



**ALBANY HILLS STATE SCHOOL**

# **Student Code of Conduct 2024-2027**

## ***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 378 Albany Creek QLD 4035

Phone: (07) 32640777

Email: principal@albahillss.eq.edu.au

School website address: albahillss.eq.edu.au

Contact Person: Chris Hansen

## Endorsement

Principal Name: Chris Hansen

Principal Signature:



Date: 4/2/25

School Council Chair Name: Andrew Hanigan

School Council Chair  
Signature:



Date: 4/02/2025

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## Purpose

Albany Hills State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. Our school is a place where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Albany Hills State School Student Code of Conduct outlines 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. It is essential that the learning and teaching in our school can be effective and that our students can participate positively within our school community.

## Learning and Behaviour Statement

Albany Hills State School's vision is to encourage all students to be the best they can be by maintaining high expectations for all and providing a broad range of opportunities to allow them to develop as individuals in a caring and inclusive environment.

Our school is inclusive of all students. We acknowledge the beliefs and values of all students and support their development to accept others. Albany Hills State School understands that everyone brings their own sets of personal beliefs to a school community. We acknowledge that these beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs. This contributes to a richly diverse social environment in our school. These beliefs and values can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

All areas of Albany Hills State School are learning and teaching environments. This includes in and out of the structure of a classroom setting. 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. Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing problem behaviour. This also includes supporting and responding to unacceptable behaviours.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:



Our school rules have been agreed upon and endorsed by all staff and our School Council.

Our values of **Respect, Resilience, Kindness** and **Confidence** can be seen in operation on each and every day of the school year at Albany Hills State School.

## Student Wellbeing and Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact their Deputy Principal on the school phone number.

Students at Albany Hills State School are supported through positive reinforcement and a system of differentiation, targeted and intensive behaviour support by:

- Parents
- Teachers
- Support Staff
- Head of Department – Head of Support
- Student Engagement Teacher (Engagement Support)
- Administration Staff
- Advisory Visiting Teachers
- Guidance Officer
- School Social Worker
- School Chaplain
- Regional Support

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

- Department of Child Safety, Seniors and Disability services
- Child and Youth Mental Health
- Queensland Health
- Police

Specific school programs may include:

- Social Skills Programs – School Chaplain and/or Social Worker
- Respectful Relationships
- Defence Services Mentor (DSM)

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

- 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.

Albany Hills State School and PBL's vision is to implement an evidence and data-based review of schoolwide behaviour systems developing consistent and predictable processes that teach and promote positive behaviour, supporting equitable and improved learning outcomes for all member of our community.

At Albany Hills State School, we believe discipline needs to be catered for the child and punishment is not the only key to correction. It is our belief that student behaviour is a part of the overall teaching and learning approach in our school. Albany Hills State School staff aim to create positive learning environments for their students and support students to take responsibility for their own actions. All staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

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

**The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Albany Hills State School 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.

At all times, all school community members (including parents, students and staff) will be:

- courteous
- respectful
- cooperative
- attentive
- organised
- independent
- punctual
- industrious

## PBL Expectations

Albany Hills State School staff are committed to delivering a high quality education for every student, and believe all adults in the school, whether visiting or working, would meet the same Positive Behaviour for Learning expectations in place for students.

Albany Hills PBL Vision, is to implement an evidence and data-based review of schoolwide behaviour systems, developing consistent and predictable processes that teach and promote positive behaviour, supporting equitable and improved learning outcomes for all members of our community.

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

### Parent and Staff

The table below explains the expectations for the school community members when visiting our school and the standards we commit to as staff. All Staff and Parents should be aware of their rights and responsibilities.

