Jones Hill State School

Student Code of Conduct

2021-2024

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Purpose

Jones Hill State School is committed to providing a safe, respectful and disciplined learning environment for students, staff, parents/carers and visitors, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Jones Hill State School Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. The 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.

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Endorsement

Principal Name:	James Watt		
Principal Signature:	*James Watt*	Date:	9/12/20
P/C President Name:	Reegan Cunningham		
P/C President Signature:		Date:	09/12/20

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Principal's Foreword

Introduction

Jones Hill State School has a proud tradition of providing a high quality education to students. We believe strong, positive relationships between all members of our school is the foundation to supporting the success of all students.

JHSS has four core values: Safety, Learning, Respect and Relationships.

Safety for yourself and others

Learning be responsible for your learning, give your best effort and take pride in your achievements

Respect show respect for self and others, communicate respectfully and complete work quietly allowing others to do their best work

Relationships be accountable for your actions, resolve differences in constructive and peaceful ways, contribute to the community, build good relationships, work well with others and take care of the environment

These values are the foundation of our Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school believes that communication and positive connections between students, parents/carers, staff and the community are the most valuable skills our students need now and in the future to be productive citizens.

JHSS staff take an educative approach to discipline, with behaviour being taught and that mistakes are opportunities for learning. Our Student Code of Conduct provides an overview of the school's policies and the approach to preventing and addressing incidents of bullying. The Student Code of Conduct also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, the Student Code of Conduct details the consequences that may apply when students breach the expected standards of behaviour, including the use of School Disciplinary Absences. It provides a clear explanation of what we expect from students and how we will support them to meet these expectations.

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P&C Statement of Support

The Jones Hill State School P&C Committee, proudly support the new Student Code of Conduct. We encourage all parents to familiarise themselves with the JHSS Student Code of Conduct and to take time to talk with their children about the expectations. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue and it can have particularly devastating impacts on our young people. We all have a role to play in preventing and responding to bullying. It is important that every parent and child of JHSS knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. Parents and children are aware that our school provides support and information to help children to recognise and respond appropriately to bullying.

Any parents who wish to discuss the JHSS Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to join the JHSS P&C Association. With your support we can work collaboratively with school staff to ensure all students are safe and supported to meet their individual social, emotional and learning needs.

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At Jones Hill State School, School Wide Positive Behaviour Support began with a consultation process of analysing a range of data sets to form an explicit instructional program to support the students to learn expected behaviour. This process involved the Principal, Deputy Principal, teachers, teacher aides and members of the P and C. After this consultation, the JHSS behaviour matrix, behaviour levels and Responsible Behaviour Plan (RBP) was created. The RBP was widely distributed to families and the community. The RBP was then reviewed annually. At the beginning of 2020, Jones Hill State School leaders attended professional development for the new process of having a Student Code of Conduct to replace the Responsible Behaviour Plan.

A draft Student Code of Conduct was prepared and distributed for comment to the school community. The finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Jones Hill State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the JHSS Student Code of Conduct, including promotion through the school website, weekly newsletter and professional development sessions for staff. Any families who require assistance to access a copy of the JHSS Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal or Deputy Principal.

Review Statement

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

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Data Overview

Data is an integral part of the Jones Hill State School's School Wide Positive Behaviour Supports. Our expert teaching teams engage in a case management process every term, to analyse student data and plan for targeted support and improved outcomes. The Collaborative Inquiry Cycle of Data Analysis is used to analyse student data, identify patterns and trends, plan and implement units of work with differentiation, targeted support intervention. The SWPBS committee analyses behaviour data and this informs behaviour lessons, Individual Behaviour Support Plans, management of school areas and behaviour goals for students.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and staff from each school on what they do well and how they can improve. The Admin team reviews the data from the School Opinion Surveys and this informs target areas for school improvement.

OneSchool

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in:

- Student management
- Curriculum and assessment management
- Finance and asset management
- Resource management
- Performance, reporting and analysis

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services. Parents/carers can access student information through QParents, which is a secure, online portal. Information about accessing records, reports or timetables is provided here https://www.qld.gov.au/education/schools/information/contact/pages/access ing.

