Capalaba State College

Student
Code of Conduct

2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.
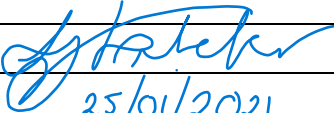
Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

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Contact Person:	Lachlan Thatcher (Principal)

Endorsement

Principal Name:	Lachlan Thatcher
Principal Signature:	
Date:	25/01/2021
P/C President and-or School Council Chair Name:	Desma Hsu
P/C President and-or School Council Chair Signature:	
Date:	25/01/2021

Contents

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 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.

The Capalaba State College Student Code of Conduct is designed to facilitate a supportive environment where students have the opportunities to engage in quality learning experiences, acquire values to support their lifelong learning and enable them to participate positively within our school community.

Capalaba State College provides high quality education to students from across the Redlands Coast and South East Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Capalaba State College focuses on creativity, bringing learning to life; informed decision making; evidence based use of data; collaboration, working together; participation, involved in all elements of learning; and caring, for all individuals, the environment and the community.

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Capalaba State College staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Capalaba State College Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C President: Desma Hsu
president@capalabascpandc.com.au

25th January 2021

To Whom it May Concern,

The Capalaba State College P&C Association are happy to support the new Student Code of Conduct Document.

The College has engaged in extensive consultation with students, teachers, parents and the community in the development of this document. We are confident that it provides a clear explanation of the expectations of Capalaba State College students and how they will be supported to meet the outlined expectations.

Kind Regards

Desma Hsu

P&C President

The consultation process used to inform the development of the Capalaba State College Student Code of Conduct occurred throughout 2020.

Capalaba State College developed this Student Code of Conduct in collaboration with our school community. Consultation with parents, staff and students was undertaken throughout 2020. A review of school data relating to attendance, absenteeism, school disciplinary absences and behaviour incidents from 2016 – 2019 also informed the development process.

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

A communication strategy has been developed to support the implementation of the Capalaba State College Student Code of Conduct, including parent information evening, promotion through the school website and monthly newsletter. Any families who require assistance to access a copy of the Capalaba State College Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for
- parents
- students
- staff
- principals.

School Opinion Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
their child is getting a good education at school (S2016)	94%	100%	90%
this is a good school (S2035)	94%	100%	90%
their child likes being at this school* (S2001)	92%	94%	92%
their child feels safe at this school* (S2002)	96%	94%	94%
their child's learning needs are being met at this school* (S2003)	90%	98%	88%
their child is making good progress at this school* (S2004)	92%	96%	90%
teachers at this school expect their child to do his or her best* (S2005)	96%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	94%	88%
teachers at this school motivate their child to learn* (S2007)	89%	96%	90%
teachers at this school treat students fairly* (S2008)	83%	89%	78%

Performance measure			
Percentage of parents/caregivers who agree# that:	2017	2018	2019
they can talk to their child's teachers about their concerns* (S2009)	90%	94%	96%
this school works with them to support their child's learning* (S2010)	92%	94%	92%
this school takes parents' opinions seriously* (S2011)	83%	91%	84%
student behaviour is well managed at this school* (S2012)	83%	85%	82%
this school looks for ways to improve* (S2013)	96%	91%	90%
this school is well maintained* (S2014)	96%	98%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
they are getting a good education at school (S2048)	86%	93%	88%
they like being at their school* (S2036)	81%	88%	81%
they feel safe at their school* (S2037)	88%	85%	86%
their teachers motivate them to learn* (S2038)	85%	84%	90%
their teachers expect them to do their best* (S2039)	92%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	84%	85%
teachers treat students fairly at their school* (S2041)	74%	73%	77%
they can talk to their teachers about their concerns* (S2042)	73%	69%	75%
their school takes students' opinions seriously* (S2043)	78%	70%	67%
student behaviour is well managed at their school* (S2044)	70%	70%	64%
their school looks for ways to improve* (S2045)	85%	91%	90%
their school is well maintained* (S2046)	80%	87%	83%

