

Charleville State High School

# Student Code of Conduct

## 2024-2027

***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

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

The Charleville 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.

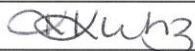
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## Endorsement

Principal Name: Kelly Kuhz

Principal Signature:



Date:

23/4/24

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

Kelly Shearwin

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

Date:

23/4/24

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## Principal's Foreword

### Introduction

Charleville State High School has a long and proud tradition of providing high quality education to students from across the remote south west of Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Charleville State High School expectations are:

We are Safe, We are Learners, We are Responsible and We are Respectful.

Positive Behaviour for Learning rules: co-operation, integrity, resilience and organisation.

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

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

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



## Data Overview

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

OneSchool is the software used to record behavioural instances, both positive and concerning. Contacts made regarding students are also recorded. Attendance reports are generated through OneSchool.

The Parent, Student and Staff Satisfaction data in the tables following is drawn from the 2023 School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

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

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

There are four different confidential surveys for

- parents
- students
- staff
- Principals.

## School Opinion Survey

Parent opinion survey			
Performance measure			
Percentage of parents/caregivers who agree <sup>a</sup> that:	2021	2022	2023
this is a good school (S2035)	65.9	72.1	60
their child likes being at this school* (S2001)	64.5	71.7	71.9
their child feels safe at this school* (S2002)	66.7	79.2	62.5
their child's learning needs are being met at this school* (S2003)	63.6	73.9	68.8
their child is making good progress at this school* (S2004)	75.6	73.3	75
teachers at this school expect their child to do his or her best* (S2005)	90.9	86.7	84.4
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82.2	84.8	83.3

teachers at this school motivate their child to learn* (S2007)	79.5	80	76.7
teachers at this school treat students fairly* (S2008)	64.4	75	65.4
they can talk to their child's teachers about their concerns* (S2009)	91.3	87.2	83.9
this school works with them to support their child's learning* (S2010)	78.3	83	78.1
this school takes parents' opinions seriously* (S2011)	64.3	66.7	65.5
student behaviour is well managed at this school* (S2012)	42.2	45.8	45.2
this school looks for ways to improve* (S2013)	75.7	73.8	75
this school is well maintained* (S2014)	95.2	88.9	96.8

### Student opinion survey

#### Performance measure

Percentage of students who agree <sup>a</sup> that:	2021	2022	2023
they are getting a good education at school (S2048) This is a good school	83.5 (64.3)	75.3 (59.1)	77.2 (32.7)
they like being at their school* (S2036)	48.9	61.3	25.5
they feel safe at their school* (S2037)	72.1	80	45.5
their teachers motivate them to learn* (S2038)	78.3	87.1	67.3
their teachers expect them to do their best* (S2039)	84.8	93.3	75.5
their teachers provide them with useful feedback about their school work* (S2040)	71.1	93.5	65.5
teachers treat students fairly at their school* (S2041)	55.6	77.4	26.3
they can talk to their teachers about their concerns* (S2042)	59.1	73.3	46.3
their school takes students' opinions seriously* (S2043)	63.6	71	20
student behaviour is well managed at their school* (S2044)	31.1	45.2	12.7
their school looks for ways to improve* (S2045)	80	83.9	42.3
their school is well maintained* (S2046)	73.3	80.6	57.7
their school gives them opportunities to do interesting things* (S2047)	73.9	77.4	47.2

### Staff opinion survey

#### Performance measure

Percentage of staff who agree <sup>a</sup> that:	2021	2022	2023
they enjoy working at their school (S2069)	93.3	84.8	78.9
they feel that their school is a safe place in which to work (S2070)	95.6	84.8	68.4
they receive useful feedback about their work at their school (S2071)	90.5	75	58.3
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83.9	65	N/A
students are encouraged to do their best at their school (S2072)	95.6	87.5	83.8
students are treated fairly at their school (S2073)	68.2	61.8	65.8
student behaviour is well managed at their school (S2074)	60	41.2	42.1
staff are well supported at their school (S2075)	77.3	62.5	50
their school takes staff opinions seriously (S2076) If I raise a concern I feel confident that it would be taken seriously	77.3	72.7	55.3



their school looks for ways to improve (S2077)	97.7	87.5	75.7
their school is well maintained (S2078)	97.7	90.9	97.3
their school gives them opportunities to do interesting things (S2079)	95.1	83.9	64.9

### School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

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

CHARLEVILLE STATE HIGH SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2021	2022	2023
Short Suspensions – 1 to 10 days	55	98	116
Long Suspensions – 11 to 20 days	4	1	3
Charge related Suspensions	0	0	0
Cancellation	2	1	2
Exclusions	1	0	0

## Consultation

### Review Statement

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

The Charleville State High School Parents & Citizens Association will be consulted as part of the annual and four yearly review.



