Springwood State High School

Student
Code of Conduct
2021-2024

Contents

Purpose

Springwood State High School is committed to empowering our students for life long success through 21st Century Teaching and Learning within a culture of care. Springwood State High School's strategic plan to achieve excellence is conceptualised in 'Our House' which is underpinned by the pillars of *Our Culture, Our Learning, Our Students and Our Pathways*. We recognise that a safe, respectful and disciplined learning environment for all students, staff, parents and visitors is imperative for the wellbeing and successful implementation of 'Our House'.

The Springwood State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community. This will provide our students with the best opportunities to meet the highest expectations and ensure learning and teaching in our school is the utmost priority. As a result, all students will be able to experience success, achieve their best outcomes, and staff enjoy a safe and positive workplace.

Contact Information

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Endorsement

Principal Name:	Melanie Harth
Principal Signature:	
Date:	

P/C President and-or School Council Chair Name:	Katrina Arch
P/C President and-or School Council Chair Signature:	
Date:	

Learning and Behaviour Statement

Springwood State High School staff are committed to delivering high quality education outcomes for every student. Our staff understand that behaviour choices underpin learning choices and outcomes. The first step in continuing to maintain a positive and productive learning and teaching environment is to explicitly communicate and teach positive behaviour standards to all students.

Springwood State High School uses a set of proactive and supportive strategies to assist all students to exhibit positive and productive behaviours and engage effectively in learning. This is informed by Springwood State High School's pedagogical framework based on PBL, the Art and Science of Teaching, Deep Learning, and the Essential Skills for Classroom Management. At Springwood State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate in all school-related contexts. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, designed to prevent problem behaviour, and providing a framework for responding to unacceptable behaviour.

Engaging Curriculum and Effective Teaching
Engaging curriculum, inclusive practices and effective teaching are the starting point of our behaviour support strategies. These are achieved through the implementation of the whole-school pedagogical framework: The Art and Science of Teaching, Deep Learning and the curriculum assessment and reporting plan. Classroom teachers are supported in these endeavours through:

- Implementation of the Art and Science of Teaching framework and Deep Learning.
- Participation in professional learning teams (PLT) supporting the development of a consistent teaching and learning framework.
- Student Code of Conduct staff induction.
- Ongoing professional development.
- Support provided by the junior and senior school behaviour support teams consisting of House Leaders, Junior and Senior school Heads of Department and Deputy Principals.
- Open and informed communication.
- Consistent application of an effective Code of Conduct.

Multi-Tiered Systems of Support

Springwood State High School uses multi-tiered systems of support as a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, Springwood State High School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • teaching behaviours in the setting they will be used. • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them. • consultation with the school community on their perspectives of school climate, instruction, reinforcement, and discipline so improvements can continue to be made.
2	**Some students** (10-15%) Targeted instruction and supports for some students are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain. • variations within each intervention are limited. • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	**Few students** (2-5%) Individualised instruction and support for a smaller number of students who require the most intensive support available at a school level. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour. • TEACH the student an acceptable replacement behaviour. • REINFORCE the student's use of the replacement behaviour.

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- MINIMISE the payoff for problem behaviour.

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

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

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

Springwood State High School considers the individual circumstances of students when applying support and consequences by:
- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or needs.

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 consequences 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. The school community 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 parents/guardians 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 relevant Junior or Senior School Deputy Principal, or Principal to discuss the matter.

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Student Wellbeing and Support Network

Teachers at Springwood State High School and the school community play a vital role in supporting the mental health and wellbeing of all students. Our school provides an environment in which all students can feel safe, supported, included and respected. The wellbeing of students are intricately linked to a positive school culture underpinned by preventative and intervention programs that aim to support students with social, emotional and mental health difficulties. We have a student wellbeing team that include a Guidance Officer, Chaplain, School Based Youth Health Nurse and Engagement Officers.

The wellbeing team is a key point of contact for supporting students with mental health difficulties or students at risk of harm. Internal referrals are supported by the Guidance Officer, Chaplain, School Based Youth Health Nurse. The school utilise various online and local support agencies for students with mild to severe mental health issues from time to time or students that require immediate medical intervention. Based on the individual needs of each student, the school may utilise external support agencies in collaboration with families and relevant stakeholders.

