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

Purpose

Capalaba State College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.
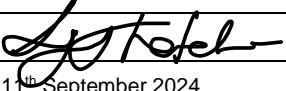
The Capalaba State College Student Code of Conduct outlines our responsibilities and processes to promote a productive, practical, whole-school approach to discipline.

This code of conduct ensures a safe and productive learning environment for all school community members.

Contact Information

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Endorsement

Principal Name:	Lachlan Thatcher
Principal Signature:	
Date:	11ᵗʰ September 2024

P/C President and-or School Council Chair Name:	Cassandra Aldcroft
P/C President and-or School Council Chair Signature:	
Date:	10ᵗʰ September 2024

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Principal's Foreword

Capalaba State College provides high-quality education to students across the Redlands Coast and South East Queensland. We believe solid and positive relationships between all school members are the foundation for the success of all students.

We aim to do more than educate; we aspire to ignite creativity, foster informed decision-making, champion evidence-based practices, promote collaboration, encourage participation, and nurture a culture of care and empathy for individuals, our school, our environment, and our broader community.

This Student Code of Conduct isn't just a set of rules; it's a roadmap for our students to become confident, self-disciplined, and compassionate individuals. It's a testament to our belief that strong, positive relationships among all members of our school community are the bedrock upon which academic excellence and personal growth flourish.

We, the dedicated staff of Capalaba State College, approach discipline as an opportunity for growth. We understand that behaviour can be taught, and that mistakes are stepping stones to wisdom. Our Student Code of Conduct isn't about punishment; it's about education, empowerment, and accountability.

Within its pages, you'll find rules and regulations and a commitment to fostering a safe, inclusive, and respectful learning environment. From guidelines on the use of technology to strategies for preventing and addressing bullying incidents, our Code embodies our unwavering dedication to cultivating responsible digital citizens and empathetic community members.

But it's not just about what's written in black and white. It's about the conversations we have, the lessons we impart, and the connections we forge. It's about instilling in our students the understanding that communication and positive relationships are the currency of success in school and life.

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Learning and Behaviour Statement

The Capalaba State College Student Code of Conduct is underpinned by our aspiration for every student to be encouraged and supported to reach their maximum potential. Through our College plan, shared expectations for student behaviour are plain to everyone, assisting Capalaba State College in creating and maintaining a positive and productive learning and teaching environment where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Capalaba State College, we believe that:
- All students can learn and are capable of reaching high standards of personal achievement and behaviour;
- All students have individual needs and abilities;
- Students should be active participants in decisions about their learning;
- Strong, positive relationships between students, staff, parents/caregivers and the wider community contribute to positive student behaviour;
- Staff commitment to continuous learning enables them to deliver an inclusive and engaging curriculum through innovative teaching and learning strategies, contributing to positive classroom behaviour.

Our school community has used the Positive Behaviour for Learning (PBL) process to identify a set of College expectations/rules that teach and promote our high standards of responsible behaviour:
- We are respectful;
- We are safe;
- We are learners.

Our school expectations/rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same beliefs, contributing to each school's richly diverse social environment. It can also contribute to differences in expectations and force us to reflect on our understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the Principal to discuss the behaviour support and discipline model used at Capalaba State College.

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Student Wellbeing and Support Network

Capalaba State College is proud to have a comprehensive student support network that helps ensure every student's social, emotional, and physical well-being.

In addition to the class teachers' assistance, we have a team of professional staff whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can seek assistance or advice from any trusted staff member at Capalaba State College. If they are unable to assist, they will provide guidance and help ensure the student is connected to the appropriate representative of the student support network.

Parents who want more information about student support, roles, and responsibilities can contact the College administration using the College number.

Students and parents must also understand that regional and statewide support services are available to supplement the school network. These include Principal Advisors, Mental Health Coaches, Autism Coaches, Inclusion Coaches, Success Coaches, Advisory Visiting Teachers, and Senior Guidance Officers. For more information about the services and their roles, please contact the College administration at the school number.

Whole School Approach to Discipline

Capalaba State College uses Positive Behaviour for Learning, or PBL, as the multisystem of school discipline support. This is a whole-school approach, using all classrooms and programs offered throughout the school, including sporting activities and excursions.

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

At Capalaba State College, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach at school. Our staff take responsibility for making their expectations clear, providing supportive instruction about how to meet their expectations, and striving to use behavioural incidents as opportunities to re-teach skills.

The development of the Capalaba State College student code of conduct is an opportunity to explain the PBL framework to parents and students and gain support to implement a consistent approach to teaching behaviour. PBL language and expectations can be used in any environment, including the home setting for students. Doing everything we can to set students up for success is a shared goal of every parent, guardian and school staff member.

Any students or parents who have questions or would like to discuss the student code of conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with a Principal at the College.

