Student
Code of Conduct
2024-2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Contact Information

Postal address:	PO Box 7847 Sippy Downs QLD 4556
Phone:	07 5231 5222
Email:	admin@palmviewss.eq.edu.au
School website address:	www.palmviewss.eq.edu.au
Contact Person:	Andrew Walker (Principal)

Endorsement

Principal Name:	Andrew Walker
Principal Signature:	
Date:	
P/C President	Kristy Lee
Date:	

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Purpose

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

Our aim is to create conditions for each learner to progress towards responsible self-management. We focus on catering for individual differences, therefore, we realise that all children will move towards this goal at a different pace and that they will have individual needs along the way.

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

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Consultation

The Student Code of Conduct was reviewed in 2024 with the consultation of the Palmview State Primary School Positive Behaviour for Learning Team. It was shared with both Teaching and Non-Teaching Staff before being approved by the P&C.

Whole School Approach to Discipline

Positive Behaviour for Learning (PBL)

The Palmview Learning Community believes behaviour is a shared responsibility that is taught and learnt through setting high expectations and building positive relationships. Palmview State Primary School is proudly a PBL school.

Positive Behaviour for Learning (PBL) is a whole-school framework that promotes positive behaviour across a school and helps schools develop safe and supportive learning environments.

Our PBL framework makes sure all students are explicitly taught the expected behaviours and establish clear and consistent boundaries. Our Framework is guided and built around our values of

TRUST, CONNECT, GROW

Palmview State Primary School

	All Areas	Learning Spaces		Toilets	Digital World	Community
		Inside	Outside			
Trust **We trust you to:**	• Use kind words and actions • Be calm and in control • Report dangers • Make positive choices • Treat others with kindness • Be honest	• Allow others to learn • Keep classroom clean • Ask to leave • Use equipment appropriately • Follow instructions • Respect our class members	• Be in the right place at the right time • Ask for & help others • Take turns • Play safely • Transition quickly & quietly	• Leave it clean • Knock and lock • Get in and get out • Wash your hands • Be water wise • Use facilities appropriately • Return to class promptly	• Think before posting • Look after devices • Keep it private • Tell an adult - If unsure • Access educational materials	• Represent the school with pride • Be a positive role model • Care for our community
Connect **We connect when we:**	• Accept all • Value & share opinions • Seek to understand differences	• Listen & look out for others • Share • Work as a team • Celebrate successes • Participate	• Include others • Share equipment	• Wait for our friend • Respect the privacy of others	• Stay on task • Make positive contribution	• Participate in school and community events
Grow **We grow when we:**	• Give it our all • Strive for success • Commit to growth • Ask for help • Are resilient when faced with challenges	• Are prepared • Are engaged • Work with our strengths	• Are problem solvers	• Use toilet time appropriately • Understand that good hygiene habits lead to better health	• Use the internet as a learning resource • Contribute and share	• Participate in school and community events

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Staff take a proactive, preventative approach to ensure all students receive the appropriate level of support to help them to be successful at school.
As part of PBL practices we incorporate the Zones of Regulation to support students on their journey to self -regulation.

The Zones of Regulation framework is designed to help individuals, especially children, understand and manage their emotions, sensory needs, and self-regulation skills. It sorts emotions into four coloured zones, all of which are expected in life. Here are the four zones:

> Blue Zone: Typically represents low states of alertness and down feelings, such as when a person feels sad, tired, sick, hurt, lonely, or bored.

> Green Zone: Typically represents a calm, alert state. We may be feeling happy, focused, content, peaceful, or calm in the Green Zone.

> Yellow Zone: Typically represents when our energy is higher, and our internal state starts to elevate. Our emotions get a little stronger. We may be experiencing stress, frustration, anxiety, excitement, silliness, confusion, nervousness, be overwhelmed, or have the wiggles, when in the Yellow Zone.