The following are support staff that support to nurture the mental health and wellbeing of students at Springwood State High School. Student wellbeing and support can include one or more of the following people:

Position	Description	Location
Guidance Officer (GO)	Provides a counselling service designed to help students meet their personal, academic and social potential. Areas of assistance can include careers advice, personal and educational concerns, and mental health issues. The Guidance Officer is available to support students and the parent community. Appointments can be made through the office.	Students Services Hub (H Block)
Chaplain	Provides social, emotional and spiritual support to students, parents/caregivers and staff. This includes extra-curricular activities, community development, mentoring and role modelling, AND education support. The Chaplain will refer complex issues onto other professionals and specialists. Appointments with the Chaplain can be made through the office or directly with the Chaplain.	Students Services Hub (H Block)
School Based Youth Health Nurse (SBYHN)	Supports individual school communities. This is a confidential service where students, staff and the parent community can discuss general health, smoking, alcohol and drug use, personal and family problems, relationships, puberty, nutrition, exercise and receive referral to external agencies for additional support. Appointments for the School Based Health Nurse can be made through the office or directly with the nurse.	Students Services Hub (H Block)
Industry Liaison Officer (ILO)	Works with senior students to source alternative pathways such as TAFE, School Based Apprenticeship and Traineeships. Liaises with students at risk of disengaging from education.	Students Services Hub (K Block)
Engagement Officer	Tracks and reports on student's attendance. Works closely with staff to ensure student attendance meets the requirements of Compulsory Attendance and Compulsory Phase of Education.	Students Services Hub (H Block)
House Leaders	Work with students to assist with any issues that arise and can refer the student or parent onto the appropriate person. House Leaders can also liaise with parents and staff to support students	Students Services Hub (H Block)
Heads of Department (HODs)	Oversee and consult with staff and students on all matters related to school curriculum and assessment.	Every Learning Block

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Whole School Approach to Discipline

Springwood SHS Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three core values of Co-operation, Industry and Respect.

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

Co-operation
- Listen to fellow students' questions in class.
- Put rubbish in the bins provided.
- Use appropriate language at school.
- Keep your personal digital device/s in school bags while at school.

Industry
- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions.
- Ask for help when needed.
- Look for opportunities to help others.
- Encourage fellow students to do their best.

Respect
- Do your own work.
- Learn from your mistakes.
- Hand in items found to the teacher.
- Be honest.
- Say "please" and "thank you".
- Stick up for someone who needs it.
- Give someone a compliment.
- Respect others' space and belongings.

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

Co-operation

What we expect to see from you	*What you can expect from us*
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Industry

What we expect to see from you	*What you can expect from us*
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.

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Respect

What we expect to see from you	What you can expect from us
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Positive Behaviour for Learning

Springwood State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes.
- ensure that only evidence-based practices are used correctly by teachers to support students.
- continually support staff members to maintain consistent school and classroom improvement practices.

At Springwood State High School, we believe in creating and maintaining a supportive and safe learning environment for all students. As part of this, discipline is about more than punishment or consequences. It is our belief that student behaviour is a critical part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to educate and re-teach.

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

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

Differentiated and Explicit Teaching

Springwood State High School is committed to ensuring a safe, supportive, and positive environment for all students. In order to maintain this learning environment and culture, we need to also maintain a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Springwood State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a

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variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
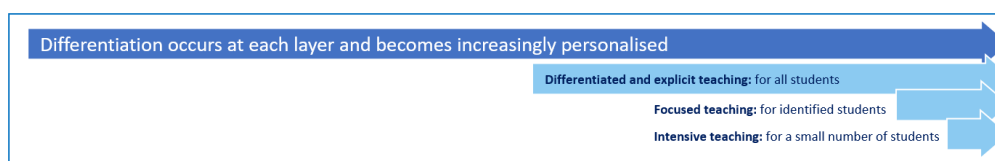
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Exemplar State College to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support.
- require ongoing focussed teaching.
- require intensive teaching.

Springwood State High School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

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acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Legislative Delegations

Legislation

In this section of the Springwood State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school".

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

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Disciplinary Consequences

The disciplinary consequences model used at Springwood State High School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

The following tables are examples of problem behaviours categorised as Minor or Major.