The College uses a three-tier approach to facilitating positive behaviour standards and responding to unacceptable behaviour through universal, targeted, and intensive support.

Universal, targeted, and intensive behaviour support includes:
- Quality learning and teaching practices;
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed procedures;
- The implementation of evidence-based programs;
- Monitoring and review of school procedures and programs;
- Professional development for all school community members is consistent with the school's evidence-based approach to promoting positive behaviour;
- Adoption of practices that are nonviolent, noncoercive, and non-discriminatory;
- A continuum of whole school, positive, preventative action for all students.

Universal (also known as Tier 1)

In a supportive and well-disciplined school, approximately 80% to 90% of students require a little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. These reflect student behaviour and Capalaba State College. Universal support is provided to all students.

The first step in facilitating positive behaviour standards is communicating the standards to all students. At Capalaba State College, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour and support. This strategy directed at all students and is designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Our set of behavioural expectations in specific settings is outlined in a school-wide expectations and teaching matrix.

These expectations are communicated to students via:
- Conducting behaviour lessons in the setting will be used;
- Consistently addressing challenging behaviour, taking developmental norms and behavioural functioning into account;
- Providing refresher lessons and targeted recognition throughout the school year so students can access skills as needed;
- Reinforcing behaviour lessons in school, assemblies, and during active supervision by staff during classroom and non-classroom activities.

The College implements the following proactive and preventative processes and strategies to support behaviour:
- Use of the College notices to inform parents and carers of behavioural expectations and processes, enabling active and positive involvement in school processes;
- A College PBL leadership team that regularly provides information to staff and parents and supports others in sharing successful practices;
- A comprehensive induction for new students and staff in the student code of conduct of behaviour;
- Individual support profiles for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

At Capalaba State College, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging and expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trying to give consistent and appropriate acknowledgement and rewards.

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Targeted (also known as Tier 2)

In a supportive and well-disciplined school, approximately 10% to 15% of students occasionally need additional targeted support, specific adjustments, or program intervention. Targeted support is typically delivered in small groups to the identified population.

Targeted behaviour support occurs around a specific setting, issue, student, or group of students demonstrating higher-than-average rates of problem behaviour. The development and implementation of targeted support are team-based, and strategies are developed to prevent or minimise the occurrence of the identified behaviours.

Where targeted or individual support occurs in the classroom, it aligns with our College approach to behaviour, support, and procedures.

The types of interventions offered at this level will vary according to the needs of each student, each consisting of:
- A clear connection between the skills taught in the interventions and the schoolwide expectations;
- Interventions that require little time from classroom teachers and are easy to sustain;
- Limited variations within each intervention;
- Interventions that are evidence-based and proven to be effective.

If the school data indicates that more than 10% to 15% of students require targeted services, a review of the universal tier is needed to address the basic implementation and quality of instruction.

Intensive (also known as Tier 3)

In a supportive and well-disciplined school, approximately 2% to 5% of students may need more intensive support or flexible learning options to assist them in continuing their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

Students who have had targeted support and are still at risk of significant educational underachievement due to inappropriate behaviours are identified as needing intensive support.

In these circumstances, an individual student support program will be developed through a collaborative approach involving the student's parents or caregivers, teachers, and other relevant support personnel, such as the Guidance Officer or an advisory visiting teacher.

Intensive support programs may include functional behaviour assessments and flexible or alternative learning options.

Intensive support programs should include strategies to:
- Prevent problem behaviour;
- Teach the student acceptable replacement behaviour;
- Reinforce the student's use of the replacement behaviour;
- Minimise the payoff for problem behaviour.

Intensive support exists along a continuum. Many students can benefit from a simple or brief, functional behaviour assessment that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive assessment that includes a more thorough data collection and problem-solving process. An even smaller percentage of students may need an intensive functional behaviour assessment and individual behaviour plan that includes personnel from outside agencies and rigorous problem-solving procedures.

If the school data indicates that more than 2% to 5% of the student population requires individualised services, a review of universal and targeted supports and organisations is recommended.

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Consideration of Individual Circumstances

Staff at Capalaba State College consider students' 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.

To ensure alignment when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are always considered.

Capalaba State College considers the individual circumstances of students when applying support and consequences by:
- Promoting an environment which is responsive to the diverse needs of its students;
- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code;
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state;
- Recognising the rights of all students to:
  - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;, and
  - Receive adjustments appropriate to their learning or impairment needs.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide, and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same because treating everyone the same is unfair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

For many students, specific disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each student in both the instruction of behaviour and the response to behaviour, which have access to a reasonable standard of support for their health needs whilst attending school or school-based activities. This means that appropriate health plans are developed and followed for students with specialised health needs, 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.

Differentiated and Explicit Teaching

Capalaba State College 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 and provide feedback, correction, and practice opportunities.