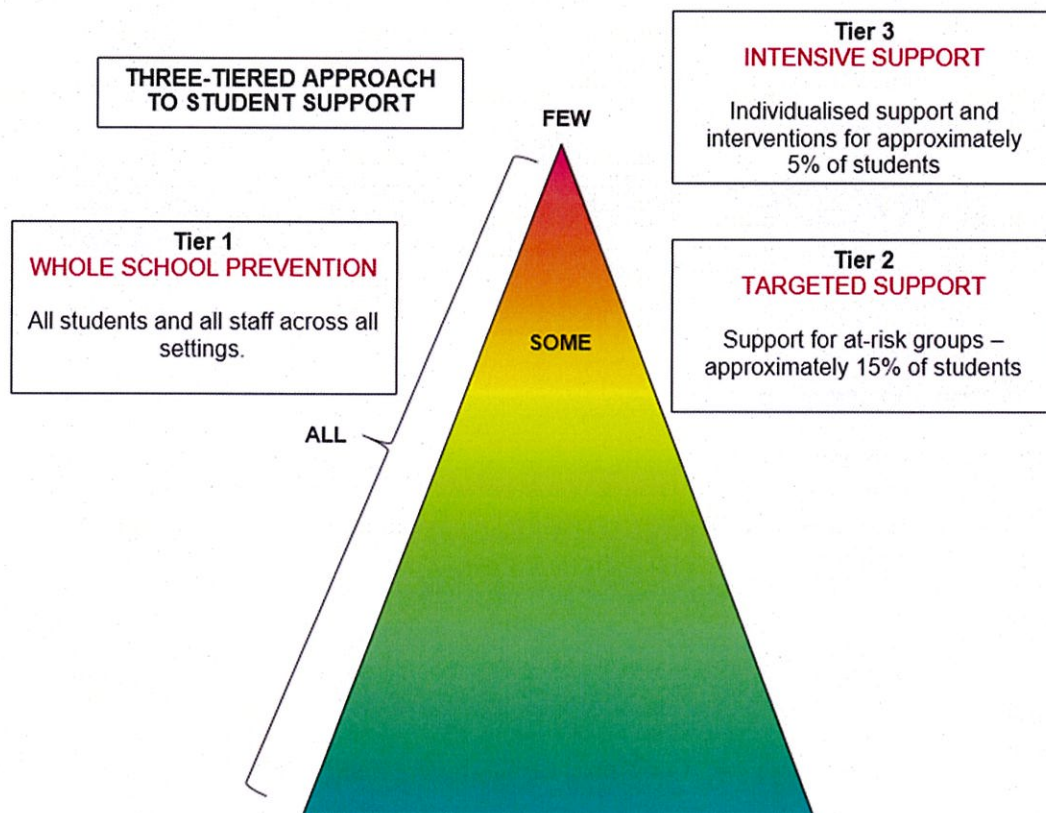
## Learning and Behaviour Statement

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

### Multi-Tiered Systems of Support

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

Implemented in conjunction with Positive Behaviour for Learning.



Tier	Prevention Description
1	<b>All students (100%)</b> 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:
2	Targeted instruction and supports for <b>some students (10-15%)</b> 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.
3	Individualised services for <b>few students (2-5%)</b> who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

## Student Wellbeing and Support Network

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

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





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

### **Curriculum and pedagogy**

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework. Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

### **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 certain circumstances.

#### *Drug education and intervention*

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

#### *Specialised health needs*

Charleville State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

Charleville State High 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.

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

#### *Mental health*

Charleville State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.



### *Suicide prevention*

Charleville State High School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 if there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Charleville State High School staff follow suicide intervention and prevention advice by ensuring:

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

### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Charleville State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Charleville State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

Charleville 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 teachers, we have a team of professionals whose dedicated roles are to help ensure our school in an inclusive, nurturing environment.

Students can approach any trusted school staff member at Charleville 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 Principal, one of the Deputy Principals or School Guidance Officer on the school phone number.