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Government

MINOR	MAJOR
Cooperation	

• Minor physical contact (e.g. pushing, cuddling etc.)
• Inappropriate use of equipment or facilities including tampering with IT equipment
• Throwing objects
• Loitering in toilets
• Running on concrete
• Riding a bike on school grounds
• Non-compliance with school expectations/routine (e.g. Policies such as BYOD, IT use, Digital Devices and Accessories Policy, Uniform and Appearance Code, etc.)
• Possession of an aerosol can such as deodorant
• Consuming energy drinks on school grounds
	• Riding a scooter or skateboard on school grounds
	• Throwing object/s with the intent to harm, or which results in the injury of another person
	• Serious physical aggression
	• Fighting, violence or assault
	• Recording and/or distributing a recording of others without permission or conduct that is not consistent with school expectations, including fights
	• Receiving food delivered to school from a delivery service, or from a family member without following school protocols
	• Use of an aerosol can such as deodorant on school grounds
	• Non-compliance with workplace health and safety requirements (e.g. footwear, etc.)
	• Possession, distribution, sale, purchase and/or use of:
	  » drugs
	  » alcohol
	  » illicit substances
	  » cigarettes/e-cigarettes/vaping devices
	  » tobacco and nicotine products; or
	  » any related paraphernalia
	• Possession, distribution, sale, purchase and/or use of a weapon or incendiary device:
	  » A weapon includes knives and any other item/s which could be considered or used as a weapon at school
	• The conduct of the student, including conduct occurring outside of school grounds and outside of school hours that adversely affects, or is likely to adversely affect:
	  » other students
	  » the good order and management of the school
	• The student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or staff of the school

Industry	

• Refusing to engage with set tasks
• Late to class without permission
• Not bringing the required equipment to class Homework not completed
• Leaving class without permission
• Minor non-compliance
• Unco-operative behaviour
• Minor dishonesty
• Academic misconduct during the drafting phase, such as:
  » plagiarism
• Non-compliance with the Whole School Assessment Policy at the drafting phase.x
	• Leaving class (out of sight) or school without permission
	• Repeated refusal to participate in, or comply with, the program of instruction
	• Repeated lateness to class without permission
	• Absenteeism greater than 25%
	• Major dishonesty
	• Academic misconduct
	  » plagiarism in submitted assessment
	  » deliberate misconduct in test/exam environment (includes failure to follow stated guidelines, deliberately tampering with equipment such as clocks and computers)
	  » possession of stated banned devices in test environment
	• Non-compliance with the Whole School Assessment Policy at assessment due date.

	• Digital devices, including mobile phones, or accessories seen or used on school grounds during school time (refer to Digital Devices and Accessories Policy) • Inappropriate use of personal technology devices or social networking sites, including outside of school hours, which adversely or is likely to adversely affect the good order and management of the school

Queensland Government

MINOR	MAJOR

Respect • Refusal to comply with an instruction from staff
• Inappropriate language (written/verbal)
• Calling out
• Disrespectful tone
• Initial failure to respond to staff request or instruction
• Leaving seat without permission in class
• Petty theft
• Lack of care for the environment
• Touching a staff member's possession/s
• Minor disruption to learning
• Minor defiance
• Behaviours that could lead to bullying/harassment
• Eating in class
• Drinking anything other than water in class
• Chewing gum at school
• Littering
	• Persistent:
	  » non-compliance with school expectations / routines; or
	  » disruption to learning; or
	  » disobedience
	• Offensive language / gestures
	• Aggressive or intimidating behaviour and / or language
	• Verbal abuse / directed profanity at staff or visitors
	• Any act intended to assault, threaten or intimidate a staff member.
	• Any act with intent or outcome of causing injury or harm to others
	• Stealing / major theft
	• Possession of, or dealing in, stolen property
	• Wilful and/or significant damage of property
	• Damaging school IT equipment
	• Vandalism
	• Behaviour or act/s relating to sexual content or nature
	• Bullying / cyberbullying / harassment
	• Abusive, racist, sexist language or behaviour, or discrimination
	• Major disruption to class
	• Blatant disrespect
	• Major defiance and/or wilful disobedience
	• Inciting others to behave inappropriately

*Note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

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Any of the possible consequences below could be applied to the possible problem behaviours listed in the table above. Students are responsible for their behaviours. As a result, where possible and appropriate, the preferred behaviour consequences will be based upon restorative practices such as restorative consequences, conversations, or reflection time. Springwood State High School takes into account the factors outlined in the Consideration of Individual Circumstances Section before applying consequences.