Teachers at Capalaba State College variable. Students are taught; however, they are taught 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 plan various ways to engage students purposefully, assist in achieving the expected learning and demonstrate their learning.

Differentiation has three main layers, as illustrated in the diagram below. This model is also used for academic and pedagogical differentiation.

Differentiation occurs at each level of planning and becomes increasingly personalised
Provision of whole curriculum
Year and/or band plans
Unit plans
Differentiated and explicit teaching: for all students
Focused teaching: for identified students
Intensive teaching: for a small number of students
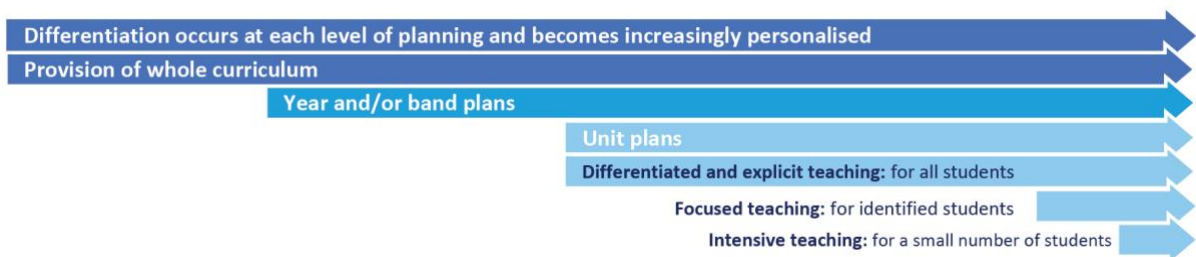
These three layers map directly to the tiered approach discussed earlier in the learning and behaviour section. For example, in the PBL framework, Universal is differentiated and explicit teaching for all students, Targetted is focused teaching for identified students, and Intensive supports a small number of students. Each layer provides progressively more personalised support for students.

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Focused Teaching

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

Focus teaching involves revising behavioural concepts or skills and using explicit and structured teaching strategies and particular aspects of a behaviour skill. It gives students more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

Support staff, including teachers with specialist expertise in learning, language, or development, work collaboratively with class teachers at Capalaba State College to provide focused teaching. Focused teaching is aligned with the PBL expectations matrix, and the classroom teachers monitor student progress to identify those who no longer require additional support, ongoing focused teaching, or intensive teaching.

Capalaba State College has a range of student support network staff to help arrange and deliver focused teaching to students who need more support to meet expectations.

The classroom teacher is supported by other school-based staff to address classroom problem behaviours. These may include:
- Functional behaviour assessment;
- Individual student behaviour support strategies, for example, a student behaviour plan;
- Targeted skills teaching in a small group;
- Detention;
- Behavioural contract;
- Counselling and guidance support;
- Self-monitoring plan;
- Check-in check-out strategy;
- Teacher, coaching and debriefing;
- A referral to a student support network for team-based problem-solving;
- Stakeholder meetings with parents and external agencies.

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Intensive Teaching

Research evidence shows that even in a well-functioning school, approximately 5% of the student population will require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, within individuals or small groups, to master basic behavioural concepts, skills and knowledge. Some students may require intensive teaching for a short period for particular behaviour skills. Other students may be required to learn for a more prolonged period. Decisions about the approach will be made based on data collected from the 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, individualised, function-based behaviour, assessment, support plans, and multiagency collaboration may be provided to support the student. This approach will address the acute impact of students' barriers to learning and participation, negotiating several complex personal issues.

Students requiring intensive teaching will be assigned a case manager who will oversee the coordination of individual programs, communicate with stakeholders, and directly consult with the students and their families.

School leadership teams consult with the student support network to address persistent or severe ongoing problem behaviour. This may include:
- Complex case management and review;
- Stakeholder meetings with parents and external agencies, including regional specialists;
- Temporary removal of student property;
- Short-term suspension, up to 10 school days;
- Long-term suspension, up to 20 school days;
- Charge-related suspension: a student has been charged with a severe criminal offence and is suspended from school until the relevant justice authorities have dealt with the charge;
- Suspension pending exclusion;
- Exclusion;
- Enrollment can be cancelled for students older than the compulsory school age who refuse to participate in the educational program provided at the school.

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Legislative Delegations

Legislation

Please find links to relevant legislation that informs the overall student discipline procedure:

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

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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 several non-delegable powers to the system to meet this obligation, including the authority to suspend, exclude, or cancel a student's enrolment at the school. These decision-making responsibilities cannot be delegated to other school staff, such as Deputy Principals.

Disciplinary Consequences

Most 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 minor problem behaviours.

Some students will need additional support, time and opportunities to practice expected behaviours. Approximately 10% - 15% of the student population may experience difficulty with meeting the stated expectations. Even with focused teaching in class, corrective feedback, sanctions, and rule reminders, these students continue to display low-level inappropriate behaviour. Continued patterns of low-level inappropriate behaviour interfere with teaching and learning for the whole class and the class teacher may decide to refer the student to the school administration team for determination of a disciplinary consequence.