School Disciplinary Absences (SDA)

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

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

Learning and Behaviour Statement

Jones Hill State School promotes learning; creativity and innovation as the platform upon which to build a quality, futures-orientated education that enable all students to achieve their full potential. High expectations, equity, inclusiveness and the building of social skills are key features of learning and behaviour.

The Jones Hill State School expectations are ***Safety, Learning, Respect and Relationships.***

Our approach to the management of student behaviour is based on the following beliefs and values:

- The social outcomes of schooling are as important as the academic outcomes in determining future success and happiness.
- Positive teacher-student relationships, a stimulating and productive classroom environment and a learner-centred relevant curriculum are fundamental in promoting positive behaviour.
- Consistent, responsible parenting, which models acceptable social behaviour, is an important influence on student behaviour.
- Managing student behaviour is a joint responsibility of student, parents/carers and staff and requires open, honest and respectful communication.
- Staff are committed to inclusive practices for diversity, gender, culture and all family structures.

The use of a fair, consistent and responsive approach that encourages students to take responsibility for their behaviour is the most effective way to achieve long-term behaviour changes. A range of factors needs to be considered when choosing responses to student behaviour. These include context, social and emotional well-being, culture, gender, race, socio-economic situation and disability, all of which can influence the way in which students act or react to adult responses.

Systems of Support

Jones Hill State School uses a tiered system of support as the foundation of teaching expected behaviour and promoting learning. The tiered framework has emphasis on:

- Tier 1 prevention supports for all students, staff and all settings. This includes weekly lessons that are data driven and are taught in all settings.
- Tier 2 provides additional support with specialised group systems that provide assistance in social and academic intervention.
- Tier 3 provides specialised individualised systems for students with high-risk behaviour and require support to have positive outcomes with behaviour and academics.

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This system is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on an explicit teaching model, staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	**All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and School Wide Positive Behaviour Support for expectations. This involves: • teaching behaviours in different settings • being consistent when addressing challenging behaviour, while taking development and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year to support students to make appropriate behaviour choices. • feedback from staff, students and their families for their perspectives on school climate, instruction, reinforcement, and discipline for improvements in Tier 1
2	Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation 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 SWPBS 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 *(Safety, Learning, Respect and Relationships)* • interventions are clear, concise and are sustainable for all staff • 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.

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| 3 | Individualised services for **students** (2-5%) who require the most intensive support. 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. Teams identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (Functional Behaviour Analysis) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the 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 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. |
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Whole School Behaviour Expectations

The first step in facilitating standards of positive behaviour is communicating those standards to all staff, students, parents/carers and the community. At Jones Hill State School, we emphasise the importance of explicitly teaching and modelling the behaviours we expect students to demonstrate. Communicating behavioural expectations is a universal behaviour support – a strategy directed towards all students and designed to prevent problem behaviour. The SWPBS *(School Wide Positive Behaviour System)* Team meets regularly to address issues that arise, maintain our behaviour system and to analyse data that informs our teaching of expected behaviours and support systems. Reviewing student data and communicating with teachers assists the SWPBS team to implement Tier 2 and 3 supports for individuals and groups of students.

The Expectations Matrix details the standards required of all students. An extensive consultation process was undertaken to develop the matrix. The matrix is on display in every room and is referred to regularly.

Lesson Plans

The SWPBS Team develops lesson plans by analysing school data to prioritise the current needs of the school community. Teachers are to ensure that they follow these plans by explicitly teaching and modelling expected behaviours and clearly linking positives to these expectations. This will ensure that expected behaviours are taught with a consistent language (Safety, Learning, Respect and Relationships) that students can recognise and understand throughout the school. Teachers when necessary for individual students and classes conduct re-teaching of expected behaviours.

