



# ALLENSTOWN STATE SCHOOL

## Student Code of Conduct 2020-2024

***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

Postal address: PO Box 8444, Allenstown, Queensland, 4700

Phone: 07 49300111


Email: [principal@allenstownss.eq.edu.au](mailto:principal@allenstownss.eq.edu.au)

School website address: <https://allenstownss.eq.edu.au/>

Contact Person: Justine Finter (Deputy Principal)

## Endorsement

Principal Name: Gary Lynn

Principal Signature: 

Date: October 2020

P/C President Name: Kelly Thompson

P/C President Signature: 

Date: November 2020

## Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
Whole School Approach to Discipline	7
PBL Expectations	8
Tiers of Support	10
Consideration of Individual Circumstances	13
Differentiated and Explicit Teaching	14
Focused Teaching	16
Intensive Teaching	17
Student Wellbeing and Support Network	18
Disciplinary Consequences	21
Differentiated	22
Focused	23
School Disciplinary Absences	25
School Policies	27
Temporary removal of student property	27
Use of mobile phones and other devices by students	29
Preventing and responding to bullying	33
Appropriate use of social media	39
Restrictive Practices	41
Critical Incidents	42
Related Procedures and Guidelines	43
Resources	43
Conclusion	44

## Purpose

Allenstown SS is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Allenstown SS 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.

Allenstown State School's Student Code of Conduct has been developed in consultation with stakeholders across our school community, is available from our school website and provided to every learner and family upon enrolment. It is founded on proactive practices, processes and high expectations.

The school acknowledges that success occurs when staff, parents/carers and the community work in collaboration towards the same goals, maintaining a focus on high expectations for behaviour in order to achieve the enhanced outcomes for every learner in our school.

### **Review Statement**

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

## Principal's Foreword

Allenstown State School is an urban school close to the CBD of Rockhampton, located on the south side of the river. Allenstown State School has a very long and proud history, providing quality educational experiences since 1877.

While the school's origins sit in the 19<sup>th</sup> century we are very much about educating the children of Allenstown and environs for life, work and leisure within the 21<sup>st</sup> century as guided by our school motto, *Onward and Upward*, and our vision '*Embrace the Past, Empower the Future*.' Our ambition for our students is to nurture talents, build character, promote leadership, develop relationships, and grow intellect and foster citizenship.

Allenstown State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Our whole-school approach to achieving this is through Positive Behaviour for Learning at Allies, where our community works together to explicitly teach our students, both academically and socially, for success. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Allenstown State School has 4 key expectations that promote our high standards of responsible behaviour:

- Always Safe
- Always Present
- Always Learning and
- Always Respectful.

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school is effective and students can participate positively within our school community. Allenstown SS 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:

- the use of mobile phones and other technology
- removal of student property
- the approach to preventing and addressing incidents of bullying

It also details the steps school staff take to educate learners about these expectations and the consequences that may apply when learners breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the learners, teachers, support staff, parents, carers and other community members for their work in developing this Allenstown State School Student Code of Conduct.

## P&C Statement of Support

As president of the Allenstown State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process has ensured that parents have had opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Allenstown State School Student Code of Conduct, as the awareness and involvement of parents and carers is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Allenstown State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 35 provides an excellent starting point to understand how to approach the school about these types of problems.

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

## Whole School Approach to Discipline

Allenstown State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school, referred to as PBLA in our context (Positive Behaviour for Learning at Allenstown).

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are successfully implemented by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Allenstown State School, this approach is used to bring together the whole-school community to contribute to developing a positive, safe and supportive learning culture for all staff and students. The PBL framework assists our school staff to improve social, emotional, behavioural and academic outcomes for our students.

The aim of PBLA at Allenstown State School is to:

- support the maintenance of a positive attitude and culture within the school;
- assist the development of self-discipline, resilience and emotional intelligence in our school community;
- explicitly teach the social and interpersonal skills which empower students and enhance learning outcomes.

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.

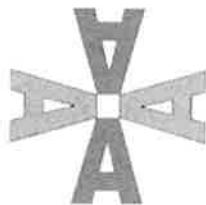
All staff are required to follow the PBLA agreed system of behaviour management when dealing with classroom and playground issues. Posters are provided to staff, which define the school-wide Positive Behaviour for Learning Expectations for different areas in the school grounds, definitions of, and procedures to respond to, Minor and Major behaviours and a Behaviour Management flowchart. This provides us with a predictable learning environment where staff and students know what is expected and practices can be sustained over time.

Our school community has identified the following rules/expectations for behaviour to teach and promote our high standards of responsible behaviour.

## PBLA Expectations

The expectations are referred to as the 4A's:

- Always Learning
- Always Present
- Always Safe
- Always Respectful

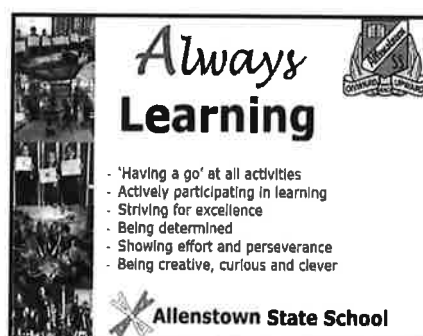
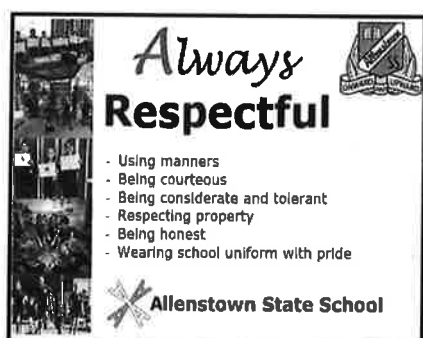
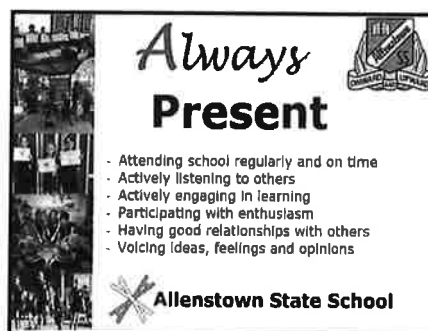
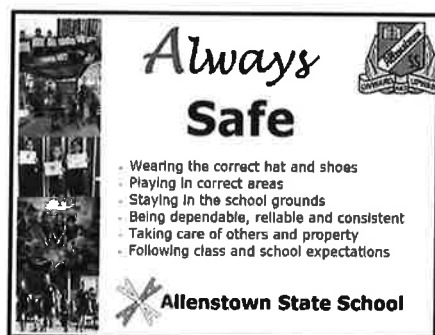


<https://behaviour.education.qld.gov>

These posters are prominently displayed throughout the school as visual reminders to all members of our school community of our shared expectations and standards of behaviour.

All incidents that occur can be related back to one or more of Allenstown State School's 4As of Always **Respectful**, Always **Safe**, Always **Present** and Always **Learning**.



Classroom and school rewards also reflect each of the 4As with the ongoing efforts of individuals and groups of students acknowledged on Assembly each week.





A set of behavioural expectations in specific settings has been attached to each of our four school rules. The School wide Expectations Teaching Matrix below, outlines our agreed rules and specific behavioural expectations in all school settings.

Below are examples of what these PBLA expectations look like for students across the school. Each classroom has their own set of posters to help students and visitors understand the expectations and meet the standards we hold for everyone at Allenstown State School.