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

Differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences for addressing behaviour that is dangerous to others or causes significant ongoing interference with class or school operations.

Capalaba State College has a systematic approach to minimising inappropriate behaviour by continuously teaching and reinforcing expected behaviours. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Unlawful behaviour may be reported to the Queensland Police Service.

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Behaviour and Consequences

The following is a list of possible behaviours that would be considered inappropriate in a supportive and safe school environment. This is not an exhaustive list.	The final decision on any disciplinary action will be based on a case-by-case examination of the facts. Possible consequences may include, but are not limited to, the following.
Inappropriate behaviours – low levels	**Possible consequences for low level behaviours**
Not being a learner • Disrupting learning • Refusing to work / complete set tasks • Not being prepared for class **Not behaving respectfully** • Misuse of equipment • Not using appropriate language • Not following a staff member's directions • Inappropriate use of technology • Littering • Eating / drinking in the wrong place • Lack of care for the environment • Non-compliance with the dress code **Not behaving safely:** • Not following the sun safety policy • Playing in the wrong area • Being an out of bounds area • Not following 'no touch' expectations (keep hands, feet, objects to self) • Minor physical contact (pushing or shoving) • Running on hard surfaces	**Staff Member interventions** • Warning • Rule reminder • Student Behaviour referral **Logical Consequences** • Restorative actions • Buddy class • Supervised timeout • Accompany a teacher on playground duty • Confiscation of items • Parental contact • Lunch time detentions • After school detentions • Use of a monitoring sheet
Innapropriate behaviours – high levels	**Possible consequences for high level behaviours**
• Persistently disruptive behaviour adversely affecting others • Persistent non-compliance • Refusal to participate in the program of instruction • Inappropriate use of technology • Distribution of inappropriate messages or images involving staff, students or the College • Inappropriate online behaviour • Verbal or non verbal misconduct (involving an adult or a student) • Physical misconduct involving an object (involving an adult or a student) • Physical misconduct not involving an object (involving an adult or a student) • Property misconduct • Substance misconduct • Persistent truancy • Unsafe behaviour (to self or others) • Possession or use of weapons • Possession or use of prohibited items • Bullying behaviours	Logical Consequences • Restorative actions • Staff member intervention • Admin intervention • Mediation • Confiscation of item/s • Buddy class • Parental contact • Time out • Detention • Student Support Behaviour Plan • Referral to Support Agencies • In school withdrawal • Loss of privileges • Community Service Interventions • Suspenson 1 – 10 days • Suspension 11 – 20 days • Discipline improvement plan • Suspension with a proposal for exclusion

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School Disciplinary Absences (Suspensions)

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland State School, applied by the Principal as a response to poor student behaviour.

There are four different types of school disciplinary absences:
- Short suspension, 1 to 10 school days.
- Long suspension, 11 to 20 school days.
- Charge related suspension.
- Exclusion period of up to one year or permanent.

At Capalaba State College, using any SDA is considered a severe decision. The Principal typically only uses it when other options have been exhausted. The student's behaviour is so dangerous that continuing attendance at the school is considered a risk to the safety or well-being of the school community.

Parents and students may appeal a lengthy suspension, charge-related suspension, or exclusion decision. The Director-General or their delegate will conduct a review and decide within 40 school days to confirm, amend, or set aside the Principal's original decision.

The appeal process is a thorough review of all documentation associated with the SDA decision. It allows 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 the school and the family. The purpose of the appeal must be understood so that the 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 suspended from Capalaba State College may be invited to attend a re-entry meeting on their scheduled return to school. The primary purpose of this meeting is to welcome the student and their parents 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 the school. The re-entry meeting aims for school staff to set up a student for future success and strengthen home-school communication.

Attending a re-entry meeting is optional for the student or their parents. However, it may be offered to assist the student's successful re-engagement in school following suspension.

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

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 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 parents later. This meeting should be narrowly focused on making the student and their family feel welcome back into the school community. The agenda would typically include a check-in on student well-being, any recent changes to the school routine or staffing, offering support, setting a check-in date for follow-up, thanking everyone for attending and supporting the student to start the school day.

Reasonable adjustments.
In planning the re-entry meeting, school staff will consider reasonable adjustments to support the student's attendance and engagement. This includes selecting an appropriate and accessible meeting space, organising translational and interpreting services, providing written or pictorial information, and making other relevant accommodations.

School Policies

Capalaba State College has tailored school discipline policies to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you are familiar 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

Removing any property in a student's position may be necessary to promote the school's caring, safe, and supportive learning environment and maintain and foster mutual respect. The Temporary Removal of Student Property by School Staff Procedure outlines the processes, conditions, and responsibilities of state school Principals and school staff when temporarily removing student property.