Universal Behaviour support

- A Token system operates across all year levels to support a consistent system of providing students with positives that are directly linked to our school expectations. Students have a behaviour goal and endeavour to meet that goal through displaying expected behaviours of respect, learning, relationships and safety.
- A Behaviour Achievement Level System operates across all year levels to provide students with opportunities to develop skills for their future schooling and work life through leadership roles, community roles, effective learning qualities and relationship skills. The behaviour levels are Platinum, Gold, Silver, Bronze, Orange and Red and students are able to progress through these levels by displaying the expected behaviours that meet the level indicators.
- A traffic light behaviour system encourages all students to achieve their best results in learning and behaviour each day.
- A Rewards Day is held in term 4 each year. The reward is relevant to the behaviour level that each student has achieved.
- Names of the students receiving certificates/awards/badges/prizes are published in the newsletter and newsflash.
- Parents/carers are invited to attend parades and celebrate their child's achievements.
- The Principal, Deputy Principal and Head of Curriculum, are available to visit classrooms and view students' work samples and to provide encouragement to students to achieve their individual behaviour and learning goals.
- All staff are encouraged to use POSITIVE language with students, to praise and encourage regularly and to spend time with each student to set achievable, individual behaviour goals.
- In addition to whole school approaches to recognising/rewarding students, each individual class may develop their own reward systems that follows JHSS behaviour expectations.
- All classes and staff are expected to maintain and follow the JHSS behaviour system with integrity.

Consideration of Individual Circumstances

Jones Hill State School takes 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. This is explicitly linked to our JHSS Inclusive Education Policy.

In considering the individual circumstances of each student, we recognise that being flexible and able to respond to individual student needs is essential for ensuring each students success. This reflects the principle of equality, where every student is given the support they need to be successful. 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. In some instances, the use of certain disciplinary consequences will be carefully considered when addressing students with 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 required, under the Education (General Provisions) Act 2006, to respect and protect the privacy of individual students. Staff are unable to disclose or discuss student behaviour, except with the students' parents/carers. School staff take all matters, such as bullying, very seriously and will address incidents appropriately. We expect that parents/carers 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 behaviour, please make an appointment with the Principal or Deputy Principal to discuss the matter.

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Student Wellbeing and Support Network

Jones Hill State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/carers to speak with their class teacher, Principal or Deputy Principal if they would like individual advice about accessing particular services.

At JHSS, we understand that a supportive environment combined with a focus on wellbeing is optimal for students to make progress with their individual learning goals. The Student Learning and Wellbeing Framework is used to ensure our social and emotional programs encourage students to be healthy, confident and resilient young people. The cognitive, social and emotional skills for success are included in the following programs provided at JHSS:

- Life Education Van
- Vision screening program for Prep aged students
- Hearing screener
- Speech and Language pathology
- Are you OK?
- Youth worker program
- Breakfast program
- Daniel Morcombe Foundation
- Bullying No Way
- Social Skills Program

- Leadership program
- High school Transition activities
- Prep Transition days
- Adopt a Cop
- Fire Ed for Early Years
- Rainbow Room – supported play for students
- Peer reading programs
- SWPBS lessons
- SEP *(Special Education Program)* lunch area

Student and Community Engagement Activities:

- ANZAC Day
- Remembrance Day
- Walk against Violence
- Relay for Life
- Red Shield Appeal
- RSPCA
- Guide Dogs
- Colour Run for Fun
- Say NO to bullying
- Daniel Morcombe day
- Little Kids Big Day Out
- Under Eights Day
- Eisteddfod, instrumental music and strings performances
- Health lessons about nutrition and physical activity

- Sporting events *(such as Gala days, sports day and cross country)*
- High School transition program *(highlights program, scholarships and orientation days)*
- Prep Teddy Bear's Picnic
- Prep Pop-Up Adventure Day
- Prep Transition Program *(including orientation days, parent information evenings, child care/kindergarten transition statements and visits)*
- Cyber safety