	Expectations	Rights	Responsibilities
<b>Staff</b>	<ul style="list-style-type: none"> <li>We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</li> <li>We will ensure positive behaviours are role modelled for all students.</li> <li>We will create a safe, supportive and inclusive environment.</li> <li>We will maintain confidentiality about information relating to your child and family.</li> </ul>	<ul style="list-style-type: none"> <li>To teach</li> <li>To feel safe</li> <li>To be treated with respect and courtesy</li> </ul>	<ul style="list-style-type: none"> <li>To provide work relevant to all students</li> <li>To be organised</li> <li>To communicate with the Principal, staff and parents when necessary to maintain a solution focus on student behaviour and wellbeing.</li> <li>To provide a duty of care</li> <li>To treat others with respect and courtesy</li> <li>To teach students how to learn and to behave in the school environment</li> <li>Create classroom rules collaboratively with students at the start of each year and revisit.</li> <li>Have classroom and school rules visible</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>You respect the obligation of staff to maintain student and family privacy.</li> <li>You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.</li> <li>You stay informed about school news and events by reading the school herald, online and other materials sent home by school staff.</li> <li>You support your child to meet the learning and behavioural expectations at school.</li> </ul>	<ul style="list-style-type: none"> <li>To be involved in the education process</li> <li>To be safe and their child to be safe</li> <li>To be treated with respect and courtesy</li> <li>Be informed of their child's academic and social development and to have their concern and opinion listened to.</li> <li>To be informed of the school's policies and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure their child attends school and with appropriate materials.</li> <li>To support school staff, policies and procedures</li> <li>To provide a duty of care</li> <li>To treat others with respect and courtesy</li> <li>Reinforce school rules and expectations with the student</li> <li>Communicate firstly with the class teacher and be open and respectful</li> <li>Maintain respect and support when communicating about the school online</li> </ul>



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

## **Consideration of Individual Circumstances**

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

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

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

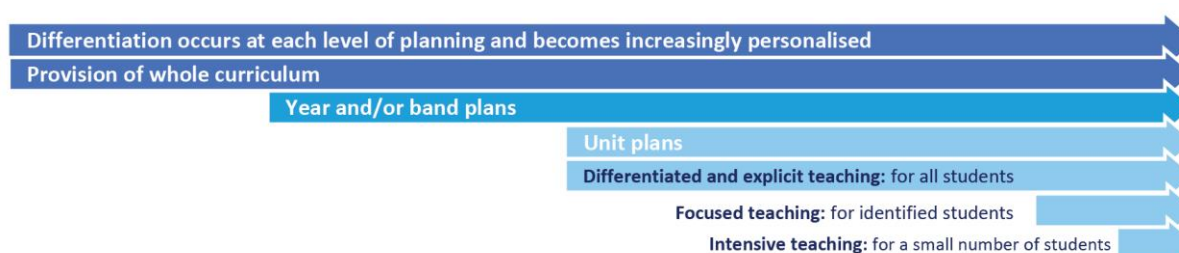
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the teacher to discuss the matter.

## Differentiated and Explicit Teaching

Albany Hills State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. Our staff respond to the particular needs of all students as a regular part of curriculum provisions including promoting positive behaviour. This involves teaching, discussing and outlining expected behaviour in and out of the classroom and provide opportunities for all students to demonstrate and practise positive behaviour. All staff reinforce the school's expected behaviour, providing the students with feedback and correction and opportunities for practise.

At Albany Hills State School, teaching staff provide differentiation for all students in what they are taught and how they are taught. Students are given opportunities to demonstrate the schools expected behaviours. Teachers reinforce expected behaviour and make decisions about differentiated approach to behaviour. These decisions are made in response to data and daily monitoring that indicate the behavioural learning needs of all students. This allows our staff to plan and provide a variety of ways to engage students, support them to achieve the expected learning and to demonstrate their learning. Monitoring student behaviour allows our staff to receive additional support when needed, and a minority of students can access intensive support to enable them to engage successfully at school. Staff make sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.

Differentiated and explicit teaching is a school-wide approach at Albany Hills State School. The school's interventions are at the whole-school level and provide all students support across academic, emotional and behaviour dimensions of learning. Our focus is on all students and staff across all settings at school – whole-school, classroom and non-classroom settings.