Possible Consequences
Universal (All Students)

- Targeted use of Free & Frequent Rewards
- Non-verbal & visual cues
- Expectations clearly defined at the beginning of lesson/activity
- Whole class practicing routines
- Corrective feedback
- Value reminders
- Explicit behavioural instructions
- Redirection to the learning
- Chunking of tasks into smaller, more easily managed sections
- Model appropriate language, problem solving and verbalise thinking process
- Provide examples and non-examples of expected behaviour
- Private discussion with student about values and expected behaviour
- Warning of more serious consequences
- Seating plan
- Restorative conversation (student & teacher or student & student)
- Negotiated apology
- Acknowledgment of unacceptable behaviour (verbal and/or written)
- Completion of work in own time
- Natural consequence, relevant to behavioural breach
- Restorative Consequence
    » Complete set work
    » Reinforce understanding of school expectations, rules and policies
- Loss of break time
- Buddy Class
- Temporary removal of property which may require parents to collect from the office
- Temporary removal from activity
- Contact with parent/guardian

| **Focussed (10-15% of Students)** |

- Teacher/student formal meeting to establish behaviour focus
- Teacher/student mediation
- Restorative Reflection
    » Lunch-time reflection
    » After hours learning services
- Replace or incur cost for damaged/stolen property
- Withdrawal from activity
- Warning that repeated behaviour incidents may result in student not being permitted to participate in extra-curricular activities
- Restriction of access to notebook/computer use
- Peer mediation
- GO/School Nurse/outside counselling
- Interview with parent/guardian
- Attendance or Behaviour Improvement Plan in negotiation with parent/guardian
- Formal letters of warning to parents (includes Cancellation notifications, Attendance Enforcement process, Truancy)
- Counselling/mediation

| **Intensive (2-5% of Students)** |

- Stakeholder meeting with parents and external agencies including regional specialists
- Restrictions on extra-curricular activities
- Flexible learning options
- Alternative programs
- Alternative pathways
- Suspension/exclusion
- Enrolment cancellation

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This section of the Student Code of Conduct refers to some of the key school policies and procedures that assist with maintaining a safe and supportive learning environment at Springwood State High School.

It is important that all students, parents/guardians, staff and visitors are aware of the responsibilities outlined in the following policies:

- Temporary removal of student property
- Digital devices and accessories
- An Inclusive Teaching and Learning Environment
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

Springwood State High School is committed to providing a safe and supportive learning environment. On occasion, there may be a requirement for student property to be temporarily removed for the wellbeing and safety of all members of the school community. In this section of the Student Code of Conduct, there are specific information regarding the temporary removal of student property. The "Temporary removal of student property by school staff procedure" outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or 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; and
- the good management, administration and control of the school.

The Principal or 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 Springwood State High School and will be removed if found in a student's possession:

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

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

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

Responsibilities

Staff at Springwood State High School**:**
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- will seek consent from the student or parent, as 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;
- will, under emergency circumstances, where it is necessary, 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);
- will seek consent from the student or parent, as 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 Springwood State High School:
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Springwood State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

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

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Use of Digital Devices and accessories by students

Springwood State High School is explicitly focused on delivering the best outcomes for all students. This is achieved by setting the highest expectations specifically relating to Industry, Respect and Cooperation.

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 technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Bring Your Own Device (BYOD) responsibilities

Students are responsible for:
- Ensuring they have a working device (laptop or tablet) that meets the BYOD minimum specifications.
- Bringing their BYOD device to all classes.
- Using their BYOD device for:
  - assigned class work and assignments set by teachers;
  - developing appropriate literacy, communication and information skills;
  - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school;
  - conducting general research for school activities and projects;
  - communicating or collaborating with other students, teachers, parents or experts in relation to school work;
  - accessing online references such as dictionaries, libraries, etc.; and
  - researching and learning through the department's eLearning environment.
- Being courteous, considerate, and respectful of others when using BYO devices.
- Follow teacher directions regarding when and where BYO devices should be used.

Personal Digital Devices and Accessories

In consultation with the broader school community, Springwood State High School has determined that the use of mobile phones and other personal devices presents as an ongoing distraction from a focus on learning and meeting Springwood State High School's high expectations.

As a result, the broader school community has supported that personal digital devices must not be used without teacher permission and out of sight at all times during the school day (8.30am – 2.40pm).
  - This includes during break times.
  - This includes during Care, Parade, and on the way to class.
  - Out of sight does not include in top uniform pockets.