Role	What they do
Community Education Counsellor	<ul style="list-style-type: none"><li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li></ul>
Chaplain	<ul style="list-style-type: none"><li>• provides holistic support to students, family and community</li></ul>
Beyond the Bronco's Academy	<ul style="list-style-type: none"><li>• appointed by the Beyond Broncos academy, the School Support Officer supports indigenous girls</li></ul>

	in engaging in school and supporting acceptable attendance levels.
Industry Liason Officer (ILO)	<ul style="list-style-type: none"> <li>The Industry Liason officer provides support in the form of Work Experience, School based apprenticeships and traineeships.</li> </ul>
Head of Senior Secondary	<ul style="list-style-type: none"> <li>leadership of Senior Student Support Network to promote an inclusive, positive school culture.</li> <li>lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need in year 10 - 12.</li> </ul>
Head of Junior Secondary	<ul style="list-style-type: none"> <li>coordinate transition to secondary - students moving from Yr6 to Yr7.</li> <li>leadership of Junior Student Support Network to promote an inclusive, positive school culture.</li> <li>lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>monitors attendance, behaviour and academic data to identify areas of additional need in years 7 - 9.</li> </ul>
Head Of Special Education Services	<ul style="list-style-type: none"> <li>Supports whole school differentiation and adjustments to curriculum for students with disabilities and students in need of learning support</li> <li>Embeds socially just practices in daily school life that align with the Inclusive Education Policy</li> <li>Implements academic, behavioural and social/emotional interventions for students.</li> <li>Liaises with parents, teachers, other government agencies and community groups to support students through individual case management.</li> </ul>
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>
School-Based Youth Health Nurse	<ul style="list-style-type: none"> <li>provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> <li>o healthy eating and exercise</li> <li>o relationships</li> <li>o personal and family problems</li> <li>o feeling sad, worried and angry</li> <li>o sexual health</li> <li>o smoking, vaping, alcohol and other drugs.</li> </ul> </li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>provides individual and, at times, group support to students to assist their engagement with education and training</li> </ul>



	<ul style="list-style-type: none"> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>◦ attendance at school</li> <li>◦ drug and alcohol support needs</li> <li>◦ QCE/learning support</li> <li>◦ suspension/exclusion/referral for behaviour support</li> <li>◦ relationships/social skills</li> <li>◦ conflict with family/peers/teachers</li> <li>◦ social/emotional/physical wellbeing.</li> </ul> </li> </ul>
Year Level Coordinators	<ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provides continuity of contact for students and their families through the six years of schooling</li> <li>• supports students to feel safe/comfortable, to want to come to school</li> <li>• nurtures a sense of belonging to the year level group and school.</li> </ul>

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

## Whole School Approach to Discipline

Charleville 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 Charleville 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 Charleville State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain



their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

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

## PBL Expectations

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

### Students

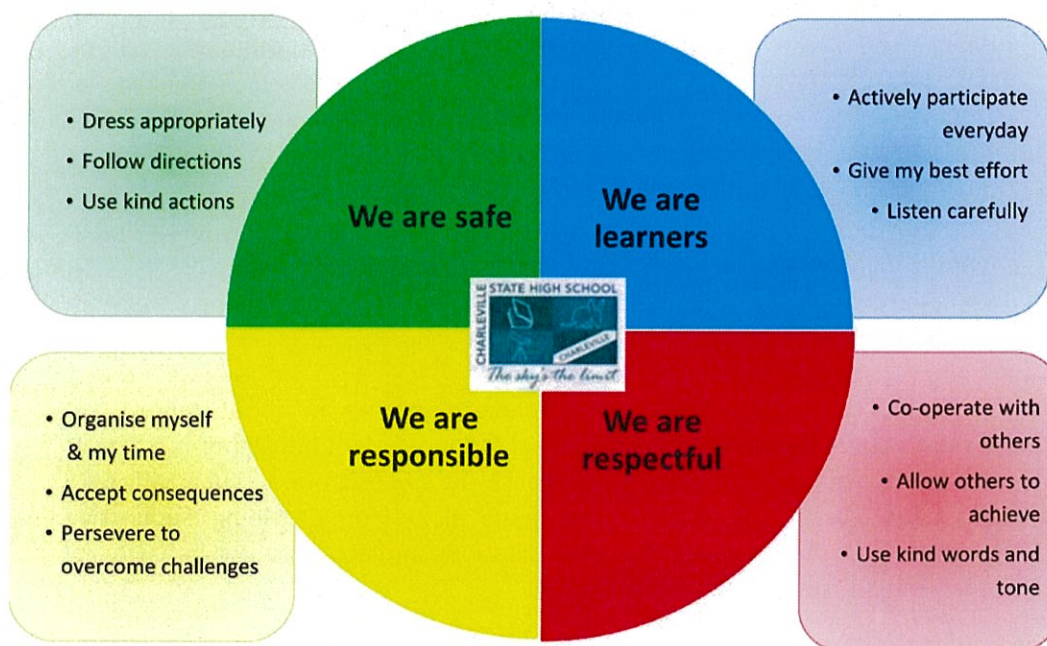
Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Charleville State High School.