Albany Hills State School Staff implement the three layers of differentiation for academic and pedagogical differentiation. Staff also use this to respond to and support expected behaviours. These three layers map directly to the tiered approach 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.

### Students

Students at Albany Hills State School will be taught and supported to demonstrate the Schoolwide Expectations. These set of behavioural expectations are linked to our three school rules.

The 'Schoolwide Expectations', outlines our agreed rules and specific behavioural expectations in all school settings. Every classroom uses the 'Schoolwide Expectations' as a basis for developing their behaviour standards. Using this matrix, teachers will work with all students to explain exactly what each of the expectations look, sound and feel like in their classrooms.

The 'Schoolwide Expectations' will be displayed in every classroom, and used as a basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

## ALBANY HILLS STATE SCHOOL SCHOOLWIDE EXPECTATIONS



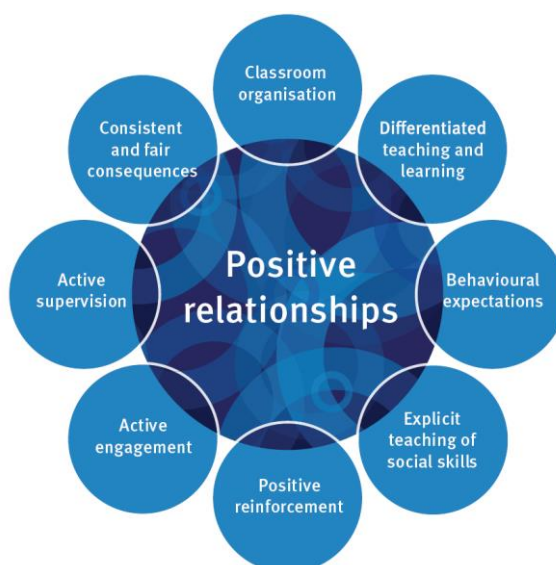
We are Safe	We are Respectful	We are Learners
WE ARE SAFE AND SENSIBLE	WE ARE KIND	WE ARE READY FOR LEARNING
WE ARE IN THE RIGHT PLACE AT THE RIGHT TIME	WE USE GOOD MANNERS	WE LISTEN TO LEARN
WE KEEP OUR HANDS, FEET AND OBJECTS TO OURSELVES	WE FOLLOW STAFF INSTRUCTIONS	WE DO OUR BEST
	WE PLAY FAIRLY	WE ASK FOR HELP WHEN NEEDED
	WE RESPECT PROPERTY AND OUR ENVIRONMENT	WE ALLOW OTHERS TO LEARN



**Albany Hills State School**

*A High Performing Independent Public School*

Staff at Albany Hills State School support students to demonstrate positive behaviours by using the components of effective classroom management as part of their daily practice.



### Reinforcing expected school behaviour

At Albany Hills State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are to give consistent and appropriate acknowledgement and rewards such as class awards and silver tickets. Each class will have their own positive behaviour reward system.

Celebration of student expected school behaviour and achievement is provided in a number of different ways such as:

ASSEMBLIES	
Junior Assembly	Senior Assembly
<ul style="list-style-type: none"> <li>• Class awards (all classes at each assembly) – All class awards are to be entered into OneSchool as a positive behaviour by the class teacher</li> <li>• Specialist Teacher awards</li> <li>• Silver Tickets – four drawn from tickets accumulated during the term</li> <li>• NED – monthly, nominated by class teachers and selected collaboratively by specialist teachers and administration</li> <li>• Library awards</li> <li>• Readers reaching milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Class awards (awards are to be given when the class teacher decides) – All class awards are to be entered into OneSchool as a positive behaviour by the class teacher</li> <li>• Specialist Teacher awards</li> <li>• Group recognition – sport teams, sports houses, musical groups – to be upgraded to certificate level</li> <li>• ICAS Certificates</li> <li>• Senior Student Badge (at any time of the year)</li> <li>• Library Awards – monitor of the month</li> <li>• Individual and team representative sports and – Certificates – district, Medals – regional, Trophy – State/National</li> <li>• Silver Tickets – four drawn from tickets accumulated during the term</li> </ul>

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behavioural, social or academic support. These are students who are not responding to differentiated and explicit teaching. Students who require this level of support have a moderate ongoing behaviour of concern. They may have difficulty meeting behavioural expectations at a particular time of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

This focused teaching will involve the student revisiting behavioural concepts and skills. Focused teaching is aligned to the PBL Expectations Matrix. Teachers will provide the student with more opportunities to practise skills and offer multiple opportunities to achieve the intended learning and expected behaviours.