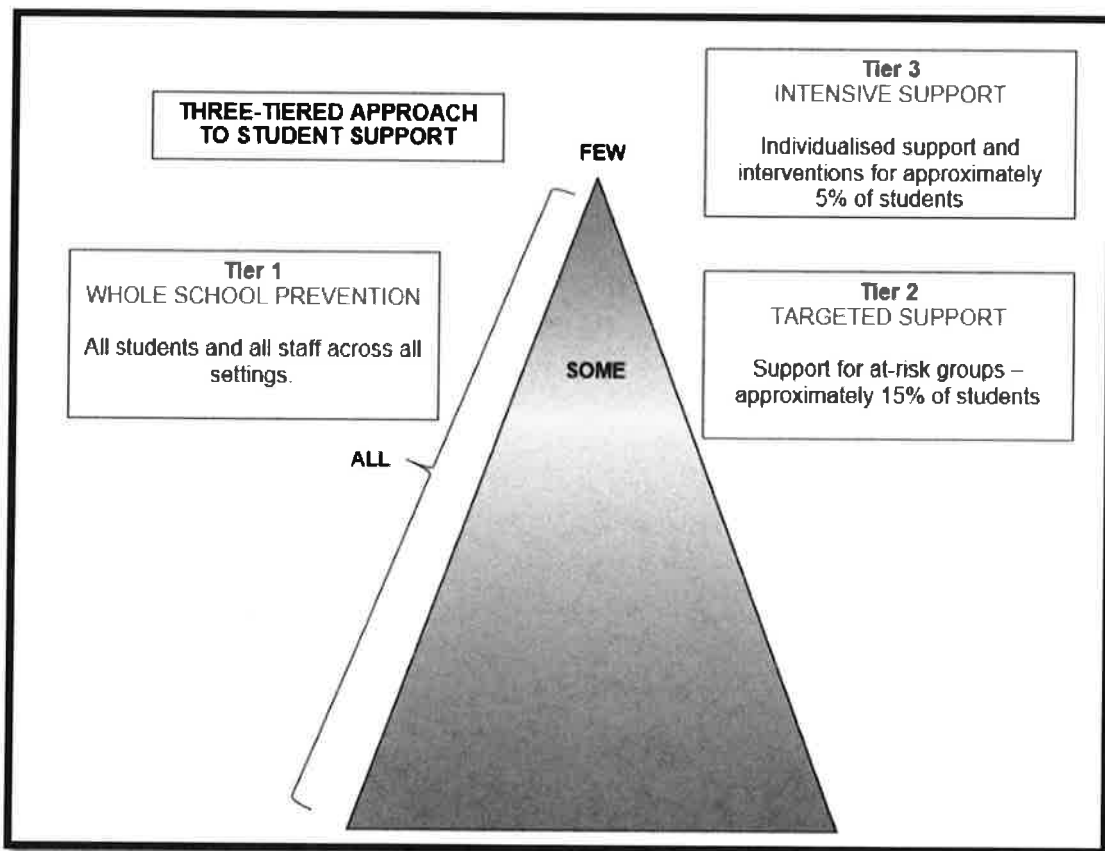
<div style="display: flex; justify-content: space-between; align-items: center;">  <h2 style="margin: 0;">School-Wide Positive Behaviour Support Expectations</h2>  </div>				
Setting	Always Respectful	Always Present	Always Learning	Always Safe
<b>All Settings</b>	I wear the school uniform correctly and with pride  I label my school belongings  I use good manners and appropriate language  I show courtesy and considerations to everyone	I try my best to participate in school activities  I manage my time effectively and well  I watch out for others	I follow classroom and school routines  I know I need to move quietly around the school during class time  I learn protective behaviours	I interact safely within my environment and I know that sticks, stones, rocks etc must stay on the ground  I walk around the school  I listen to my body cues to keep me from harm or danger  I follow the school's lockdown and fire drill procedures I go to the office at 3:00pm if I am not picked up by an adult
<b>Before and After School</b>	I put my tuckshop in before first bell  I speak in a polite way to parents and volunteers	I wait quietly in line for my turn  I wait in my appropriate areas, behaving responsibly  I sit quietly in the CPA between 8:00am and 8:35am	I speak nicely to my friends  I know to use the morning time to prepare for the school day	I leave for home immediately I stay in the correct areas  I walk my bike, skateboard, scooter through school grounds  I remain in school grounds I remain in the student area, sitting sensibly
<b>School Office</b>	I wait my turn quietly  I use my manners  I have a valid reason to be there. I move around the school in an orderly and quiet manner	I use the correct entry  I listen to messages and announcements  I stay away from verandahs and port racks at lunch times	I know that the office is a work space for adults  I know I only touch my own property  I know my bag belongs in the port racks  I understand the need for safe, sensible, movement around the school	I put my bag in the right place  I keep walk ways clear  I walk quietly and quickly
<b>Walkways, Verandas, Port Racks, Corridors</b>	I keep these areas free of litter  I am mindful of others in these areas	I play in designated areas only	I always try my best  I have the equipment I need for my learning  I actively listen and am organised and ready to learn  I encourage my classmates to do and be their best	I use classroom equipment in the way it is meant to be used  I show self-control
<b>Classrooms (including Computer Labs, Library etc)</b>	I am considerate of other students' right to learn  I use good manners when speaking and listening to all adults and students  I take care of learning equipment in the learning space	I attend school on time  I concentrate on my learning  I come to class prepared	I know that I need to protect myself from the sun and wear a hat  I am aware of my play options I know about healthy eating  I understand that healthy food gives me energy and helps me with my learning	I am sun safe → hat, sunscreen, closed-in shoes  I am a good sport  I keep my hands and feet to myself
<b>Play Areas</b>	I respond politely to adults' requests  I return equipment  I speak politely to all students  I take care of school property	I am considerate of others around me and my surroundings  I share the space	I am eager to learn and follow the rules of games	I am sun safe → hat, sunscreen, closed-in shoes  I am a good sport  I keep my hands and feet to myself
<b>Eating Time</b>	I use my manners  I talk quietly  I listen to the person on duty  I keep my area clean	I sit in my eating area during eating time  I ask permission to put rubbish in the bin, have a drink, go to the toilet or leave the school	I am aware of my play options I know about healthy eating  I understand that healthy food gives me energy and helps me with my learning	I sit still and eat  I eat my food ONLY  I wait quietly to be released
<b>Toilets</b>	I put my rubbish in the bin I recognise other people's privacy  I keep the area clean and tidy  I use toilet paper, soap, paper towel properly and use the items in the toilets responsibly	I understand that the toilets are not a play area	I am water-wise  I know how germs are spread	I report damage or problems  I use the toilet responsibly  I wash my hands after using the toilet

## Tiers of Support

Allenstown State School uses tiered systems of support as the foundation for our integrated approach to learning and behaviour.

This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.



### TIER 1 'UNIVERSAL' SUPPORTS

Tier 1 'differentiated and explicit teaching for all students' or school-wide interventions are the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings – whole school, classroom and non-classroom settings. (<https://behaviour.education.qld.gov.au>)

All areas of Allenstown State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

It is expected that every teacher will teach the Explicit Positive Behaviour lessons that align to the 'Allenstown State School Rules and Expectations Matrix'. Content and activities are to be revisited daily over the week for the rule that is being focused on that week. This lesson is to be taught on Friday morning after parade. Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback when engaging in expected school behaviour.

These expectations are communicated to students via a number of strategies, including:

- behaviour lessons conducted by classroom teachers;
- reinforcement of learning from behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.

Expected behaviours and routines are explicitly taught and reinforced and will include:

- readiness to begin the day (bags, diaries, reading timetable, lining up etc.)
- cues for listening and following instructions
- moving around the school (between specialist classes, in and out from recess)
- working in groups
- working individually
- rewards for behaviour
- importance of PBLA Expectations
- end of day exit expectations
- concepts from You Can Do It/Program Achieve, Zones of Regulation
- specific behaviours as identified by data

Explicitly teaching routines and expected behaviours at the beginning of the year and each term frees the teacher to teach and students are clear about what is expected of them. Students are empowered through knowing and understanding precisely what is expected of them. Positive student behaviour is strongly encouraged by an established whole school positive behaviour acknowledgement system.

## TIER 2 'TARGETED' INTERVENTIONS

Some students (10-15%) may need additional support and instruction for their learning. Targeted interventions, support and instruction build upon what has been taught to students in Tier 1. The focus of Tier 2 is on staff intervening early to support their students.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 provides additional support, instruction and feedback that will help students to effectively engage in learning.

Supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning at Allies (PBLA) expectations.