Performance measure			
Percentage of students who agree# that:	2017	2018	2019
their school gives them opportunities to do interesting things* (S2047)	83%	86%	85%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	91%	95%	95%
they feel that their school is a safe place in which to work (S2070)	92%	96%	96%
they receive useful feedback about their work at their school (S2071)	82%	84%	85%
this is a good school	87%	92%	91%
students are encouraged to do their best at their school (S2072)	94%	98%	97%
students are treated fairly at their school (S2073)	97%	93%	95%
student behaviour is well managed at their school (S2074)	77%	84%	86%
staff are well supported at their school (S2075)	83%	87%	84%
their school takes staff opinions seriously (S2076)	88%	86%	87%
their school looks for ways to improve (S2077)	96%	96%	97%
their school is well maintained (S2078)	91%	90%	94%
their school gives them opportunities to do interesting things (S2079)	85%	94%	89%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

CAPALABA STATE COLLEGE - SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	66	70	24
Long Suspensions – 11 to 20 days	6	11	3
Charge related Suspensions	0	0	0
Exclusions	5	16	5

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 to create and maintain 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 their own continuous learning enables them to deliver an inclusive and engaging curriculum through innovative teaching ad learning strategies which contributes 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:
- Be responsible
- Be respectful
- Be safe
- Be positive
- Be a learner

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 sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at Capalaba State College.

Multi-Tiered Systems of Support

The College uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour through provision of **universal, targeted** and **intensive** approach.

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

for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

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

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

Consideration of Individual Circumstances

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

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

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:
  o Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
  o Receive adjustments appropriate to their learning and/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 not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing

Capalaba State College offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher, Head of Special Education or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Capalaba State College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; specialised education around sexually transmissible infections as part of the Years 7-9 Health and Physical Education and You Can Do It programs; and ensure CPR for Life in schools skills training is accessible to all Year 10 and 12 students.

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

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

Specialised health needs
Capalaba State College works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures,

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.

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

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

Capalaba State College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, on both Junior and Senior campuses to provide emergency first aid medication if required. Senior emergency first aid is located in the administration building and Junior Campus emergency first aid is located in the Health Room.

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

Suicide prevention
Capalaba State College school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Capalaba State College staff follow suicide intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds, Capalaba State College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Capalaba State College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

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

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

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

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please contact school administration on the school number.

Role	What they do
COLLEGE – JUNIOR AND SENIOR CAMPUS	
Community Education Counsellor	o Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	o Provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Registered Nurse	o Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs o Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Chaplain	o Provides guidance and spiritual counselling as required.
JUNIOR CAMPUS	
Deputy Principal	o Leadership of Student Support Network to promote an inclusive, positive school culture o Monitors attendance, behaviour and academic data to identify areas of additional need.
Head of Curriculum	o Provides leadership on curriculum outcomes, assessment and reporting
Guidance Officer	o Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting o Assists students with specific difficulties, acting as a mediator or providing information on other life skills o Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
SENIOR CAMPUS	
Deputy Principals	o Leadership of Student Support Network to promote an inclusive, positive school culture o Monitors attendance, behaviour and academic data to identify areas of additional need.
Head of Junior Secondary (Deputy Principal)	o Coordinate transition to secondary for students moving from Year 6 to Year7 o Monitors student attendance data, arranges intervention for students in Years 7 to 9. o Oversee signature programs including scholars, High Performing Sport, Health Academy and MultiLit
Head of Senior Secondary (Deputy Principal)	o Lead role for implementation of Positive Behaviour for Learning (PBL) o Monitors student attendance data, arranges intervention for students in Years 10 – 12 o Oversee Student Management Team
Year Level Coordinators	o Responsible for student welfare at each year level o Provides continuity of contact for students and their families through the six years of schooling o Ensures students feel safe and comfortable and want to come to school o Nurtures a sense of belonging to the home group, year level and school.

Youth Support Coordinator	o Provides individual and, at times, group support to students to assist their engagement with education and training
	o Support students to overcome barriers to education such as
	   o attendance at school
	   o drug and alcohol support needs
	   o QCE/learning support
	   o suspension/exclusion/referral for behaviour support
	   o relationships/social skills
	   o conflict with family/peers/teachers
	   o social/emotional/physical wellbeing.