Class teachers work collaboratively with support staff to provide focused teaching. Support staff may include teachers with specialist expertise in learning, language or development. The student's progress is monitored by the classroom teacher and support staff to identify those who:

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

Students who require focused behaviour support attend their normal scheduled classes and activities with appropriate adjustments, if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, education adjustments are made through academic support, adult mentoring or intensive social skills training.

A school-based team with active administrator support and staff involvement coordinates the Engagement Support Program. All staff members are provided with continuous professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the Engagement Support Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive teaching support.

## 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.

Intensive support is provided to some students who have not responded to differentiation or focused support intervention. Students receiving intensive teaching may require highly individualised interventions to support a tailored learning program. The focus of this support is to reduce the intensity and complexity of existing individual student's situations.

Some students may require intensive teaching for a short period, for a particular behaviour skill. Other students may require intensive teaching for a more prolonged period. Decision about the approach will be made by their teachers and support staff, and following consultation with the student's family.



A small number of students may continue to display behaviours that are regarded as 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 serious impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

Students who require intensive teaching will be assigned a support case manager that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student. This support case manager may be the Student Engagement Teacher, Head of Inclusion, Deputy Principal or other support staff at the school,

# Legislative Delegations

## Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 2011 \(Cwth\)](#)



## Disciplinary Consequences

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

The majority of students will be independent and capable of meeting established expectations that are clear, explicitly taught and practised. Teachers may use in-class corrective feedback, sanctions and rule reminders to respond to low-level or minor problem behaviours.

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

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

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

### Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction reminders(e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives (e.g. class reward, marble jar, etc)
- 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 (e.g. direct student to 'chill out' space)
  - 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
  - Completing a Behaviour Reflection (with class teacher)
  - Restitution (e.g. clean up mess made)
  - Warning of more serious consequences
  - Play in a designated area for a short period of time
  - Write a letter of apology
  - Sit out of play for a short period of time
  - Playground Withdrawal (short period of time)
  - Lunchtime referral to the 'Responsible Thinking Room'
  - Following Whole School Process:
    - Step 1: Formal reminder
    - Step 2: Reflection
    - Step 3: Buddy Class
    - Step 4: Office
- Depending on the nature of the incident, the student may move straight to Step 3 or 4.

## Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment (FBA)
- Individual student behaviour support strategies (e.g. Positive Behaviours Support Plan/Individual Student Behaviour Plan)
- Targeted skills teaching in small group
- Behaviour Monitoring Cards
- Play Plans/Play Booklet
- Playground withdrawal / alternative play (reviewed frequently)
- Lunchtime referral to the 'Responsible Thinking Room'
- Behaviour contracts
- Counselling and guidance support
- Social Skills intensive program
- Self-monitoring plan
- Check in / Check Out strategy
- Teacher coaching and debriefing
- Referral to **Student Support Services Team (SSST)** for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

School leadership team work in consultation with **Student Support Services Team** 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 support

- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Albany Hills 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 Albany Hills 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, 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 less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

## **Structure**

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

## School Policies

Albany Hills State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Student Use of Mobile Devices 'Away for the Day'
- Preventing and responding to bullying
- Appropriate use of social media

## Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Albany Hills 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/vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

## Responsibilities

### **State school staff** at Albany Hills State School:

- do not require the student's consent to search school property such as 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 Albany Hills 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 Albany Hills 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 or state school staff that the property is available for collection.

### **Students** of Albany Hills 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 Albany Hills 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.