- Students are not to have earphones visible on the body.
- Students needing to use a phone during lessons for emergencies are to use the phones located in the Office.
- To support our Digital Device and Accessories Policy, if contact needs to be made between parent and child, it is required that parents make contact via the office on (07) 3380 6111.
- If a student requires access to their device for special circumstances, students are required to discuss the individual circumstances with the relevant Deputy Principal. Where appropriate, students will be provided a pass to have their device accessible.
- Infringements of the Digital Devices and Accessories Policy is any use of device/s at school.
- Students found to be using digital devices to cheat will incur consequences in line with the school's Student Code of Conduct.
- Repeated non-compliance with the Digital Device and Accessories Policy may result in further consequences in line with the school's Student Code of Conduct such as handing the device in at the beginning of the day, After School Detention, or Suspension.

Personal digital devices includes, but is not limited to, games devices (such as portable gaming devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone), mobile phones, iPods, Smart Watches, AirPods and devices of a similar nature.

It is unacceptable for students at Springwood State High School to:

- use a mobile phone during school hours.
- use a mobile phone or other digital devices in an unlawful manner.
- download, distribute or publish offensive messages or pictures.
- use obscene, inflammatory, racist, discriminatory or derogatory language.
- use language and/or threats of violence that may amount to bullying and/or harassment.
- insult, harass or attack others or use obscene or abusive language.
- deliberately waste printing and internet resources.
- damage computers, printers or network equipment.
- commit plagiarism or violate copyright laws.
- send chain letters or spam email (junk mail).
- knowingly download viruses or any other programs capable of breaching the department's network security.
- use a digital device (including those with Bluetooth functionality) to cheat during exams or assessments.
- use any digital devices in exams or during class assessment unless expressly permitted by school staff.

Under no circumstances will the school accept responsibility for the loss/damage of any personal items.

Breaches and persistent breaches of Personal Digital Devices and Accessories
Students who persist in the inappropriate use of a personal technology device may not be permitted to have the device at school for a period of time as deemed appropriate by the Principal.

One-off Breaches
Students who use their digital device and/or accessories during school time will be dealt with through the following process:
- o Student will be instructed to hand their device and/or accessory into the office.
- o Student will be issued a receipt from ID Attend to show to the relevant teacher as proof that the process has been followed.
- o This receipt is also used to collect the item at the end of the school day.
- o Parents will also be notified that the device and/or accessory has been handed into the office.
- o Refusal to follow teacher's instructions to hand in their digital at the office will lead to further consequences as per the school's Student Code of Conduct.

Persistent Breaches
Students who persistently use their digital device and/or accessories during school time, or persistently refuse to hand their phone into the office could experience the following consequences:

Step 1: A student who has been required to hand their phone into the office on three occasions during the school term, or a student who has refused to hand their phone into the office on two occasions, will be instructed to hand their phone into the office at the beginning of the day for a duration to be determined.

Step 2: A student who has been required to hand their phone in at the beginning of the day, and refuses to comply, will be issued with an After School Detention.

Step 3: If a student has missed more than two After School Detentions, or has had three assigned After School Detentions, as a result of non-compliance with this policy, further disciplinary consequences will be applied consistent with the Student Code of Conduct.

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Academic Misconduct

Springwood State High School is committed to supporting students to achieve their best outcomes. This is established through setting the highest expectations and supporting students to complete assessment and work that is their own, and minimising opportunities for academic misconduct. This is outlined in greater detail in our Whole School Assessment Policy.

There may be a situation when a student inappropriately and falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

Types of misconduct		Procedures for managing academic misconduct
Cheating while under supervised conditions	A student: □ begins to write during perusal time or continues to write after the instruction to stop writing is given □ uses unauthorised equipment or materials □ has any notation written on the body, clothing or any object brought into an assessment room □ communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	
Collusion	When: □ more than one student works to produce a response and that response is submitted as individual work by one or multiple students □ a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.	**For authorship issues** When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work. **For instances of academic misconduct during examinations** Students will be awarded a Not-Rated (NR). See the *QCE and QCIA policy and procedures handbook* (Section 8.5.1 and Section 8.5.2).
Contract cheating	A student: □ pays for a person or a service to complete a response to an assessment □ sells or trades a response to an assessment.	**For all instances of academic misconduct** Results will be awarded using any evidence from the preparation of the response that is available that is verifiably the student's own work and that was gathered in the conditions specified by the syllabus, on or before the due date.
Copying work	A student: □ deliberately or knowingly makes it possible for another student to copy responses □ looks at another student's work during an exam □ copies another student's work during an exam.	The classroom teacher and Curriculum Head of Department communicate the academic misconduct to the student, their family, and implement appropriate consequences.
Disclosing or receiving information about an assessment	A student: □ gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment □ makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: □ invents or exaggerates data □ lists incorrect or fictitious references.	