**We are Safe**  
**We are Learners**  
**We are Respectful**  
**We are Responsible**

### Parents and staff

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

### Positive Behaviour for Learning: Expectations Matrix



At CSHS we are safe, respectful and responsible learners, and positive role models for others.

## Consideration of Individual Circumstances

Staff at Charleville 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. 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.

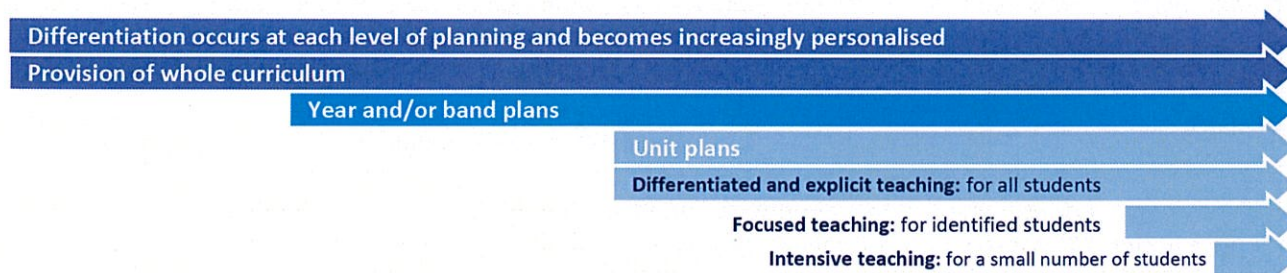
## Differentiated and Explicit Teaching

Charleville 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 Charleville 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 following. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach shown 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 implements the PBL Expectations Matrix, illustrated previously, 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 Charleville State High 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.



Charleville 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 the following evidence-informed programs to address specific skill development for some students:

- Intensive Intervention program
- Chill Out option
- Tradies' club
- Girls' group
- Behaviour support

For more information about these programs, please speak with the Principal, one of the Deputy Principals or Heads of Department.

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

This Intensive teaching takes the form of Intervention classes. Four or Five students are placed in a small class once a week for English, Maths, Science and sometimes Humanities. The curriculum work is covered along with the opportunity to learn in a supportive environment. Some students are also given the opportunity to participate in the Vocational Training Queensland (VTQ) program. The school also participates in behaviour modification lessons, which is ideally taken after school.

# Legislative Delegations

## 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, such as deputy Principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-delegations.pdf](http://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-delegations.pdf)
- [ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-minister-delegations.pdf](http://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-minister-delegations.pdf)
- [ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-authorisations.pdf](http://ppr.qed.qld.gov.au/delegation/education-general-provisions-act-2006-director-general-authorisations.pdf)
- [www.legislation.qld.gov.au/view/pdf/2016-03-24/sl-2006-0246](http://www.legislation.qld.gov.au/view/pdf/2016-03-24/sl-2006-0246)
- [www.legislation.qld.gov.au/view/html/inforce/current/sl-2017-0161](http://www.legislation.qld.gov.au/view/html/inforce/current/sl-2017-0161)



## Disciplinary Consequences

The disciplinary consequences model used at Charleville 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, or 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:

Essential Skills Classroom Management:

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging

7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

In addition the following could be considered:

- 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 (Exit Room)
- 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

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 (eg Student behaviour plan)
- Restorative Practice meeting
- Targeted skills teaching in small group
- Detention
- Behavioural Monitoring Card System
- 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
- 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 Charleville State High 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 Charleville State High School may be invited to attend a re-entry meeting prior to their scheduled return to school or a time convenient to both school staff and carers. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 15 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, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

#### **Example agenda:**

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

### **Reasonable adjustments**

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



## School Policies

Charleville 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
- to ensure the safety of students or staff
- 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 Charleville 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, ammunitions)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco and Vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter

knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

### **Responsibilities**

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

**Students** of Charleville 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 Charleville 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 if it is available for collection.