In consultation with the broader school community, Albany Hills State School has determined that explicit teaching of responsible use of mobile devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. At Albany Hills State School, students will only use devices within the classroom environment with the supervision of staff. Students are not to use their own device or school devices (laptops) in outside areas such as the Outside Learning Area (OLA) or play areas. All students must be supervised and within sight of staff at all times.

### Responsibilities

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

It is **acceptable** for students at Albany Hills State School to:

- use devices 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, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile phone or device (excluding BYOL devices) at the office before school. Students are to sign a register when delivering their device to the office. Mobile devices (excluding BYOL devices) are to be signed out at the end of the day when being collected.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Albany Hills State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone at school without permission for special circumstances
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone or mobile device cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Albany Hills State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Albany Hills State School's [BYOL \(Bring Your Own Laptop\) program](#) allows students to use suitable personal laptops at school for educational purposes. It is essential that all staff, parents and students familiarise themselves with the full documentation on the school website. Students are required to follow the expectations documented in the BYOL acceptable use policy.



## Student Use of Mobile Devices ‘Away for the Day’

All Queensland state school students must keep their mobile devices switched off and ‘away for the day’ during school hours.

As soon as students **arrive at school**, all students with a mobile phone are required to turn their phone off and hand it in at the office after signing their phone in. Students then collect their phones at 3:00.

Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. It is important that students who do wear a wearable device know how to turn those notifications off.

As usual, if parents need to communicate with their children during the school day, this will be facilitated through the school office.

‘Away for the day’ supports schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

### Exemptions

Exemptions will be considered on a case by case basis and may be made available for students who require access to their mobile phone or wearable device for learning, medical, disability and/or wellbeing reasons.

### Consequences

The individual circumstances of each student will be considered when applying consequences for not meeting the expectations outlined for the use of Student Mobile Devices policy.

Possible consequences include:

- providing a verbal reminder to the student or class about expected behaviour
- directing the student to place the mobile phone at the office
- directing the student to switch off notifications on their wearable device
- removing the device temporarily and returning to the student or requesting their parent collect the device at the conclusion of the school day
- referral to the Responsible Thinking Room.

## Preventing and responding to bullying

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

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

Albany Hills State School has a Learning and Wellbeing Committee that meet regularly throughout the school year. The committee promote strategies and activities to improve staff and student wellbeing, safety and learning outcomes. Our school has developed an Albany Hills Learning and Wellbeing Plan. The [Student Learning and Wellbeing Framework](#), underpins our school program.

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

The Albany Hills Learning and Wellbeing Plan, was developed to encourage students to be the best they can be by maintaining high expectations for all and providing a broad range of opportunities to allow them to develop as individuals in a caring and inclusive environment. Our school values of **Respect, Resilience, Kindness and Confidence** are developed and encouraged. Wellbeing of students and staff is an ongoing priority in our school. The core elements of the Australian Student Wellbeing Framework are:



### **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.

### **Inclusion**

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

### **Student voice**

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

### **Partnerships**

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

### **Support**

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



## Bullying

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Albany Hills State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Albany Hills State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

# Bullying response flowchart for teachers

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

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

**Prep to Year 2**– Class teacher or Deputy Principal (Ms Henderson)

**Year 3** – Class teacher or Deputy Principal (Mrs Farley)

**Year 4 to Year 6** – Class teacher or Deputy Principal (Mr Wiedman)

### Listen

First hour

- 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

### Document

Day one

- 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

### Collect

Day two

- 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

### Discuss

Day three

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

### Implement

Day four

- 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

### Review

Day five

- 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

### Follow up

Ongoing

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



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## Cyberbullying

Cyberbullying is treated at Albany Hills 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 their class teacher or Deputy Principal. The Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