If a staff member believes that temporarily confiscating a student's property is necessary to provide a safe and productive learning environment, they may do so. The Principal will determine a reasonable time frame for the student or parent to collect the confiscated property from the college. However, if the confiscated property is illegal to possess, threatens the safety or well-being of students or staff, or has been used to commit a crime, it may not be available for collection.

Determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider the following:
- The condition and nature of the 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 determines when the temporarily removed student property can be returned unless handed to the Queensland Police Service.

The following items are explicitly prohibited at Capalaba State College and will be removed if found in a student's possession:
- Illegal items or weapons include guns, knives, throwing stars, brass knuckles, and chains;
- Imitation guns or weapons;
- Potentially dangerous items, for example, blades or ropes;
- Drugs, as well as tobacco;
- Alcohol;
- Aerosol, deodorant, or cans, including spray paint;
- Explosives, for example, fireworks flares or sparklers;
- Flammable solids or liquids include firestarters, mothballs, and lighters;;
- Poisons, for example, weed killer or insecticides;
- Inappropriate, offensive material, for example, racist literature, pornography, and extremist propaganda;

No knives of any type are allowed at school, including ceremonial or religious knives, flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives, craft knives, corkscrews with knives, or any item that can be interpeted as a weapon. The school will provide knives needed for school activities and will be supervised by school staff. When students are required to have their 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. Students who engage in severe various problem behaviours such as violent physical assault and the use and supply of drugs or weapons, including knives, can expect to be suspended with a proposal to exclude.

At Capalaba State College:
- State School Staff do not require consent to search school properties, such as lockers, desks, or devices supplied to the student through the school;
- A student's bag may be seized before seeking consent if there is suspicion of a dangerous item in their school bag. This is also necessary before seeking consent to search from a parent or before calling the police.
- State School Staff require consent to examine or deal with temporarily removed student property.
  - Example: Staff who temporarily remove mobile phones from a student are not authorised to unlock the phone or 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 of the students or parents.
  - Example: to access medication for an anaphylactic emergency

Use of mobile phones and other devices by students

The school encourages positive use of personal electronic devices to minise the potential for theft, damage, distraction, or disruption to learning. This aligns with state government policy. However, the school accepts that parents give their children mobile phones to protect them from everyday risks involving personal security and safety. There is also increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone reassures parents that they can contact their child if they need to speak to them urgently.

Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact. It can ensure that your child is reached quickly and assisted appropriately.

Electronic devices include mobile phones, game devices, cameras, voice recording devices, tablets, headphones, smartwatches, and similar devices.

Student responsibility and acceptable use
If a student has chosen to bring a mobile phone or electronic device/associated equipment to school, they must abide by the following:
- In line with the state-wide 'away for the day' policy, mobile phones must be switched off or on silent and kept out of sight during school hours and other educational activities;
- Exemptions will be available for students who require access to their mobile phones for health monitoring purposes. Please speak with the Year Level Deputy Principal regarding the process for requesting an exemption;
- Students can use their mobile phones to make payments at the tuckshop, uniform shop, and student counter;
- Students who do not follow the school's guidelines and access mobile phones or electronic devices during school hours must comply with staff directions to surrender their devices to the office for later collection. Failure to follow staff directions will result in further consequences for non-compliance in line with the College's Student Code of Conduct;
- Repeated non-compliance with the state-wide 'away for the day' policy may incur further consequences in line with Capalaba State College's Student Code of Conduct;
- Under no circumstances will Capalaba State College accept responsibility for the loss/damage of any electronic device.

Confiscation and storage of mobile phones and other electronic devices (through negotiation)
Students may have their mobile phones or other electronic devices confiscated as a disciplinary consequence, as outlined in the College's Student Code of Conduct. A student using a mobile phone without Principal approval may have it stored at the office for collection at the end of the day.

A student may not be permitted to have a mobile phone while at school for some time. In these instances, the student must drop their mobile phone off at the office upon arrival at school and collect it before departing each day.

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Acceptable use of ICT Services, Facilities and Devices

Students at Capalaba State College use Information and Communication Technologies (ICT) as an integral part of their learning, equipping them to live and work successfully in the digital world.

Capalaba State College has an extensive digital infrastructure network, including school-owned iPads, desktop computers, data projectors, televisions, printers, copiers, scanners, robotics equipment, and many other digital equipment to support learning.

Students must follow Capalaba State College's Student Code of Conduct when using school ICT, facilities, and devices. Access to ICT facilities and devices provides valuable learning experiences for students and supports schools' teaching and learning programs.

Students and their parents are responsible for the following:
- Understand the responsibility and behaviour requirements outlined by the school for accessing the department's network facilities;
- Understand that personal devices must not access the school's restricted network;
- Access the internet using only the school network, not via hot-spotting to cellular network technology;
- Report and discontinue access to inappropriate content if presented by the Internet or email.