## Use of mobile phones and other devices by students

### Managing Electronic Devices in School

#### Rationale

In a world that is increasingly connected, Charleville State High School takes a proactive approach to ensuring students are taught about the appropriate and safe use of personal technologies through curriculum programs and our policies and procedures. The focus on personal responsibility around appropriate and safe use of technologies is considered to be central to embracing our sense of community while at school. At Charleville State High School one of our key values is an orderly learning environment and these procedures have been put in place to reinforce this.

Charleville State High School has a policy of no mobile phones/electronic devices (including headphones). This does not include laptop / tablet computers and these come under the Charleville State High School Acceptable Use Policy. If a parent needs to contact a student during the school day, they are able to contact the office and a message will be forwarded to the student directly. It is understood that students may need a mobile phone before or after school for safety reasons. For this purpose, they will be able to use their phone once they are unlocked as they exit the school.

#### School Expectations:

- All students will be provided with a Yondr pouch to secure their device for the duration of their enrolment.
- The school issued pouch is seen to be part of the school uniform, and students are expected to have their Yondr pouch at school every day.
- This pouch remains the property of the school and students are responsible for maintaining the pouch in workable condition.
- Loss or destruction of the pouch will result in the student being charged for a replacement pouch. The number assigned to the pouch must be kept visible for identification purposes at all times.
- **On entry to school all devices are required to be disabled and placed in the Yondr pouch.**
- Earphones are not part of the school uniform and are to be stored in the Yondr pouch. Earphones are not to be stored in pockets or under shirts.
- Students are required to have devices in their Yondr pouch while at school and they are not to be left unsecured.

- Students are required to place smart watches in their Yondr pouch when undertaking assessment.
- Students found accessing smart watches to engage in social media and texting during school time will be required to submit their Yondr pouch to the administration each day.
- Students with medical reasons may have, as part of their Health Plan, access to these devices to support their health. When accessing the device/s they must respect the rules and conditions discussed when creating the plan.

### **Suggested procedure for not following school procedure in relation to Electronic devices.**

#### **First Offence:**

If a student is found using a device without permission or refuses to secure their device in a Yondr pouch, the student will be referred to the relevant Year Level Coordinator and the device will be confiscated. The student will be required to submit their device in the secure pouch to office at the start of each day for the following **four week** period. This will be recorded as 'technology violation' on the student's behaviour record.

#### **Second Offence:**

The item will be confiscated and the student referred to the Year Level Coordinator and dealt with as above. This will be recorded as a 'repeated technology violation' on the student's behaviour record. The student will be required to submit their device in the secure pouch to the office at the start of each day for the length **ten weeks**.

#### **Repeated Offences:**

Repeated offences will be referred to the administration and will be recorded as **failure to comply with school rules**, repeated technology violation and for behaviour which impacts on the good order and management of the school. Repeated offences may result in suspension at the Principal's discretion and possibly recommendation for exclusion.

### **Preventing and responding to bullying**

Charleville State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning



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

## Bullying response flowchart for teachers:

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

Year 7 to Year 12 –Year Level Coordinator





## **STYMIE**

Stymie empowers young people to ask for help when they need support, or if they are seeing or experiencing harm.

Stymie provides online reporting for schools. Encrypted, anonymous notifications are delivered within seconds to authorised recipients, who respond according to their wellbeing framework. The notification provides the option to include screenshots or images that validate the notification.

Suicide ideation, discrimination, anxiety, depression, bullying, self-harm, physical fights, sexual assault, family violence and illegal activity are reported using Stymie.

The purpose is to support psychological safety by empowering young people with the self-belief that they can #saysomething on behalf of themselves or as a bystander for someone else.

## **Cyberbullying**

Cyberbullying is treated at Charleville State High 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 their class teacher. There are also dedicated staff members, Year Level Coordinators, 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 Charleville 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 the appropriate Year Level Coordinator.

### **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**

Charleville State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. The school participates in the STYMIE program. Stymie is a website that students and the community can use to anonymously inform the school of students who may be receiving harm in the form of bullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Charleville 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.