- Sustainability *(including Container Refund Scheme, Eco garden, Clean up Australia, Reef Guardian School and Cleanaway sustainability lessons)*
- Jones Hill Koala Kids OSHC – Out of School Hours Care and Vacation Care
- Indigenous activities
- USC Career Day
- High Ropes Course
- Year 3 Camp
- Year 5 and 6 camp
- ECO Garden
- Tuckshop provides a healthy menu

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Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

Schools acknowledge the positive impact that a meaningful relationship between teachers and students can have on academic and social outcomes. As part of the whole school's curriculum at JHSS, we provide age-appropriate health and safety lessons through the SWPBS lessons, Health and Physical Education lessons and the Life Education program. Our Guidance Officer and Special Education Program (SEP) staff provide further support for the diverse needs of our students and families.

At Jones Hill State School, we use the **Explicit Instruction** model as a foundation for our Pedagogical Framework. As educators, we support our students to make the maximum possible gains in an environment that is positive and respectful. Explicit Instruction allows students to have success and become critical and creative thinkers through teacher instruction that is systematic, direct, engaging and success orientated. Explicit Instruction is both an effective and efficient procedure for teaching new knowledge and skills. The general model of instruction includes the steps of modelling, prompted or guided practice and unprompted practice. This model is also referred to as **I Do**, **We Do** and **You Do**. Explicit instruction at JHSS also includes intervention and prevention.   Intervention is provided through differentiation, curriculum adjustments, Personal Learning Plans and Individual Curriculum Plans to support the variety of student learning needs. Our explicit instruction for the development of our school curriculum programs and class lessons ensures minimal misconceptions in learning areas and allows for achievement and growth across year levels.

Policy and expectations

Within a school community, there are specific health and wellbeing concerns that will need to be addressed for the whole school, specific students, or in certain circumstances.

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

Specialised health needs
JHSS works closely with parents/carers to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a high standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition. This includes school procedures that are to be followed when medical issues arise. All school processes are reviewed in consultation with parents/carers (including Doctor's medical plans), teachers, Health and Safety officer and Principal.

Medications
JHSS requires parent/carer consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents/carers need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

JHSS maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's health room and in the first aid kits to provide emergency first aid medication if required.

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

Suicide prevention
JHSS school staff who notice suicide warning signs in a student will seek help immediately from the school Principal, Deputy Principal, Guidance Officer or other appropriate staff.

When managing a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student in the first instance, and where necessary provide first aid. In all other situations, JHSS staff follow suicide intervention and prevention advice as per the Suicide Prevention Plan which includes the following guides:
- JHSS Emergency Response Plan
- NCR Responding to Critical Incidents
- JHSS Suicide Risk Continuum Plan
- Suicide postventions quick reference

Student Support Network

Jones Hill State School is proud to have a comprehensive Health and Wellbeing Committee 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 Jones Hill State School to seek assistance or advice. If they are unable to assist, they will provide guidance to ensure the student is connected to the appropriate representative of the Student Support Network.

Parents/carers who would like more information about the student support roles and responsibilities are invited to contact the Principal or Deputy Principal.

Student Support Network and Services	
Role	**What they do**
Principal	• leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need
Student Needs Committee	• monitors the social and emotional wellbeing of students • meets regularly to monitor the social and emotional wellbeing, academic and behaviour progress of identified students. • liaises with parents/carers, teachers, or other external health providers as needed • provides classroom support for teachers and students • builds awareness and skills for differentiation and specialised programs for staff to use
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents/carers, teachers, or other external health providers as needed as part of the counselling process
Internal Positive Behaviour for Learning Coach	• coordinate the SWPBS team meetings and management • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students