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Types of misconduct		Procedures for managing academic misconduct
Impersonation	A student: □ arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. □ completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audiovisual material, figures, tables, design, images, information or ideas).	
Self-plagiarism	A student duplicates work, or part of work already submitted as a response to an assessment instrument in the same or any other subject.	
Significant contribution of help	A student arranges for, or allows, a tutor, parent/carer or any person in a supporting role to complete or contribute significantly to the response.	

An Inclusive Teaching and Learning Environment

At Springwood State High School, we provide 21st Century teaching and learning within a culture of care. This means, in Our House, we support the rights for students of all social, cultural, community and family backgrounds, and of all identities, and all abilities to receive a high quality education.

As a result, every member of our school community, including teachers, support staff, volunteers, families and students work collaboratively to ensure a safe, positive, and inclusive learning environment.

To reinforce this, Springwood State High School has zero tolerance for discrimination which might be on the basis of race, colour, religion, gender, gender identity or expression, age, national origin, disability, or sexual orientation.

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Preventing and responding to bullying

All members of the school community have the right to be valued and respected and to participate in a positive and safe learning environment where individuality is cared for and encouraged. For these rights to be upheld there is no place for bullying and harassment in our school community. Bullying is a serious issue and will be treated as such.

	Direct	Indirect	Who to See
Verbal Abuse	• Verbal insults • Unfair criticism • Name calling	• Persuading another person to criticise or insult someone. • Spreading malicious rumours. • Anonymous phone calls and emails.	• Your teacher • House Leader. • Guidance Officer • Heads of Department • Deputy Principals • School-Based Youth Health Nurse • Chaplain
Gestural Abuse	• Threatening or obscene gestures • Menacing stares	• Deliberately turning away or averting one's gaze to ignore someone.	If you are not confident in approaching a member of staff then consider discussing with your parents, or even a close friend who can notify one of the above on your behalf.
Physical Abuse	• Pushing/shoving • Striking • Throwing things • Using weapons	• Getting another person to assault someone. • Removing and hiding belongings.	You can also make a confidential notification about bullying or harassment using the online tool, Stymie.
Relational Bullying	• Forming coalitions against someone	• Persuading people to exclude someone.	Go to stymie.com.au to make a notification. The information you provide will be sent to the school.

The school supports those who have reported being bullied/harassed by:
- Discussing the issues with a trusted staff member
- Reassuring these students that incidents will be investigated and dealt with
- Offering continuous support for students
- Encouraging students to form friendships with other students
- Offering counselling support if needed
- Actioning clear consequences for bullies

The following are consequences/support that may be applied if a student bullies or harasses others:
- Referral to Head of Department
- Referral to Guidance Officer
- Interview with Deputy Principal
- Contact with parent/guardian
- Behaviour Improvement Plan
- Loss of privileges – break times, interschool sport, excursions etc
- Restorative consequences
- Restorative reflection
- Suspension and exclusion

Please note, as per enrolment agreements, Springwood State High School will exercise responses within the context of the Student Code of Conduct with regards to the misuse of social media where issues generated 'on-line' have the potential to result in poor behaviour choices at school.

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Serious consequences will be imposed where forms of social media have been used to misrepresent Springwood State High School, including staff and students where they are identified as members of Springwood State High School.

Parents are strongly encouraged to actively monitor on-line activities.

For further information, explore the key CyberSafety websites below:

http://education.qld.gov.au/studentservices/behaviour/qsaav/docs/cybersafety_brochure.pdf
www.cybersmart.gov.au
www.facebook.com/staysmartonline *or* www.staysmartonline.gov.au
www.google.com/goodtoknow
www.projectrockit.com.au
www.youngandwellcrc.org.au
www.aplatformforgood.org

Cyberbullying

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

In the first instance, students who wish to make a report about cyberbullying should approach their CARE class teacher or House Leader. Parents may wish to contact the relevant Deputy Principal (Junior or Senior Schooling).