MultiLit	o Signature program for students reading below age level for specific intervention

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

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

At 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 in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Capalaba State College Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent, 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 the principal.
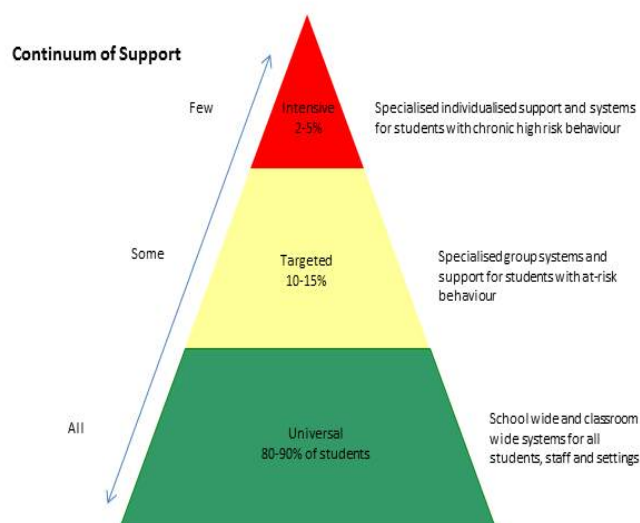
Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students.

The College uses a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour through provision of **universal, targeted and intensive** supports.

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

Targeted
In a supportive and well-disciplined school, approximately 10% to 15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population. Examples of targeted support at Capalaba State College include Rock Solid, Rock and Water, Blue Edge and other programs based on need.

Intensive
In a supportive and well-disciplined school approximately 2% to 5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours. Functional Behaviour Assessments may be undertaken to assist with the development of intensive support options. The College also partners with the Positive Learning Centre (PLC) to support students address these challenging behaviours.

Universal, targeted and intensive behaviour support includes:
- Quality learning and teaching practices (EDI);
- A balanced, relevant and engaging curriculum;
- Supportive and collaboratively developed procedures;
- The implementation of evidence-based programs (PBL);

- Regular monitoring and review of school procedures and programs (established PBL committee);
- Professional development for all members of the school community consistent with the school's evidence-based approach to promoting positive behaviour;
- Adoption of practices that are non-violent, non0coercive and non-discriminatory; and
- A continuum of whole school positive preventative action for all students

Universal Behaviour Support

Essential to effective learning is a safe, supportive and disciplined environment that respects the following rights.
- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all people to be safe

To ensure that these standards are met, the following responsibilities are expected.

Community Members
- All members of the community are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises and respects the rights of others

Students are expected to:
- Actively participate in the school's educational program
- Take responsibility for their own behaviour and learning
- Demonstrate respect for themselves, other members of the school community and the school environment
- Behave in a manner that respects the rights of others, including the right to learn
- Cooperate with staff and others in authority

Parents are expected to:
- Show an interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour
- Contribute positively to behaviour support plans that concern their child

Staff
Staff are expected to maintain high standards of ethical behaviour as established in the Department of Education's Code of Conduct

The first step in facilitating standards of positive behaviour is communicating those 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 support – a strategy directed towards all students designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our school expectations. The School-wide Expectations and Teaching Matrix outlines our agreed rules and specific behavioural expectations in all school settings.

In addition teaching staff on each campus are issued each year with a Behaviour Management Booklet which provides guidelines and strategies to support student behaviour management and the College's Code of Conduct of School Behaviour.

CAPALABA STATE COLLEGE EXPECTATION MATRIX (Ver 16062020)