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

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

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

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

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

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

#### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

#### **What about other people's privacy?**

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

#### **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

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



## 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](#).

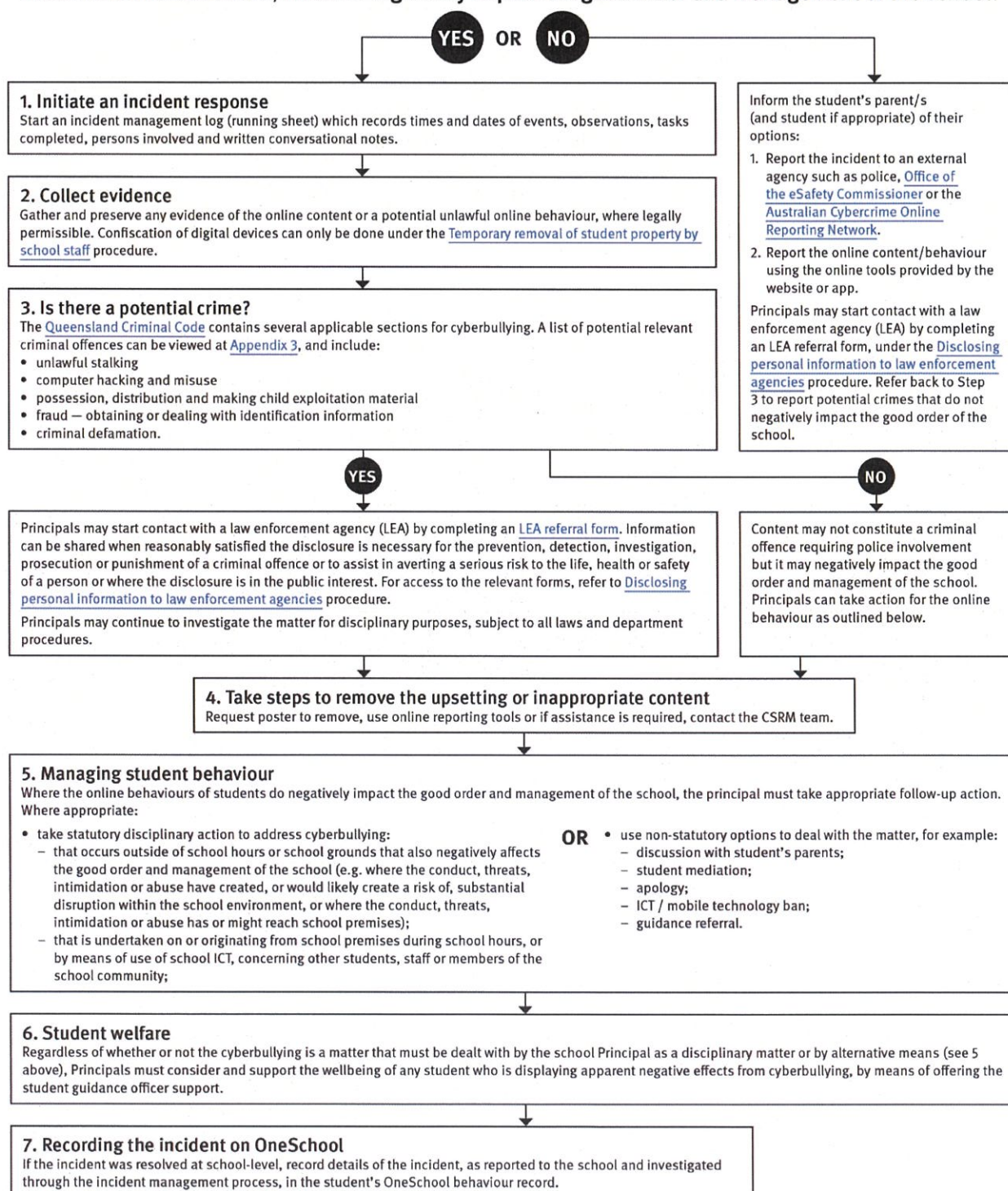
#### Explicit images

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](#).

#### Help

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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





## Restrictive Practices

School staff at Charleville 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 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/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**.

The use of Individual Behaviour Support Plans may be written which may include the individual's escalation curve with practices which are supportive for the student.

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

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Charleville State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school.