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

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Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Year 7 to Year 12 – Care class teacher or House Leader
Relevant Deputy Principal: Dr Kartik Menon (Junior School)
Mrs Rebecca O'Donnell (Senior School)

**First hour
Listen**

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

**Day one
Document**

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

**Day two
Collect**

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

**Day three
Discuss**

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

**Day four
Implement**

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

**Day five
Review**

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

**Ongoing
Follow up**

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

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Appropriate use of social media

As with the Digital Devices and Accessories section, the internet and through it, social media, provides wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

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What about other people's privacy?

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

What if I encounter problem content?

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

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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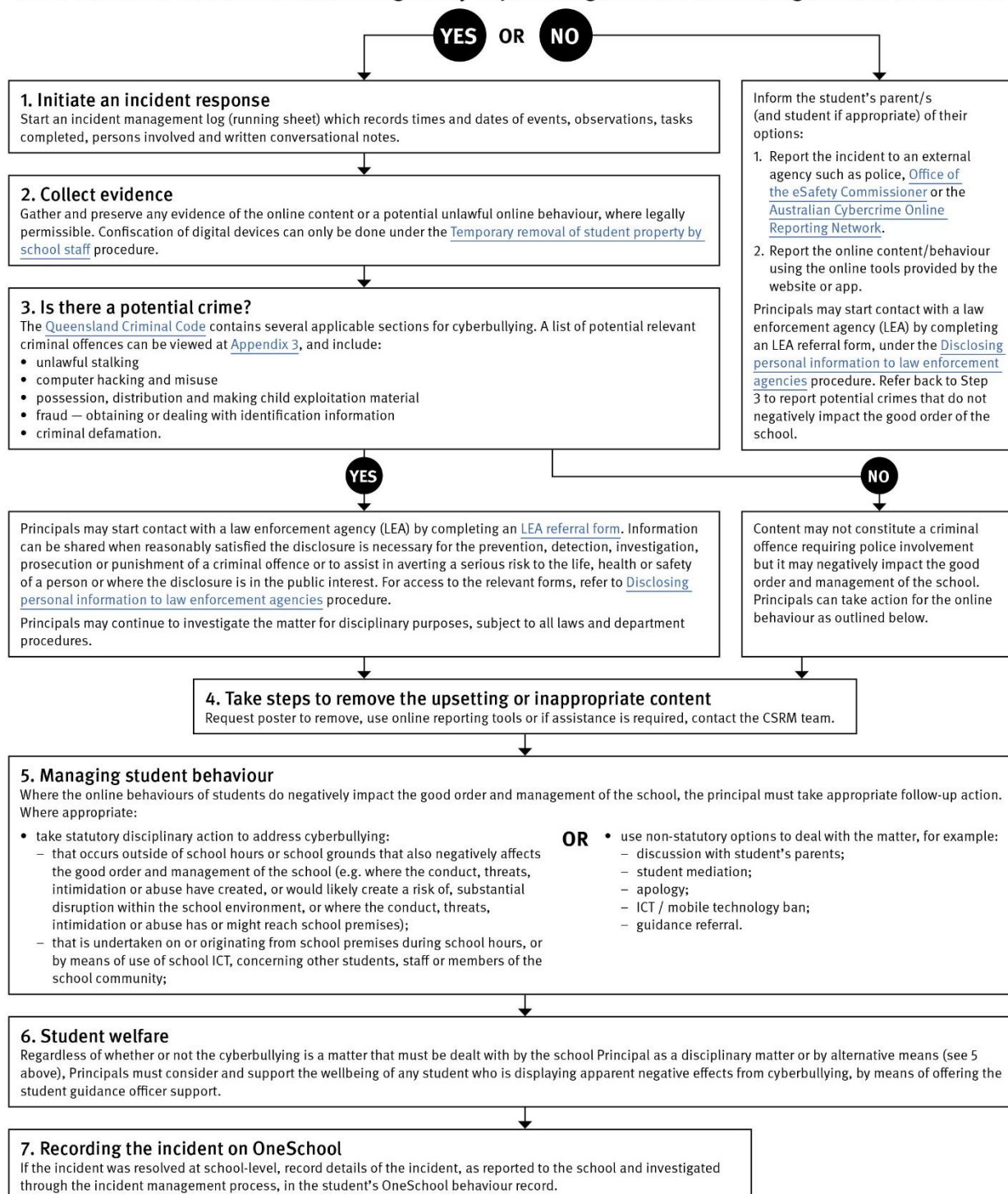
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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.

YES

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

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

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.

NO

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

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

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

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

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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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.

Conclusion

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

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

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

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

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

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

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.
   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

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

3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.