The types of interventions offered at this level will vary according to the needs of each school's student body, but some of the key features may include:

- increasing communication between home and school,
- collecting and using data for decision making,
- monitoring the progress of students,
- increasing structure and predictability and
- increasing opportunities for feedback.

## TIER 3 'INTENSIVE' INTERVENTIONS

Individualised intensive supports may be needed for students who have experienced academic and behavioural difficulties over an extended period of time. A few students (1-5%) may need more intensive support and instruction. The behaviour is of such frequency and intensity that there is a distinct risk of major disruption to learning in the classroom, learning disengagement and/or serious injury to the student or to others. This may involve highly individualised interventions to support a tailored learning program.

The focus of Tier 3 is to reduce the intensity and severity of challenging behaviours. Tier 3 interventions are built upon the foundations of strong universal support.

The types of interventions offered at this level will vary according to the individual student needs but some of the key features may include:

- team based functional behavioural assessment
- linking academic and behavioural performance
- personalised interventions that focus on prevention
- intensive instruction and support to reduce the frequency of behaviour
- strategies for enhancing specific feedback
- the effective use of consequences
- use of data for decision making

## **Consideration of Individual Circumstances**

Staff at Allenstown State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. Access to teaching, learning and assessment is equitable when individual barriers are recognised, planned for and removed.

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[ren]. 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 or deputy principal to discuss the matter.

## Differentiated and Explicit Teaching

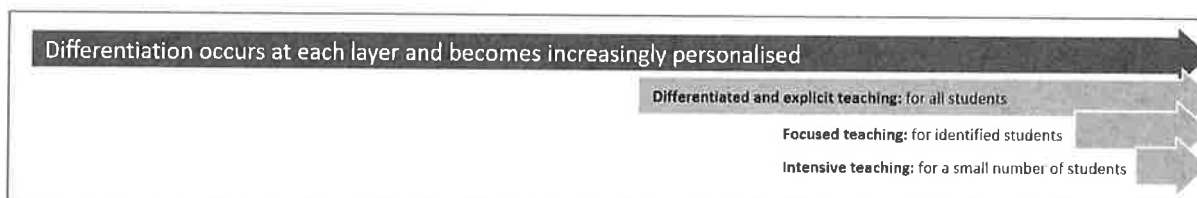
Allenstown State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Teachers continuously teach and reinforce expected behaviours, provide feedback and correction, and provide further opportunities to practise these behaviours.

A whole school approach to curriculum provision, using a continuum of support, caters for the learning needs of all students. This includes those in need of learning support or behaviour support; those who have educational support needs arising from disability; those who are gifted and talented; and those learning English as an additional language or dialect (EAL/D), or a combination of these. Cultural and linguistic background and socio-economic status contribute to the diversity and complexity of student learning needs.

Teachers at Allenstown State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to learning as well as 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.

At Allenstown State School, we respond to the diverse learning needs of our students by identifying differentiated teaching and learning in all three levels of planning. This ensures every student is supported to access and participate in the curriculum.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the tiered approach discussed earlier in the PBLA Expectations section. For example, in our PBLA framework, Tier 1 is Universal Supports, i.e. differentiated and explicit teaching for all students, Tier 2 is targeted teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBLA Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The 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.

The first step in facilitating standards of positive behaviour is communicating these standards to all students.

At Allenstown State School, we do this by:

- communicating behavioural expectations aligned with the 4As to the school community
- explicitly teaching the expectations and procedures for school-wide and classroom settings

These concepts, expectations and procedures are communicated to students via a number of strategies, including:

- modelling of positive behaviours
- behaviour lessons conducted by classroom teachers
- reinforcement of learning from behaviour lessons on School Assemblies
- active supervision by staff during classroom and non-classroom activities
- visual reminders of rules and positive behaviours
- personal development, health and social concepts embedded in our school's Curriculum Plan.

Teachers continuously reinforce expected behaviours, provide feedback and correction, and provide further opportunities for practice.

At Allenstown State School, all staff are to utilise the '10 Essential Skills for Classroom Management' to refocus students on learning and achieving.

Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgement	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

## Focused Teaching

Focused teaching of the Australian Curriculum at Allenstown SS for groups and individuals is planned in response to formative assessment. It includes teaching understandings and/or skills from particular content descriptions through effective pedagogical practices that address barriers to learning.

This may include:

- varying the pace of teaching and learning
- activating prior knowledge by making explicit connections to new learning
- adjusting the literacy and language demands
- providing a variety of instructional methods
- scaffolding tasks

Focused teaching also involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Some students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject. Focused teaching, aligned to the PBLA Expectations Matrix, provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Allenstown State School support staff and class/specialist teachers have access to three evidence-based programs to assist in delivering focused teaching to students who need more support to meet expectations and to address specific skill development:

- **'Zones of Regulation** – a Curriculum Designed to Foster Self-Regulation and Emotional Control'
- **'You Can Do It'/'Program Achieve'** – A social emotional program that teaches confidence, persistence, organisation, getting along and resilience.
- **'Super Flex'** – a Superhero Social Thinking Curriculum to teach social awareness and self-regulation

Following planned focused teaching, student progress is monitored by the classroom teacher/s to identify those who:

- require ongoing focused teaching
- no longer require focused teaching as their learning needs are currently met by differentiated and explicit teaching
- require intensive teaching



## Intensive Teaching

Allenstown State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that these students need comprehensive systems of support. Where appropriate, support is enlisted from outside sources along with the continued refinement and evaluation of school support processes.