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	• Conducts Functional Behaviour Analysis and Classroom profiling • Collects data and reports to staff • Organises positive behaviour training and skills management for staff
SET – Student Engagement Teacher	• Conducts Functional Behaviour Analysis and Classroom profiling • Conducts training for staff • Meets with teachers, parents/carers and students and creates Individual Behaviour Support plans • Liaises with parents/carers, teachers, or other external providers as needed. For example, Parenting programs, local resources and student services
Registered Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • conducts annual face-to-face training, with specialist conditions such as diabetes, anaphylaxis and asthma • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs
Teachers	• responsible for student welfare • provides continuity of contact for students and their families • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the class, year level and school. • Teach and assess the Australian Curriculum with differentiated supports for individual and groups of students • Responsible for using the School Wide Positive Behaviour programs with integrity
Teacher Aides	• Specialist trained Teacher Aides in social emotional support (SETA) • Responsible for supporting students and teachers • Responsible for using the School Wide Positive Behaviour programs with integrity • Reports any observations or concerns to the classroom teacher and Principal or Deputy Principal
Youth Support Worker	• provides individual and, at times, group support to students to assist their engagement with education • support students to overcome barriers to education such as ○ attendance at school

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	- drug and alcohol support needs - learning support - relationships/social skills - social/emotional/physical wellbeing
Community Elder	provides support and advice for students, staff and parents/carers in order to enhance the educational experience for Indigenous and non-Indigenous students
Jones Hill Koala Kids OSHC	- provides out of school hours care and vacation care for the Jones Hill School community - supports families to access quality care for their school aged children - provides fun, educational activities for children to be engaged in - provides a safe environment, care and nutrition support for children in the service - provides an environment and service that is an integral part of Jones Hill State School - quality education staff ensure the quality of care is in keeping with the values, principles, policies and objectives of the school and community

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

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Whole School Approach to Discipline

Jones Hill State School uses the School Wide Positive Behaviour Support as the multi-tiered system of support for discipline. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

SWPBS is an evidence-based framework used to:
- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices
- ensure consistent use of Essential Skills Classroom Management (ESCM)

At Jones Hill State School, we believe discipline is about more than consequences. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. We emphasise the importance of explicitly teaching and modelling the behaviours we want students to demonstrate at school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the JHSS Student Code of Conduct is an opportunity to explain the SWPBS framework with parents/carers and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of SWPBS can be used in any environment. Doing everything we can do to set students up for success is a shared goal of every school staff member and parent/carer.

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

SWPBS Expectations

Our staff are committed to delivering high quality education for every student, and believe all staff members have a joint responsibility to model and teach the four expectations of Safety, Learning, Respect and Relationships.

Students
Below are examples of what these SWPBS 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 for everyone at Jones Hill State School.

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Parents/carers and staff

The table below explains the SWPBS expectations for parents/carers when visiting and the standards we commit to as school staff.

Safety

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 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.
You recognise people are diverse 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.

Learning

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 school communications, including newsletter, Facebook, SMS, emails and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents/carers about school news, excursions or events.
You approach the class teacher, Principal or Deputy Principal if you are concerned about behaviour of a staff member, another student or parent.	We will work with every family to quickly address any issues or concerns about the behaviour of staff, students or other parents/carers.

Respect

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with the class teacher, Principal or Deputy 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.
You are respectful in your conversations with school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents/carers to leave and collect students.

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Relationships

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-focussed approach to resolving issues.	We will nominate a contact person for you to work with to resolve a school related issues.
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.

Differentiated and Explicit Teaching

Jones Hill State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours; provide feedback and correction, and opportunities for practise.

Teachers at JHSS adjust what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below.

