a BYOD school; laptops are the identified technology device for use.

Responsibilities

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

- Mobile phones must be switched off and never visible at any time, on school grounds, or whilst attending school events, including before and after school, during class times and at breaks.**
- Parents/Guardians wishing to urgently contact their students, or vice versa, are required to do so through the school office on 55684333.
- Students who choose to bring mobile phones or personal technology devices to school, do so at their own risk and are responsible for ensuring their safety and security and that they are not visible or audible. The school and school staff will not accept any responsibility for any loss or damage to technology devices nor will they investigate loss or damage.
- Our School's Code of Conduct outlines the consequences of irresponsible use of devices including the filming, photographing and distributing of content obtained without consent.

It is **unacceptable** for students at Elanora State High School to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone on school grounds or at school events
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment

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 Elanora State High 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

Elanora State High School uses the Positive Education 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. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Elanora State High School has a **Student Mentor Program**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

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

Bullying

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

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Elanora State High 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 Elanora State High 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.

Elanora State High School - Bullying response flowchart for teachers

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

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Key contacts for teachers, students and parents to report bullying:

Year 7 to Year 12 – Head of House or Dean of Students

Procedure and timelines for Heads of House and Dean of Students to respond to bullying:

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

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Cyberbullying

Cyberbullying is treated at Elanora State High 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 Head of House. There is also the Dean of Students who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Elanora State High 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 Dean of Students.

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Elanora State High School - Cyberbullying response flowchart for Heads of House and Dean of Students. School staff to refer incidents for response as per Referral Chart.

How to manage online incidents that impact your school

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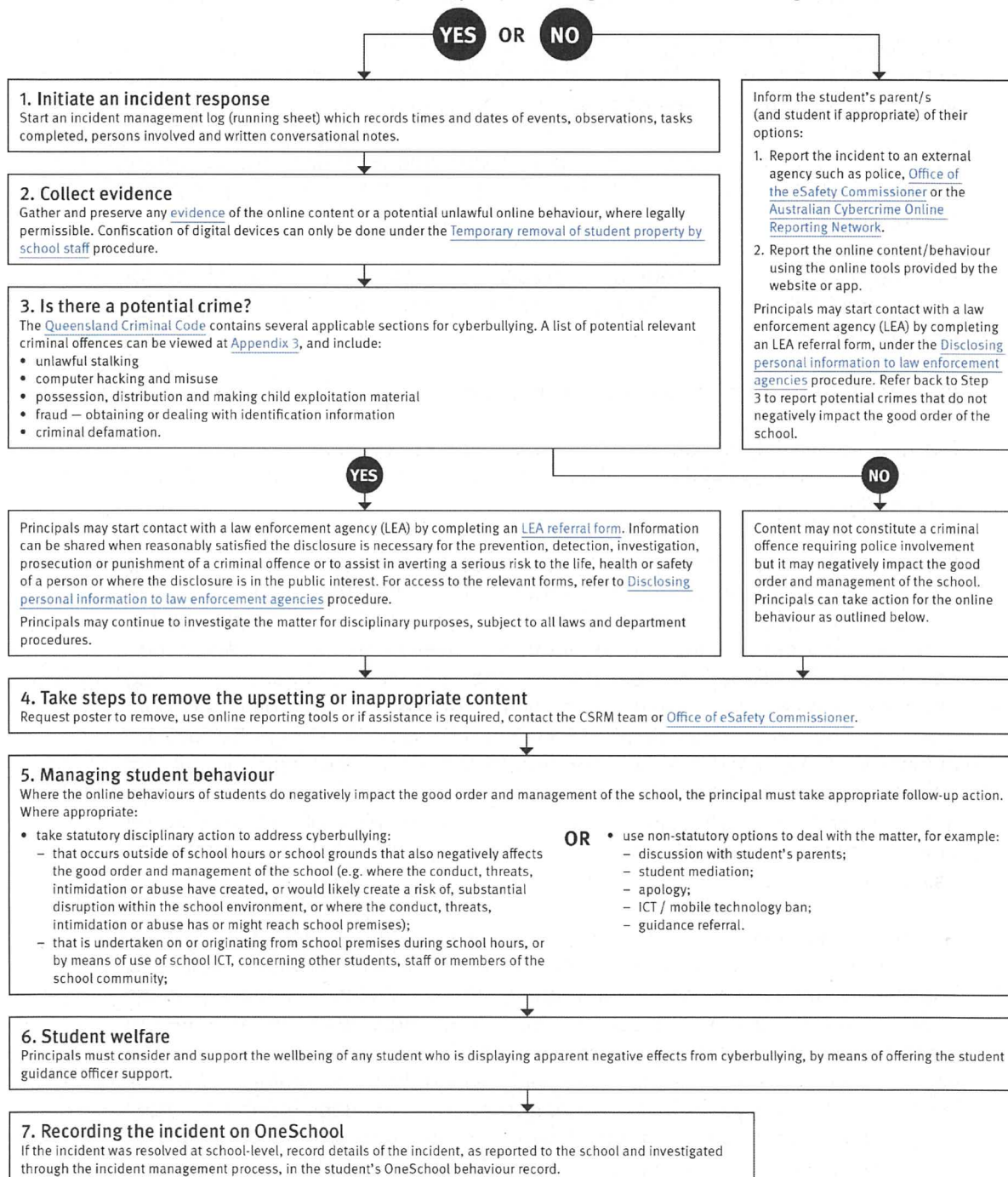
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR **NO**

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

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

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

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

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

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

YES

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

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

NO

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

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

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

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

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

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

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

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Cybersafety and Reputation Management (CRM)

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

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

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

Elanora State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. Students can also anonomously report incidents of bullying via Stymie, an online account monitored by Dean of Students. All staff at Elanora State High School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Elanora State High School – Anti-Bullying Compact

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

Elanora State High School – Anti Bullying Compact

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

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

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

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

Student's signature

Parent's signature

School representative signature

Date

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Appropriate use of social media

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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.

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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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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