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge. Intensive teaching for individual students is provided in response to the observation and analysis of data, both behavioural and academic, and addresses specific understandings and skills.

Explicitly teaching understandings and skills may include:

- developing personal and specific learning or behavioural goals
- closer teacher involvement and collaboration with support staff
- close monitoring through observation and careful analysis of student responses
- use of additional resources, assistive technology or alternative pedagogies

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

Staff at Allenstown State School use data-based decision making to rapidly support these students. Interventions focus on creating and implementing individualised behaviour support plans that are based upon the school-wide expectations. Intervention action teams are formed when needed, to coordinate planning and progress monitoring, communicate and collaborate with families and carers, use data to monitor and evaluate student progress and overall program effectiveness and to liaise with other service providers where necessary.

These supports are based on the underlying reasons for a student's behaviour and include strategies to:

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

These supports may also include:

- Referral to Anglicare, EVOLVE, Relationships Australia, PCYC
- Referral to the CQ University Psychology Wellness Centre
- Access outside agencies such as Child Youth Mental Health Service, paediatrician or their General Practitioner.
- Consultation with appropriate Advisory Visiting Teachers (AVTs)
- Consultation with Dept. of Child Safety.
- Case management of students by school staff to include SEP staff, Principal, DP, chaplain, GO.

Focused and intensive teaching acknowledges that all students can learn successfully and achieve when given appropriate learning opportunities and the necessary support.

### **Student Wellbeing and Support Network**

Research has consistently demonstrated the relationship between effective classroom management, academic achievement, and teacher and student wellbeing. Students learn best in orderly environments with clear expectations in place, and where all students feel valued.

Allenstown SS offers a range of programs and services to support the wellbeing of students in our school. Our guidance officer is available on Mondays, Tuesdays and Fridays. Support offered by our guidance officer includes providing advice and counselling on educational, behavioural, personal, social, family and mental health and wellbeing issues. In addition, we also have a school 'Adopt-a-cop' who promotes positive relationships between the school community and police. Our school chaplain is available to provide emotional support on Mondays and Wednesdays to assist helping students with better ways to deal with issues ranging from family breakdown and loneliness, depression and anxiety. Breakfast Club/Toast is supplied daily and is available for all students.

At Allenstown SS, we use a wrap-around approach for students involving parents, school support services, health professionals and other agencies. Students are supported through positive reinforcement and a system of universal, targeted and intensive behaviour support by:

- Principal/Deputy Principal
- Parents
- Teachers
- Support staff/ Administration staff
- Guidance Officer/School Chaplain
- Advisory Visiting Teachers
- Positive Learning Centre staff
- Head of Special Education Services
- Head of Department-Curriculum
- School Adopt-a-Cop

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre.

We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Some additional programs, which may be implemented depending on the availability of resources, are The 'Enrich Cooking Program' integrating social skills, good nutrition habits, budgeting and independence. Lunchtime activities to foster friendships in a supportive environment include sewing, arts and crafts, Lego and construction activities. School Camps are held in Years 5 and 6, which build and develop leadership and team building skills.

Every student at Allenstown State School has a Positive Behaviour Reward Record system. (This is standard throughout the school but may be presented to students in a variety of formats) Classroom and school rewards also reflect each of the 4As with the ongoing efforts of individuals and groups of students acknowledged on Assembly each week.

As part of our collective action with parents and the wider school community, we plan for opportunities to promote and celebrate traditions, values and cultures. We celebrate The Premiers Reading Challenge, Book Week, NAIDOC Week, and Bullying! No Way! Day, Reconciliation Week and Sorry Day and promote these events on Social Media and in the school's weekly newsletter. Indigenous Perspectives are included in our school's curriculum units. Culturally appropriate resources like 'Little J & Big Cuz' are used by teachers to assist students to learn about culture, community and country. The 'Smith Family' sponsors all year levels to attend the Life Education Program, which is a curriculum-based program empowering children to make safe and healthy lifestyle choices.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

## Curriculum and pedagogy

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

Respectful Relationships Education, along with the Health component of HPE is taught in each year level and supports student wellbeing. The Respectful Relationships Education Program is a strength-based approach, which supports schools to embed a culture that emphasises: developing and maintaining respectful relationships, respecting self, and gender equality. The Australian Curriculum: Health and Physical Education aims to develop the knowledge, skills and understanding to enable students to take positive action to protect, enhance and advocate for their own and others' health, wellbeing, safety and physical activity participation.

Helping students to feel connected and engaged in their learning, and collaborating effectively with parents/carers, will enable students to develop the social and emotional skills to grow into happy, respectful, well-balanced and successful members of our school and wider community. (*Student Wellbeing Hub*)

## Policies and expectations

### Specialised health needs

Allenstown SS works closely with parents to ensure students with specialised health needs, including specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

### Medications

Allenstown SS 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 administration team 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.

Allenstown State School maintains a minimum of one adrenaline auto-injector (Epi-pen) and asthma reliever/puffer, stored in the locked medication cabinet in the Administration building.

## **Mental health**

Allenstown SS implements early intervention measures 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.

## **Disciplinary Consequences**

The disciplinary consequences model used at Allenstown State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Supportive discipline is an important part of the work in our school to support students to meet behaviour expectations and involves preventative and responsive actions.

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 are also organised into a three-tiered approach, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## Differentiated

At Allentown State School, Class staff provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. They use evidence-based practices such as 'Essential Skills for Classroom Management' to promote focused and productive learning environments that encourage student responsibility for learning.