The College is not responsible for safeguarding information stored by students on departmentally owned devices. Schools may remotely access departmentally owned devices for management purposes.

Students who use our College's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access.

Despite internal departmental controls to manage content on the Internet, inappropriate content may be accidentally accessed or displayed.

It is acceptable for students, while at school, to use school-owned devices to:
- Compete classwork and assignments set by teachers;
- Develop literacy, communication, and information skills;
- Create submissions of work,
- Conduct research;
- Communicate or collaborate with courtesy, consideration, and respect for others.

It is unacceptable for students while at school to:
- Unlawfully use any ICT device;
- Record images or videos of students or school staff without their consent;
- Record images or video of the school grounds without the Principal's permission;
- Publish any media online that includes students in school uniform or involved in a school activity without the permission of the Principal;
- Publish media online, which includes school staff or the school grounds, without the Principal's permission;
- Download, distribute or publish offensive messages or pictures;
- Use obscene, inflammatory, racist, discriminatory, or derogatory language;
- Use language and or threats and violence that may amount to bullying, harassment, or stalking;
- Insult, harass or attack others or use obscene or abusive language;
- Deliberately waste printing and Internet resources;
- Damage computers, printers or other network equipment;
- Commit plagiarism or violate copyright laws;
- Ignore teacher directions regarding using social media, online email and Internet chat;
- Send chain letters or spam emails;
- Share their own or others' personal information or images that could risk their safety or that of others;
- Knowingly download viruses or any other programs capable of breaching the department's network security;

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- Invade someone's privacy by recording personal conversations or daily activities and further distributing such material;
- Use digital technologies to cheat during exams or assessments;
- Use electronic devices at exams or during class assessments unless expressly permitted by school employees;
- Share network log in details or use another student's or staff member's credentials to access the school network.

Preventing and responding to bullying

Capalaba State College promotes respectful relationships to ensure the well-being of all students, staff, and visitors.

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 participate actively in their learning and achieve better physical, emotional, social and educational outcomes;
- Teachers who feel valued and supported are likelier to engage positively with students and build stronger connections within the school community;
- Parents who are positively engaged with their child's education improve students' self-esteem, attendance, and behaviour, enhancing the well-being of students and educators and delivering overall long-term social, health, and economic benefits to the Australian community.

Capalaba State College strives to create positive, predictable environments for all students at all times of the day.

Our disciplined and supportive environment is essential to:
- Achieving overall school improvement, including the effectiveness of our student support procedures;
- Raising achievement and attendance;
- Promoting equity and diversity; and
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Capalaba State College. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes directly contradict our school community's goals and efforts to support all students.

Bullying behaviours that will not be tolerated at Capalaba State College include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or Internet, reducing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:
- Race, religion or culture;
- Disability;
- Appearance or health conditions;
- Sexual orientation;
- Sexist or sexual language;
- Young carers or children and care.

At Capalaba State College, there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour.

Research indicates that many inappropriate behaviours are peer-maintained. This means that peers react to bullying in ways that may increase the likelihood of it happening again. Reactions include joining in, laughing, or simply standing and watching instead of intervening to help the bullied person. While our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching strategies to the entire school to respond to bullying in a way that does not socially reinforce those who bully.

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The anti-bullying procedures at Capalaba State College are in addition to our already research-validated Schoolwide Positive Behaviour for Learning (PBL). This means that all students are explicitly taught the College's expectations and receive high social acknowledgement for doing so.

Attempting to address specific problem behaviours will only be successful if the general level of disruptive behaviour in all areas of our school is low. Therefore, our school-wide universal behaviour support practices will always be maintained.

- Our universal behaviour support processes remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- All students know the College expectations and have been taught the expected behaviours in all areas of the school, including non-classroom areas;
- All students receive high levels of positive reinforcement from all staff in the non-classroom areas of the school for demonstrating expected behaviours, including those associated with following our routines.
- High-quality active supervision during playground duty is a published staff routine in non-classroom areas. This means that duty staff members are easily identifiable and constantly move, scan, and interact positively as they move through the designated supervision sectors of the non-classroom areas.

Bullying issues with a cohort of students will be addressed through specific year-level strategies and programs.

Specific anti-bullying lessons are developed and taught to all students across the college. These lessons teach the process to be used by all students when experiencing bullying behaviour, whether as the person being bullied, the person bullying, or witnesses and bystanders.

Restorative processes and counselling provide support for students directly involved in bullying behaviour, both the person being bullied and the person bullying.

Students demonstrating significant bullying behaviours may require the intensive support of external behaviour specialists and agencies.

Capalaba State College uses behavioural data for decision-making. The data is entered into our database daily and can be recalled as summary reports anytime. This facility allows the school to track the effectiveness of its anti-bullying processes, make any necessary adjustments, and identify specific bullying behaviours that may need to be revisited or revised in the structural process.