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
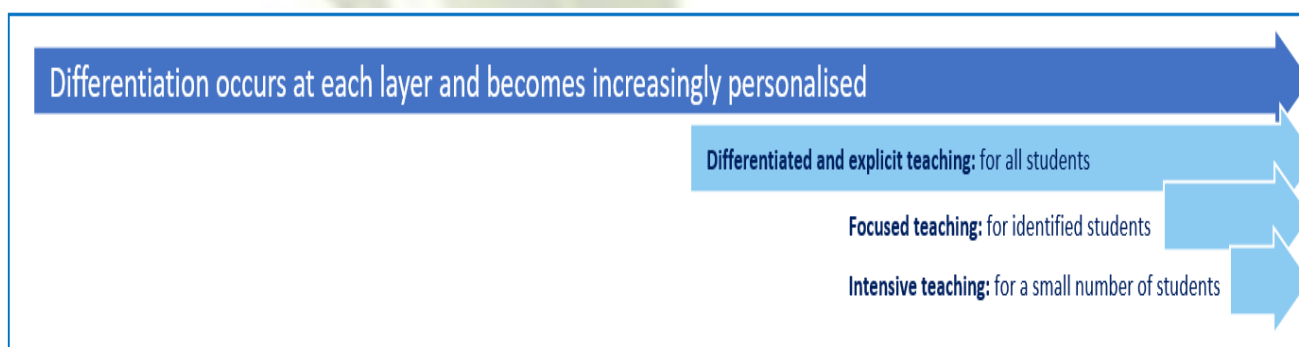
These three layers map directly to the tiered approach. In the SWPBS framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more individualised supports for students.

Every classroom in our school uses the SWPBS Expectations Matrix, as a basis for developing student behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations looks, sounds and feels like in the 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.

Focussed 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 and focussed teaching is provided to help them achieve success.

Focussed teaching involves revisiting key behavioural concepts and/or skills. Focussed teaching provides students with more opportunities to practise skills gain positive feedback 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 JHSS to provide focussed teaching. Focussed teaching is aligned to the SWPBS 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.

Students requiring focussed teaching are supported through some or all of the following strategies:
- Early contact and meetings with parents/carers. These meetings may involve the parent/carer, student, Principal, Deputy Principal, class teacher and any other relevant school personnel (including Student Engagement Team, Guidance Officer and referrals to external agencies).
- An Individual Behaviour Support Plan for implementation in the relevant school setting.
- Weekly meetings with Principal/Deputy Principal to discuss progress and to provide correction where necessary and encouragement.
- Daily meetings with Principal/Deputy Principal to discuss daily behaviour slips. (CICO – Check in, check out system)
- Discussions with Principal/Deputy Principal
- Social skilling programs
- Conflict resolution support
- Time in the Rainbow Room with SEP Teachers and Teacher Aides to practise social skills with other students.
- Structured play times

Intensive Teaching

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

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

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

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

The Jones Hill State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support through:

- Identifying the nature of the problems and identifying the relevant support team.
- Support team implements Individual Behaviour Support Plan.
- Progress is constantly monitored and the plan is reviewed as necessary.
- Classroom profiling and Functional Behaviour Analysis are provided when required.
- Intensive behaviour support can be provided with the following stakeholders: Principal, Deputy Principal, HOSES, SEP teacher, Support Teacher, Guidance Officer, Student Engagement Team, Parent/carer and external agencies.

In some circumstances, students and families may be referred to agencies such as:

- MYCP (Managing Young Children Program)
- Triple P Program
- Magic 1, 2, 3
- CYMHS (Child Youth Mental Health Support)
- Guidance Officer
- Paediatrician
- Anglicare
- FACC
- Indigenous Support Worker
- Psychologist
- Counselling Services

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Legislative Delegations

Legislation

In this section of the 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 (Cwth)

Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend or exclude 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

Disciplinary Consequences

The disciplinary consequences used at Jones Hill State School follow 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 and reminders are used by teachers to respond to minor behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Some students may experience difficulty with meeting the expectations, and even with focussed teaching, in-class corrective feedback and reminders, continue to display low-level problem behaviour. A continued pattern of minor behaviours disrupts 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 to complete the reflection room process.

For a small number of students, 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 teachers provide in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 redirection or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")

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- Expectation reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room

Focussed

Class teacher is supported by other school-based staff to address major behaviour. This may include:
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual Student Behaviour Plan)
- Targeted skills, teaching in small group
- Token or individual reward system
- Reflection Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to the Student Engagement Team
- Stakeholder meeting with parents/carers and external agencies

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Intensive

School leadership team work in consultation with the stakeholders 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/carers and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (Principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

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

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

At Jones Hill 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 serious that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents/carers 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.