	BE RESPONSIBLE	BE RESPECTFUL	BE SAFE	BE POSITIVE	BE A LEARNER
All Areas of our College Community	• Be organised and prepared to learn. • Be punctual. • Take ownership of my choices. • Follow the College rules and expectations. • Junior Campus – Hand phones into the office for safekeeping	• Follow adult instructions. • Be a good listener. • Care for self, others, property and the environment. • Use kind words and manners. • Consider other people's right to learn and teach. • Wear the correct uniform with pride. • Place rubbish in bins provided. • Use appropriate language.	• Be at the right place at the right time. • Keep hands, feet and objects to self. • Choose safe movements for self and others. • Use equipment appropriately. • Use High 5. • Walk on concrete. • Follow adult directions. • Keep prohibited items at home • Report accidents and emergencies to a staff member.	• Do your best. • Be resilient. • Give and receive compliments. • Build self-esteem.	• Be prepared. • Arrange and attend support staff appointments only at designated times.
Learning Environments	• Bring learning devices to class fully charged. • Keep phones switched off and out of sight • Keep equipment and belongings in the correct place. • Arrive with all equipment for learning. • Arrive with completed homework.	• Be fair. • Use an appropriate volume. • Raise hand to speak. • Be in the right place at the right time. • Turn all personal electronic devices off before entering the classroom.	• Ask permission to leave classroom. • Enter and exit room in an orderly manner. • Use equipment appropriately. • Only be in a classroom when a teacher is present.	• Show persistence and have confidence in your ability. • Encourage others. • Ask for assistance when required. • Set goals • Participate actively in learning.	• Be on time to class. • Listen actively. • Follow instructions. • Participate in all activities. • Have your timetable and diary at all lessons. • Complete all set tasks and assessments on time.
Transition	• Move to and from learning areas promptly. • Listen for bells/teacher directions and respond immediately. • Keep equipment and belongings in the correct place.	• Walk quietly so others can continue learning.	• Stay on pathways. • Be aware of others' personal space. • Keep to the left. • Walk quietly. • Walk your bike in College grounds.	• Use your getting along skills with others.	• Move promptly.
Toilets	• Use the toilets correctly. • Report any potential problems or damage.	• Be mindful of others' privacy. • Keep toilets clean.	• Wash hands. • Use the toilets appropriately.	• Practice good hygiene.	• Use toilets during break times rather than learning time.
Ovals, Play-grounds, Covered Play Areas	• Listen for bells/teacher directions and respond immediately. • Use facilities/play equipment correctly and safely. • Stay at school and within the designated areas at all times. • Return to class on time.	• Play fairly - take turns, join in.	• Be sun safe - wear a hat. • Sticks and stones to remain on the ground. • Wear shoes and socks at all times. • Ensure you have a leave pass to leave the grounds.	• Assist with keeping the grounds tidy.	• Be aware of the meaning of each bell.
Eating	• Put all rubbish in bins provided. • Follow rules of my eating area.	• Wait for dismissal from eating area.	• Remain seated. • Eat only your own food.		• Eat healthy foods. • Eat breakfast each morning.
Bus Lines	• Represent the college with pride through your uniform and conduct	• Listen and follow the driver's instructions.	• Walk to bus. • Wait inside the gate until bus arrives. • Wait for teacher instructions.		
Online	• Think before you post • Block/ignore cyber-bullies • Report to the office any inappropriate online content that can harm students, staff or the school. • Refrain from posting to social media during school time or in school uniform.	• Use language appropriate to your audience • Make sure you have consent before posting images/videos of others • Treat others the way you want to be treated	• Keep your personal information private • Use strong passwords and keep them secret • Only communicate with people you know in person • Keep your device to yourself	• Leave a positive digital footprint • Be a good digital citizen • Be an 'up-stander' not a bystander	• Use devices in class as directed by the teacher • Check your emails regularly. • Keep up to date via class platforms • Meet deadlines

These expectations are communicated to students via a number of strategies including,
- Behaviour lessons conducted by classroom teachers
- Weekly PBL Focus Behaviours
- Reinforcement of behaviour lessons on 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 student behaviour:
- Use of the College newsletter to inform parents/cares of behavioural expectations/processes enabling active and positive involvement in school processes
- College PBL leadership team member's regular provision of information to staff and parents, and support to others in sharing successful practice
- Comprehensive induction for new students and staff in the Student Code of Conduct of Behaviour
- Individual support profiles developed 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

Development of specific policies to address:
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Critical Incidents

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

Example: PBL Positive Behaviour Rewards (Personal Bests)
Staff members issue Personal Best tickets to students observed following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Personal tickets are deposited at the administration building in readiness for prize draws on campus assemblies. End of semester recognition days for positive behaviours are also held.

Targeted behaviour support
Targeted behaviour support occurs around a specific setting, issue, student or group of students who are demonstrating higher than average rates of problem behaviour. Development and implementation of targeted support is team based and develops strategies that prevent or minimise the occurrence of the identified behaviours. Where targeted or individual support occurs in the classroom setting, this support is in alignment with our whole College approach to behaviour support and procedures.