Cyberbullying

Cyberbullying is treated at Capalaba State College with the same level of seriousness as in-person bullying. The significant difference with cyberbullying, however, is that, unlike in-person bullying, cyberbullying follows students into their community, their home, and their bedrooms, giving them no opportunity to escape the cyberbullying during the evenings, weekends or holidays.

Students, parents, and staff need to know that state school Principals can take disciplinary action to address student behaviour outside school hours or not on school grounds.
- This includes, but is not limited to, cyberbullying.

Students enrolled at Capalaba State College may face disciplinary actions such as detention or the removal of privileges or more severe consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects or is likely to 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 the inappropriate online behaviour of enrolled students 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 parents may be referred to the e-safety commissioner's office. State school staff who engage in inappropriate online behaviour towards students, staff or parents may be referred for investigation to by the Department of Education.

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Bullying response flowchart for staff

Please note these timelines may be adjusted depending on the unique circumstances and risks associated with each situation. This is done according to the professional judgment of the staff involved. Timeframes should be discussed and agreed upon with the student and family.

Key School Contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Year 7 to Year 12 – Form teacher or Year Level Coordinator

First hour – Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Staff should follow the student protection process and involve Administration. 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 statements, including 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

The Internet, mobile phones, and social media provide excellent opportunities for students to network and socialise online. While all 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 sometimes negative comments posted about the school community have a more significant impact than expected. This guide offers information about using social media for comments or posts about the school community. The reputation of students, teachers, schools, Principals, and even parents can be permanently damaged. In some cases, severe instances of inappropriate online behaviour can be dealt with by the police and the court system.

Being aware of a few simple strategies can help make the use of social media positive and constructive:
- Before you post something online, ask yourself if the community or individual needs to know. Is it relevant, cheerful and helpful?
- Should this be a private conversation instead of a public post?
- Does this involve images or information of people without their consent?
- Remember that your post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Role model. If things get heated online, consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame the situation.
- Be mindful when commenting. Keep it general and avoid posting identified individuals or identifying information (e.g., school uniforms).
- Previously, parents may have discussed concerns or issues with their friends at school. However, with social media, online discussions between you and your close friends can quickly be shared with a much wider audience, potentially far more significant than intended.
- Thinking about the comment you're about to post could save you upset, embarrassment, and possible legal action.
- As a parent, you are responsible for supervising and regulating your child's online activities at home and their impact on the reputation and privacy of others. Parents are their children's first teachers, and children will learn their online behaviours from you.

Parental and community feedback is essential for schools and the department. If you have a complaint, compliment, or enquiry about an issue at school, the best approach is to speak directly to the school rather than discuss it publicly.

While many schools use social media to update parents on school notices, the department prefers that parents contact schools directly with compliments, complaints, or enquiries due to privacy considerations. Imagine if your doctor, accounting, or banking institution tried to contact you to discuss important issues via Facebook.

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

Keep comments calm and respectful, just as you would over the telephone or via email. If you encounter negative or derogatory content online that involves the school, hinders a child's learning, or affects the school community at large, contact the school Principal.

Severe inappropriate online behaviour may constitute a criminal offence and become a police matter.

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

If you encounter inappropriate content, take a screen capture as evidence for use when reporting.