> Red Zone: Typically represents extremely heightened states of alertness and intense emotions which may appear to be out of control behaviours. Feelings in this zone could be anger, frustration and afraid.

The goal of The Zones of Regulation is to teach individuals how to recognise when they are becoming less regulated, and equip them with strategies to identify and manage their feelings. The Zones of Regulation recognises that it is ok to be in any zone, however, it is important that we remain safe. At Palmview we recognise that Trust, Connect and Grow choices occur predominately in the Green Zone.
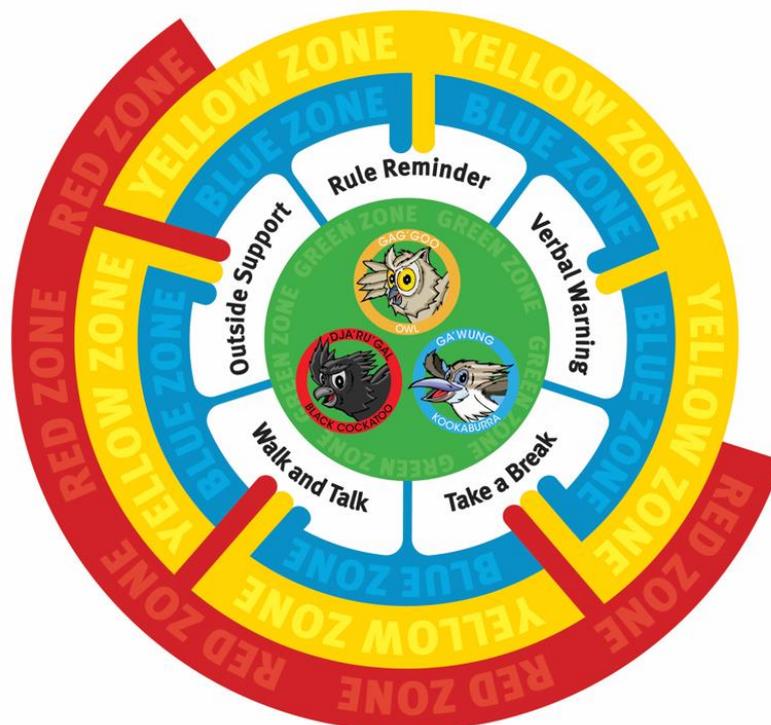
PBL Palmy Process

At Palmview we recognise students positive choices by awarding a "Palmview Palmy".
To provide consistency use the allocation guidelines/ratios below:

Learning Time – 15 Palmys per class/day
OR 5 Palmys per learning session
Playtime – 3 Palmys per DUTY
Eating time – 3 Palmys per DUTY

At Palmview State Primary School we use a three-tier system to acknowledge appropriate behaviour. We believe that in order to promote positive behaviour it first needs to be explicitly taught and then acknowledged when demonstrated. Expected behaviours are outlined within the Palmview State Primary School Behaviour Matrix.

Free & Frequent	Short Term	Long Term
•Verbals •Non-verbals •Praise •Team Cheers	Classroom Negotiated Rewards **20 Palmys** Free time (iPad, drawing, colouring, blue box) Class Visit (Buddy Class, Past Teacher, Sibling Class) Dance Circle Outside Play Wobble Chair (for the day) Lunch with Miss Morris	Classroom Negotiated Rewards e.g whole class game PBL Palmy Parade Draw
	Palmys 20 Palmy Certificate "Palmy" Passport CONGRATULATIONS ____ achieved 20 Palmys!	End of Term Whole School PBL Celebration MOVIE/PJ DAY

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Consideration of Individual Circumstances

Individual student circumstances, including behaviour history, disability, mental health and wellbeing, home environment and care arrangements are taken into account when staff respond to inappropriate behaviour, and apply disciplinary consequences. We recognise that the way we teach, provide support and respond to each individual student will differ. This reflects the principle of equity, where every student is provided the opportunity to be successful. This also means that not every student will be treated the same, because treating all students the same is not equitable.