This may include:

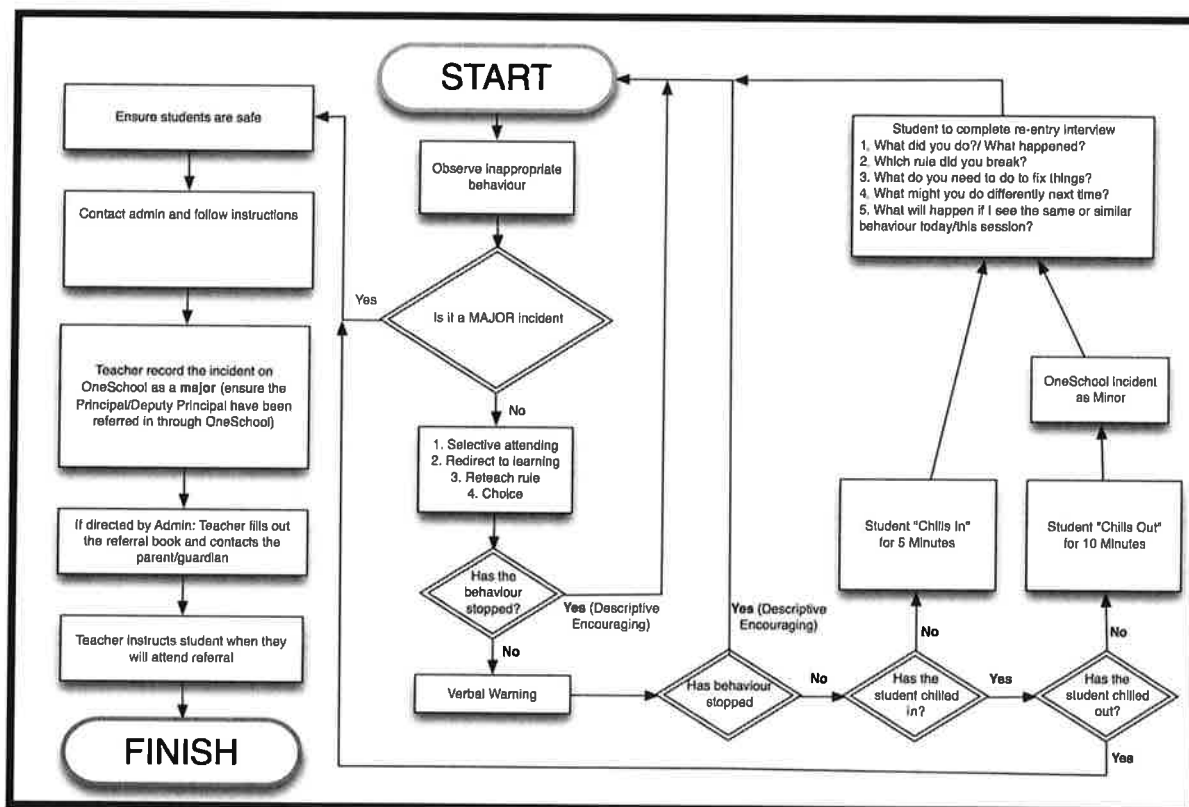
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Chill in Chill Out strategy
- 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)
- Referral
- Zones of Regulation tools
  - ❖ Take a break in a quiet place
  - ❖ Talk to a friend for help
  - ❖ Ask an adult for help
  - ❖ Draw a picture or read a book
  - ❖ Get a drink
  - ❖ Inner coach
  - ❖ Walk/movement break
  - ❖ Deep breaths
  - ❖ Size of problem
  - ❖ Fidget toy/stress ball

## Focused

The class teacher is supported by other school-based staff to address in-class problem behaviour.

This may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Referral – Lunchtime focused social skilling linked to remediating problem behaviour. Parent is contacted when this is arranged.
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Chill in Chill Out strategy - may be sufficient to calm a student and prevent further consequences
- Teacher coaching and debriefing
- Referral to Student Support 'BEES &/or MALT Team' for team based problem solving
- Stakeholder meeting with parents and external agencies



## **Intensive**

The School leadership team work collaboratively with the Guidance Officer and other specialists to address persistent or ongoing serious problem behaviour.

This may include:

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the



appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

## **Re-entry following suspension**

Students who are suspended from Allenstown State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s or carer/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

## **Arrangements**

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

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

## **Structure**

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

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

## **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such

as guidance officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies

Allenstown State School has tailored school discipline policies designed to ensure students, staff and visitors work co-operatively 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 Allenstown State School staff, students and visitors. The *Temporary Removal of Student Property by 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, deputy principal or Allenstown 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, Deputy Principal or Allenstown 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 Allenstown State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

### State School staff at Allenstown State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Allenstown State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Allenstown State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk

- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal, Deputy Principal or Allenstown State School staff that the property is available for collection.

### **Students of Allenstown State School**

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Allenstown State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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

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

The increased ownership of mobile phones and other personal technology devices, requires that school administrators, teachers, students and parents take steps to ensure that when used responsibly, the safety benefits that mobile phones provide young people is sustained. In consultation with the broader school community, Allenstown State School has determined that except in the times of genuine emergency, and unless the use of personal technology devices is a sanctioned part of the education program, mobile phone and other personal electronic devices will be restricted. This includes but is not limited to, mobile phones, handheld gaming devices, smart watches, SD cards, USBs, laptop computers, cameras and/or voice recording devices, and devices of a similar nature.