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Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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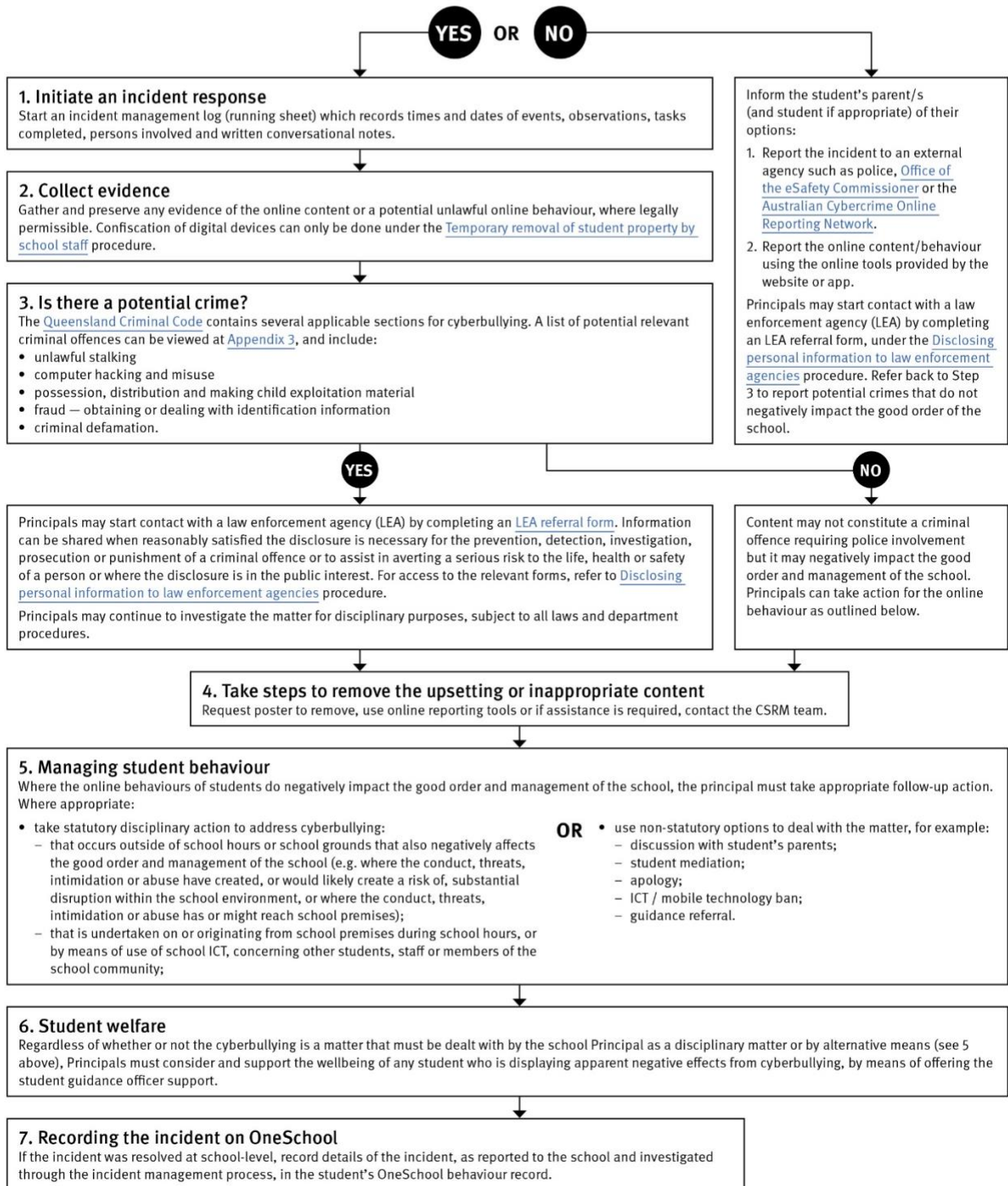
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process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

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

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

YES OR **NO**

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

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

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

YES

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

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

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.

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.

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

Staff at Capalaba State College sometimes need to respond to student behaviour that presents a risk of physical harm to the students themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, students' behaviour may continue to escalate, and staff need to engage immediately with positive and proactive strategies and support the students in managing their emotional arousal and behaviour.

In rare situations, there is an immediate risk of physical harm to the student or others. When all other strategies have failed to reduce the risk, restrictive practices may be necessary for staff.

Restrictive practices will always be a last resort when no other option is available to reduce immediate risk to the student, staff or others.

Restrictive practices are not used for punishment or as a discipline.

The department's restrictive practices procedure is written to protect everyone's human rights, health, safety and welfare. There are six fundamental principles:
- Regarding the human rights of those students,
- Safeguard students, staff and others from harm.
- Ensure transparency and accountability.
- Places importance on communication and consultation with parents and carers.
- Maximise the opportunity for positive outcomes and
- Aim to reduce or eliminate the use of restrictive practices.

In some individual cases, staff may need to use pre-planned physical or mechanical restraint strategies or clinical holding if necessary. These strategies are based on assessing the individual's behaviour or clinical health needs and are recorded in advance. These planned strategies will only occur when there is a clear and immediate risk, consistent with the restrictive practices procedure.

Seclusion will not be used as a planned response. It will only be used in severe circumstances to manage unforeseeable situations in an emergency. If it is necessary to use seclusion, it will be done in the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. During the seclusion, a staff member will always observe the student. As soon as possible, seclusion will cease.

After using any form of restrictive practice, it is essential to conduct a thorough review. This review will help staff understand how they handled the situation and assess whether there were any alternative options to manage the risk in the future. This strategy has been proven to be effective in reducing the use of restrictive practices.

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

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Critical Incidents

All school staff must consistently understand how to respond to emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures appropriate actions are taken to keep students and staff safe.

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

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

For unexpected critical incidents, staff should follow the basic defusing techniques:
- 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, and communicating anger and frustration through body language.
- 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.
- 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.
- Follow through: If the student starts displaying the appropriate behaviour, briefly acknowledge their choice and redirect the other students' attention towards their usual work activity. If the student continues with the problem behaviour, remind them of the expected school behaviour and identify the consequences of continued unacceptable behaviour.
- Debrief: When there is a low risk of re-action, help the student 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 options for future situations.

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