Our school staff are also obliged under law to respect and protect the privacy of individual students, therefore, we will not disclose or discuss disciplinary information with anyone but the student's family. You can be assured that school staff take all matters very seriously and will address them promptly and appropriately. We expect that members of our school community will respect the privacy of all students.

If you have a concern regarding the behaviour of a student at our school, it is expected that the first point of contact would be the classroom teacher. Please make an appointment to discuss the issue with your child's teacher.

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Differentiated and Explicit Teaching

Palmview State Primary School provides differentiated teaching across all year levels and in all classrooms. This involves explicitly teaching students expected behaviours and providing opportunities for students to practise these behaviours in safe and supportive environments. All staff differentiate the curriculum and their pedagogy to suit the needs of the students in their class. All decisions regarding differentiation are based on research, day to day monitoring and best practice. The three main layers to differentiation, as outlined in A Whole School Approach to Support Student Learning, are shown in the image below.
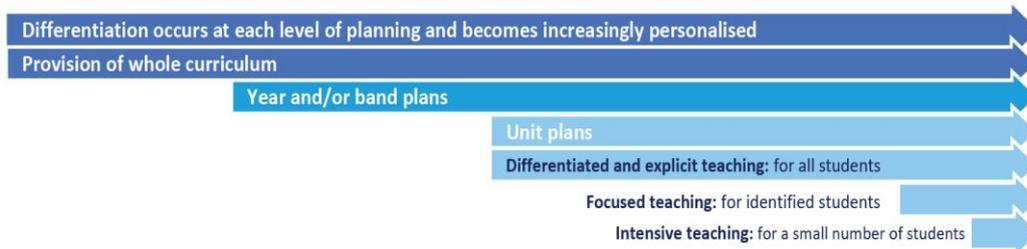
Focused Teaching

Focused teaching provides students with more opportunities to practise skills and achieve the intended learning and expected behaviours. This involves staff revisiting key behavioural expectations and using explicit, structured teaching strategies in a particular aspect of a behaviour or skill, to allow for mastery.

Class teachers work collaboratively with support staff to provide focused teaching. All focused teaching is aligned with our PBL Matrix, and student progress is discussed and monitored by classroom teachers and support staff.

Intensive Teaching

Intensive teaching involves frequent and explicit instruction with individuals, or in small groups to assist students in mastery of basic behavioural skills, concepts and knowledge. Decisions regarding the period of time a student is involved with intensive teaching, and the approach used will be made by the school team, in collaboration with the student's family.

For the small number of students who continue to display behaviours that are deemed complex and challenging, individualised support plans may be created to support the student. The approach will seek to prevent unsafe behaviours and teach appropriate replacement behaviours and strategies for self regulation.

Disciplinary Consequences

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

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

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

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

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

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- 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)
- Loss of play
- Removal from class (take a break, walk and talk, outside support)

Focused

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Informal Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Individual behaviour support plan)
- Targeted skills teaching in small group
- Token economy (Palmy)
- Check in, Check out card
- Counselling and guidance support
- Teacher coaching and debriefing (Classroom Profiling, PBL Mentors)
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents

Intensive

School leadership team work in consultation with Student Support Services team to address persistent or ongoing serious problem behaviour. This may include:
- Formal Functional Behaviour Assessment
- Complex case management and review including representative from the leadership
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

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

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

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

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

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

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

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The inclusion of support staff, such as Head of Inclusion or guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

<div style="background-color:#3b6cb7; color:white; text-align:center; font-size:1.5em; padding:0.5em;">School Policies</div>

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

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

Temporary removal of student property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Palmview State Primary School and will be removed if found in a student's possession:

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

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

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

Responsibilities

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

Parents of students at Palmview State Primary School
- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Palmview State Primary School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Palmview State Primary School
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Palmview State Primary School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;

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- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

The following guidelines have been developed in accordance with Advice for State Schools on acceptable use of ICT facilities and devices. Upon enrolment, students and parents sign the school ICT agreement before students are allowed access to the school ICT network.