Allenstown State School has established the following Acceptable Use Policy for mobile phones that provides teachers, students and parents/carers guidelines and instructions for the appropriate use of mobile phones during school hours. In order for students to carry a mobile phone, students and their parents or carers must first read and understand the Acceptable Use Policy. The Acceptable Use Policy for mobile phones also applies to students during school excursions, camps and extra-curricular activities.

## Rationale

Allenstown State School accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also ever-increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing children with a mobile phone is a good measure against dangerous and emergency situations and gives parents' reassurance that they can speak with their child quickly at any time.

## Responsibility

It is the responsibility of students that bring mobile phones onto school premises to adhere the safety guidelines listed below.

The decision to provide a mobile phone to their children should be made by parents or guardians. Parents should be aware if their child takes a mobile phone onto school premises. Students permitted to have mobile phones and electronic devices are contingent upon parent/guardian permission in the form of a signed copy of this policy. Parents/guardians may revoke approval at any time.

## Acceptable Uses for students at Allenstown State School

- **All electronic devices and mobile phones are to be clearly marked with the student's name.**
- While on school premises and prior to handing in the mobile phone students should use soundless features such as text messaging, answering services, call diversion and vibration alert to receive important calls.
- **Students who bring electronic devices and mobile phones onto school premises are to hand them to the office as soon as they arrive at school.**
- At the end of the school day, students can collect devices and mobile phones from the office.

## Unacceptable Uses for students at Allenstown State School

- While on school premises mobile phone should **not be used to make calls**, send SMS messages, surf the internet, take photos or any other applications.
- During the school day (i.e. 8:45am to 2:45pm), personal technology devices and mobile phones are **not to be in possession** of students, either on their person, in their desk or in their school bag.

## Inappropriate Conduct for students at Allenstown State School

- Mobile phones and electronic devices should not be used in any manner or place that is disruptive to the normal routine of the school.
- Students found to have mobile phones and electronic devices not handed into the office during the school day will have the item confiscated. The item will be available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

- Students who have a personal technology device confiscated more than once will only have the item returned in the presence of a parent.
- Recording of events in class is not permitted unless express consent is provided by the class teacher.
- Students must not record images where the recording would be considered inappropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
- Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.
- Where consent is obtained for recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
- Students with mobile phones or devices may not engage in using vulgar, derogatory, or obscene language, personal attacks, harass another person or post private information about another person. The sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking and will be subject to disciplinary action and potentially police investigation.
- Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.
- A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy and may be subject to disciplinary actions in line with this user agreement or the Student Code of Conduct.
- In circumstances where devices have been used to capture and distribute images of violence, malice, etc. and the images have been uploaded to a website, steps will be taken to seek removal of the material from the website. Where footage or images have been distributed electronically, via Bluetooth functionality or in hard copy, once aware and where possible, action will be taken to stop distribution.

### **Theft or Damage of personal devices** at Allenstown State School

- Mobile phones and other electronic equipment are used at their owners' risk.
- The school accepts no responsibility for students who have their mobile phones stolen while travelling to and from school.
- No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.
- Mobile phones which are found in the school and whose owner cannot be located should be handed to front office reception.
- It is recommended that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones. Students must keep their password/pin numbers confidential. Mobile phones and/or passwords may not be shared.

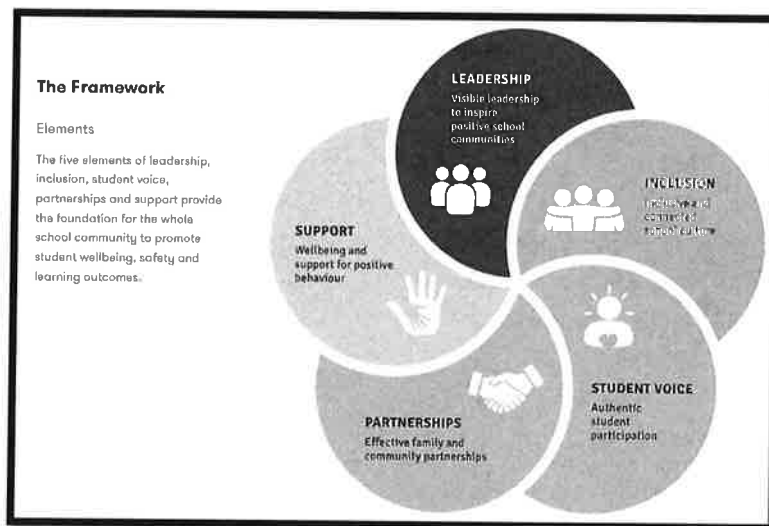
### **Special Circumstances Arrangement** for students at Allenstown SS

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

## Preventing and responding to bullying

Allenstown State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school. The framework is based on evidence that demonstrates the strong association between safety, wellbeing and learning.

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/carers 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. Learner voice

Learners 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 the learning, safety and wellbeing of learners.