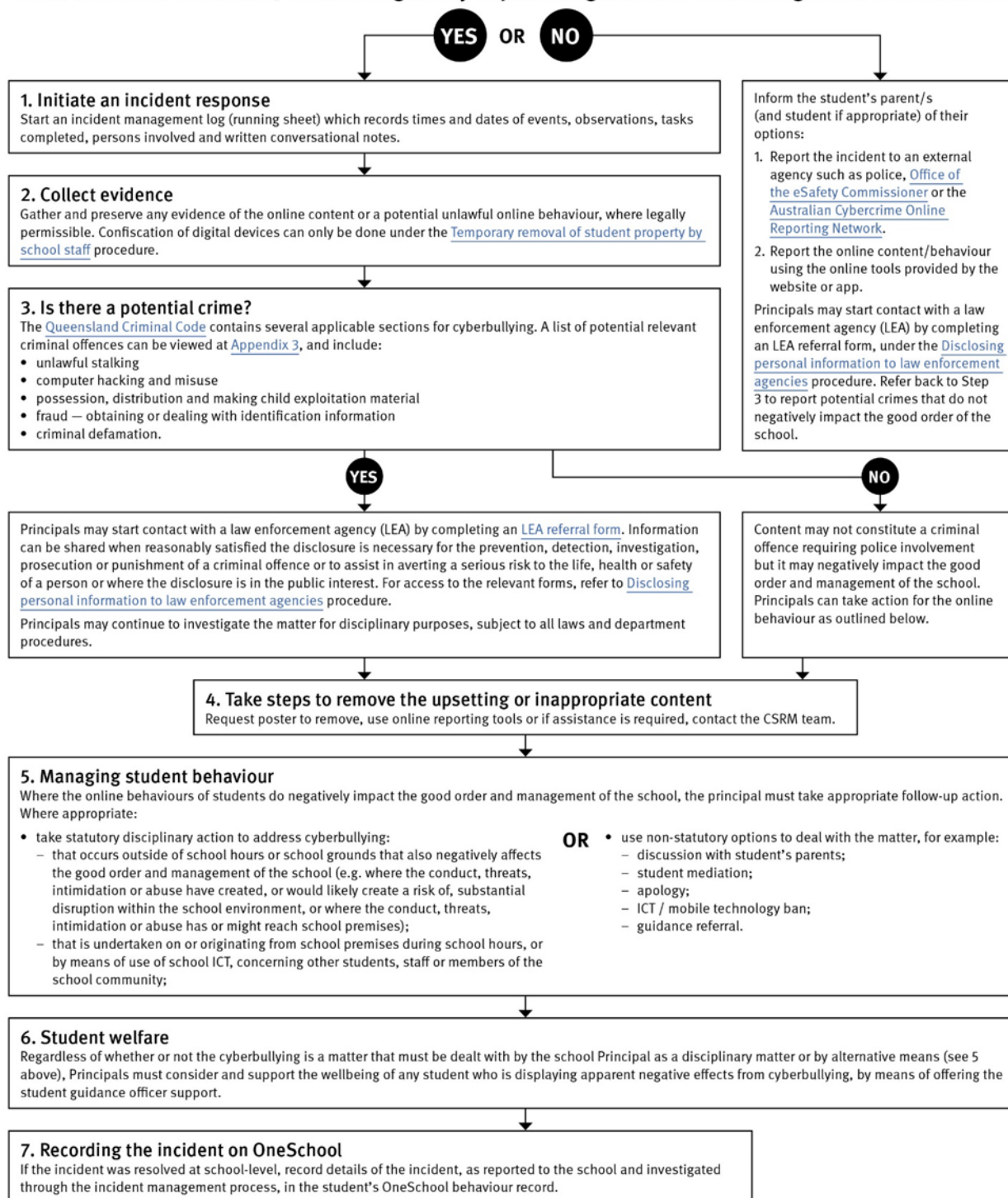
### Explicit images

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](#).

### Help

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

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





## 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

Albany Hills 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 Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Albany Hills 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



## **Albany Hills State School – Anti-Bullying Agreement**

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

### **Albany Hills State School– Anti-Bullying Agreement**

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature:

Parent's signature:

School representative signature:

Date:

## Appropriate use of social media

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

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

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

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

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

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

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