Mobile Phones:
- Mobile phones are discouraged at Palmview State Primary School. However, should a student need to bring a phone to school, the student must hand the phone into the school office upon arrival, and collect it immediately prior to departure from school.

Recording of Images and Videos:
- Every member of the school community should feel confident about participating fully in all aspects of school life without concern that their personal privacy is being compromised by being filmed without their knowledge or consent. Students must not use personal devices to record any images or video at school, or when involved in school activities.
- We uphold the value of trust and right to privacy at Palmview State Primary School. Students using personal technology to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fights or pranks etc) for the purpose of dissemination among the student body or via social media, by any means, is not allowed, and as necessary will be reported to parents and/or QPS.
- Images of students are not allowed to be uploaded onto social media (through text message, video or picture message, display, uploading onto internet or social media or other means) without the direct consent of those individuals. Students who undertake these may be subject to discipline, including suspension and/or recommendation for exclusion.
- Students should note that recording or dissemination of images that are considered indecent are against the law and if detected, will result in a referral to QPS.

Recording Private Conversations and the Invasion of Privacy Act 1971
- Students must not use personal devices to record any conversations at school or when engaged in any school based activity.

Preventing and responding to bullying

BULLYING - NO WAY!
At Palmview State Primary School, we celebrate positive behaviour. We explicitly teach social skills, teamwork, cooperation and conflict management through our PBL focus lessons.

What is Bullying?
Bullying is when, over an extended period of time, someone purposely hurts or overpowers others, by using physical or emotional ways.

Bullying can be:

VERBAL	PHYSICAL	INTERNET	SOCIAL
EMAIL	TEXT MESSAGES	WRITTEN	

Examples of Bullying:
- Hitting
- Spreading rumors
- Teasing
- Writing notes
- Pushing
- Telling people not to be friends
- Threatening

- Hiding belongings
- Intimidating
- Deliberately embarrassing
- Text messages
- Always leaving someone out
- Taking property

What Students can do:

If You SEE Bullying	If You Are BEING Bullied
- Be a friend to the target - Invite the target to stay with your group - Tell the bully – "CUT IT OUT, LEAVE THEM ALONE" - Report it to a teacher	- Report it to a teacher - Talk to friends - Ask an adult or parent for help - Stand up straight and firmly say - "LEAVE ME ALONE" - Hold your hand out and say - "STOP IT" - Move away to a crowded area

Respecting Diversity Palmview State Primary School is committed to providing all students with access to high quality schooling that is free from discrimination based on gender, language, sexual orientation, culture, religion, ethnicity, health, disability or socioeconomic background. As a school community we value, celebrate and respond to diversity. It is underpinned by respectful and collaborative relationships with parents and the school community. Inclusive education means that everyday, in every classroom, every student is learning and achieving in a safe, supportive and disciplined learning environment.

Who to speak with? Students need to let someone know if they are being bullied. Students can talk to their friends, ask an adult for help, and follow our school guidelines. If the problem continues, students need to report it to their class teacher or playground teacher first. Students can ask for advice from their parents, and if the problem still continues are encouraged to report it to the Deputy Principal or the Principal.

Outside Incidents – Parents are to contact Deputy Principal
In serious or persistent cases, consider contacting QPS
Contact school office or ESafety Commissioner (www.esafety.gov.au)

Cyberbullying— Keep copies of any texts, emails or offensive material sent or posted on the internet. This evidence can be traced back to the bully and dealt with through the school, your home internet provider or QPS. The following sites are excellent for any parents or young people seeking further information or advice: www.cybersmart.gov.au www.bullyingnoway.com.au www.kidshelp.com.au

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns

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about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

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

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

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 Support Services

Palmview State Primary 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 Palmview State Primary School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These

measures may include withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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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* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers

5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

Critical Incidents

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

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

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

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

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

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

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

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

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