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Re-entry following suspension

Students who are suspended from Jones Hill 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 parents/carers, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and/or in writing. Re-entry meetings are short and kept small with only the Principal or their delegate attending with the student and their parent/carer. On some occasions, it may be appropriate for specialists to attend.

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

Structure

The structure of the re-entry meeting should follow a set agenda. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/carer 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/carer 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

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Uniform
- Sunsafe

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 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 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 JHSS 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)

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- 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**). Medication is stored at the school office. Provision and storage of emergency medication for chronic illness or anaphylaxis for individual students, is decided through consultation with the Principal, parents/carers, medical practitioner, Health and Safety Officer and classroom teacher.

Responsibilities

School staff at JHSS:
- do not require the student's consent to search school property such as desks 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/carer or calling the police;
- Consent from the student or parent/carer 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/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- Consent from the student or parent/carer 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/carers should be called to make such a determination.

Parents/carers of students at JHSS:
- 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 JHSS Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not promote 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 school staff.

Students of JHSS
- 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 JHSS Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not promote 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 school staff.

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. 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 school community, Jones Hill State School has determined that explicit teaching of responsible use of 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/carers, 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.

Responsibilities

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

It is **acceptable** for students at JHSS to:
- use school computers and electronic tablets for
  o assigned class work and assignments set by teachers
  o developing appropriate literacy, communication and information skills
  o authoring text, artwork, audio and visual material for publication for educational purposes as supervised and approved by the school
  o conducting general research for school activities and projects
  o communicating or collaborating with other students, teachers, parents/carers or experts in relation to school work
  o accessing online references such as dictionaries, encyclopaedias, etc
  o researching and learning through the Department's eLearning environment and use of teacher supervised Class OneNote
  o be courteous, considerate and respectful of others when using a device and at all times
  o all student mobile phones must be switched off and placed at the school office before school, and picked up at the office after school
  o seek Principal's approval where they wish to use a mobile device under special circumstances (For example, medical monitoring applications)

It is **unacceptable** for students at JHSS to:
- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or other personal digital device in school time
- 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, electronic tablets, 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)

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- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras during any school activity
- 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

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 JHSS Student Code of Conduct. In addition, students and their parents/carers 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:
  - o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - o 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
  - o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student

Preventing and responding to bullying

Jones Hill 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/carers who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school.

Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The Health and Wellbeing Committee focus on each area of the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

A priority for JHSS is contributing to the implementation of strategies that enhance wellbeing, promote safety and counteract violence, bullying and abuse in all online and physical spaces. As part of our zero tolerance for bullying and cyberbullying and commitment to ensuring the safety, health and happiness of all our students, JHSS follows the reccomendations from the Queensland's Anti-Cyberbullying Taskforce.

Bullying

Jones Hill State School provides a clear outline of the way our community works together to establish a safe, supportive and disciplined school environment. These expectations are shared with all students and their parents/carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

At JHSS, the school staff, students and parents/carers work together to improve the quality of relationships in our community. Through intentional consideration of our behaviour and communication we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone. 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.

All students are expected 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/carer, teacher, Principal or Deputy Principal when bullying occurs.

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

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

The following flowchart explains the actions Jones Hill 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 should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher, Principal and Deputy Principal

First hours
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

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

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

Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Jones Hill 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.

Appropriate use of social media

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

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, Principals and even parents/carers 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 needs 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 and avoid posting anything that could identify individuals.
- A few years ago, parents/carers 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/carer, 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/carers 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/carers of school notices, the Department prefers that parents/carers 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/carers are not. If you are tagging or naming students, consider that other parents/carers may not want their child's name attached to images online.

What if I encounter problem content?