### 5. Support

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

Key Contacts for students and parents to report bullying:

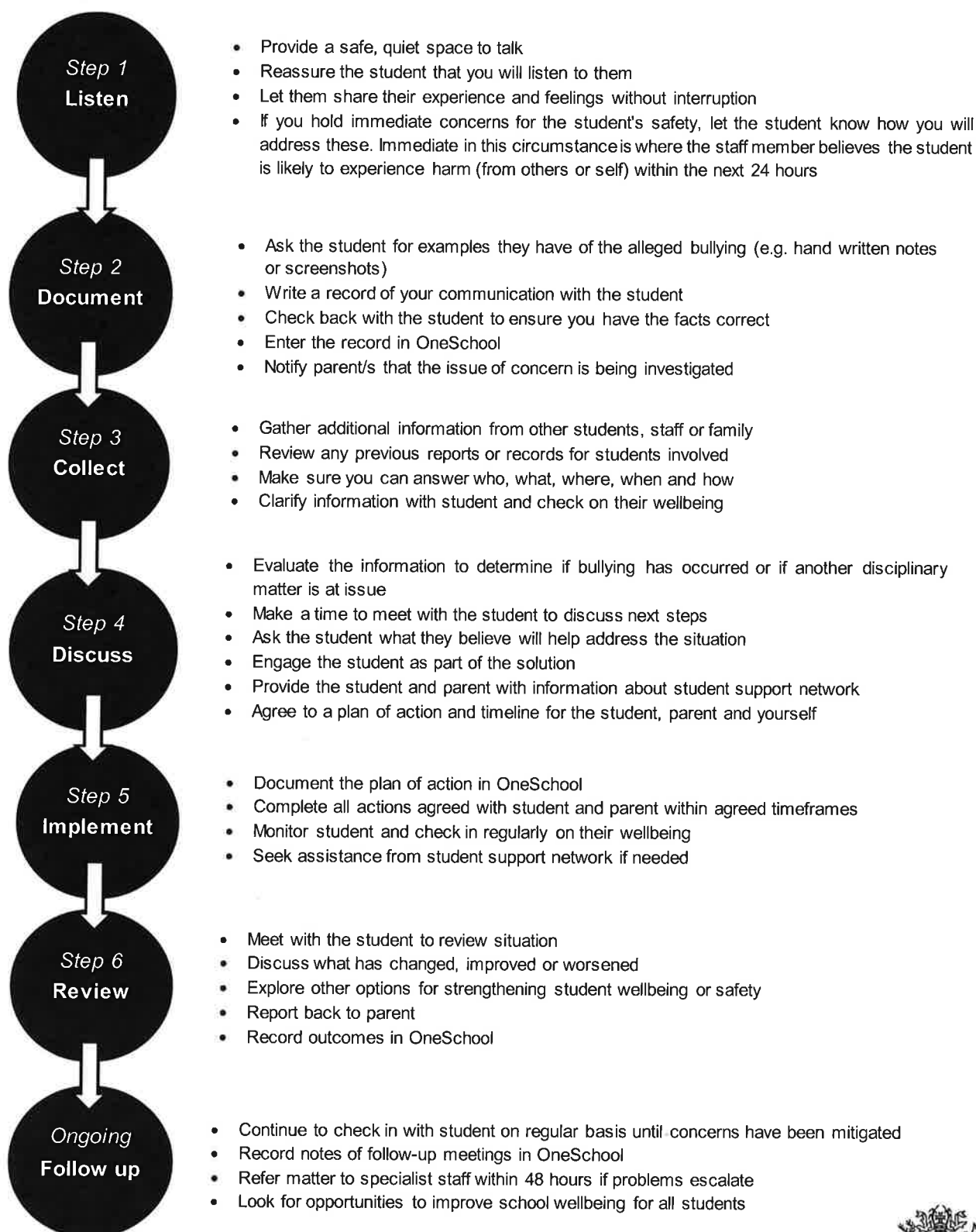
- Class Teachers (Prep to Year 6)
- Principal
- Deputy Principal
- Head of Special Education Services
- Guidance Officer

The following flowchart explains the actions Allenstown State School teachers and staff 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/staff who receive the bullying complaint and their assessment of immediate risk to student/s.

## Bullying Response Flowchart

Please note that these timelines may be adjusted depending on the unique circumstances and risks associated with each situation. This is at the professional judgment of the staff involved.



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher 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 Allenstown State School may face in-school disciplinary action, such as referral or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying, which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

## Cyberbullying response flowchart for school staff

### How to manage online incidents that impact your school

#### Student protection

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

#### Explicit images

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

#### Report

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

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

**YES OR NO**

#### 1. Initiate an incident response

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

#### 2. Collect evidence

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

#### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

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

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

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

**YES**

**NO**

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

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

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

#### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

#### 5. Managing student behaviour

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

- |   |    |   |
|---|----|---|
| <ul style="list-style-type: none"> <li>• take statutory disciplinary action to address cyberbullying:                             <ul style="list-style-type: none"> <li>– that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);</li> <li>– 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;</li> </ul> </li> </ul> | OR | <ul style="list-style-type: none"> <li>• use non-statutory options to deal with the matter, for example:                             <ul style="list-style-type: none"> <li>– discussion with student's parents;</li> <li>– student mediation;</li> <li>– apology;</li> <li>– ICT / mobile technology ban;</li> <li>– guidance referral.</li> </ul> </li> </ul> |
|---|----|---|

#### 6. Student welfare

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

#### 7. Recording the incident on OneSchool

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

## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

## Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Wellbeing and Support 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 Allenstown State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy.

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include 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 is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Restrictive Practices

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

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

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

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

There are six fundamental principles:

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

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

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

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

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



## Critical Incidents

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

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

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

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

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

## Related Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Allenstown State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

**The Department of Education may not proceed with your complaint if your conduct is unreasonable.**

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

**1. Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

**2. Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department.

These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.

complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.