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

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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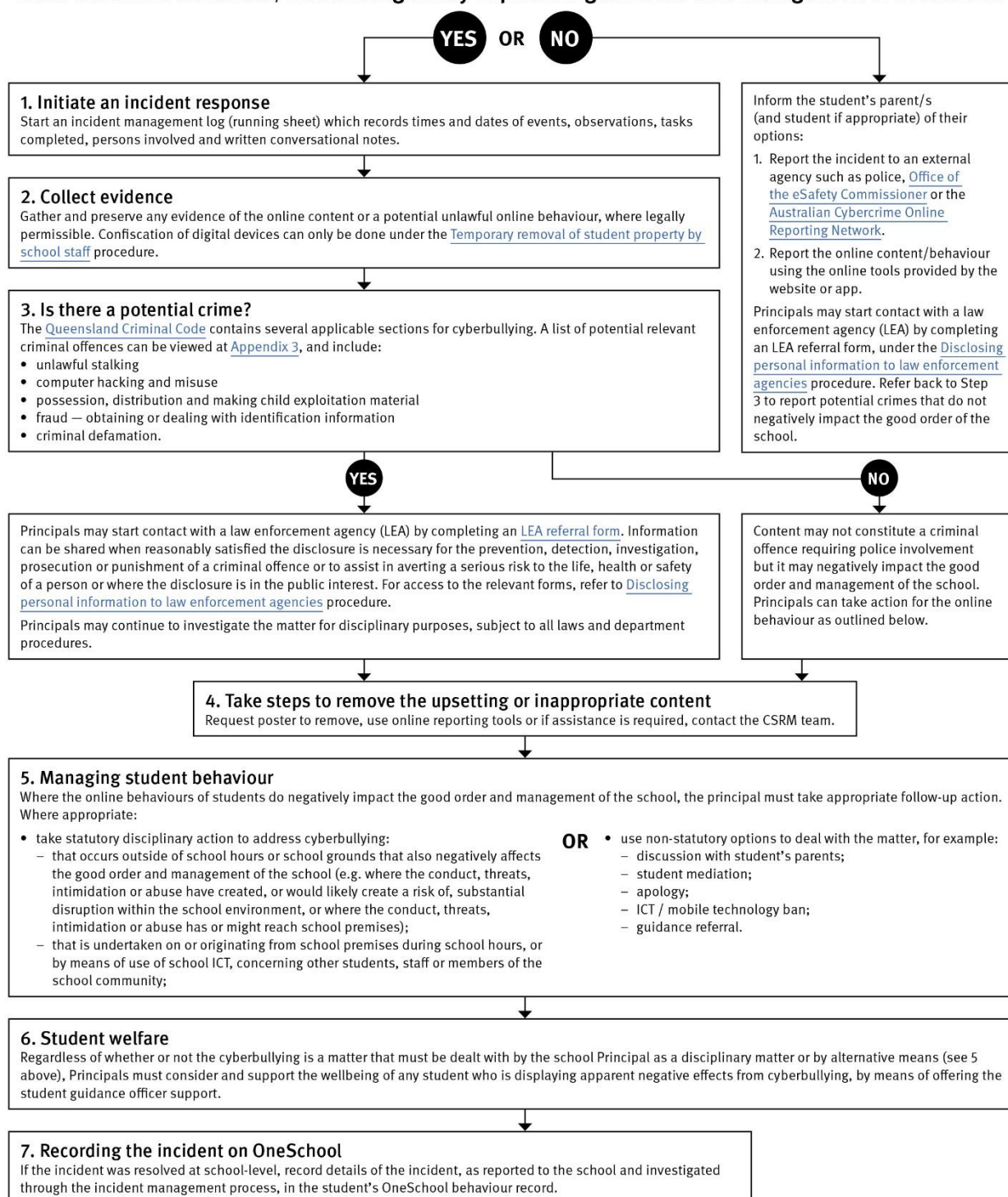
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR **NO**

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

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

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

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

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

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

YES

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

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

NO

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

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

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 Jones Hill 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 responses 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 consequences 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 focussed 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

At Jones Hill State School, 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. running on the road). The aim in these situations is to bring the behaviour of the student under quick and safe control. It is not a time to try and discipline the student; it is a crisis management period only.

Staff follow the documented plan for any student involved in regular critical incidents. Plans relating to student safety are saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic de-escalating techniques:

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

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

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

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

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