Intensive behaviour support
Students who have had targeted support and are still at risk of significant educational under-achievement due to their inappropriate behaviours, are identified as needing intensive support. In these circumstances, an individual student program of support will be developed through a collaborative consultative process involving the student parents/caregivers, teachers, and other relevant support personnel such as the Guidance Officer, Advisory Visiting Teachers for Learning Difficulties or Behaviour Management, Deputy Principal or Principal. Individual Support Programs may include Functional Behaviour Assessments and flexible or alternative learning options.

Parents and staff

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

College Expectation: Be Responsible – in my life and learning I make good choices

What we expect to see from you:	What you can expect from us:
• You ensure your child attends school on time every day. You notify the school promptly of any absences or changes in contact details.	• We will create a safe, supportive and inclusive environment for every student.
• You make an appointment to speak with the class teacher or office to discuss matters relating to your child's learning and behaviour at school.	• We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
• You stay informed about school news and activities by reading the school newsletter and other communications sent home by school staff.	• We will use the electronic newsletter and online communications??? as the primary means of notifying parents about school news, excursions or events.
• You share relevant information about your child's learning, social and behavioural needs with school staff.	• We will share relevant information with you about your child's learning, social and behavioural progress at school.

College Expectation: Be Respectful – in my life and learning I am considerate and tolerant of others

What we expect to see from you:	What you can expect from us:
• You are respectful in your conversations at home about school staff and the school community.	• We will ensure positive behaviours are role modelled for all students.
• You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	• We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
• You respect school, student and staff privacy in your online communications.	• We will act quickly to address social media issues than affect staff, students or families.

College Expectation: Be Safe – in my life and learning I recognise the importance of the health and wellbeing of myself and others

What we expect to see from you:	What you can expect from us:
• You model safe movement to, from and around school grounds, including using pedestrian crossings and safe driving in the school zone.	• We will do the same •
• You leave and collect your child from the designated area at school.	• We will give clear guidance about a designated area for parents to leave and collect students.
• You encourage and demonstrate safe conflict resolution strategies when issues arise between your child and other students.	• We will provide students with safe conflict resolution strategies (e.g. High 5)

College Expectation: Be Positive – in my life and learning I approach challenges with courage and persistence

What we expect to see from you:	What you can expect from us:
• You will foster a positive and resilient attitude towards learning and behaviour.	• We will work to develop a positive growth mindset in students.
• You take a positive, solution-focussed approach to resolving complaints/concerns.	• We will work to resolve any school related concerns in a timely manner with appropriate staff.
• You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	• We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
• You help your child to see the strengths and benefits in diversity and difference in their classmates.	• We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

College Expectation: Be a learner – in my life and learning I seek opportunities to achieve and improve

What we expect to see from you:	What you can expect from us:
• You support your child to meet the learning and behavioural expectations at school.	• We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
• You will maintain routines at home to support school learning and behavioural expectations.	• We will work to develop a love of learning in students and support students to be life long learners.

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, provide feedback and correction, and opportunities for practise.

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.
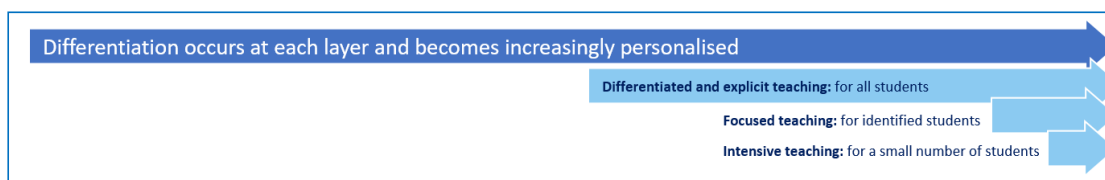
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and in the playground.

Focused Teaching

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

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

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

Capalaba State College has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students.

Students at Capalaba State College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents and carers
- Classroom and specialist teachers
- Support staff including Teacher Aides
- Special Education Staff
- Heads of Department
- Administration Staff
- Guidance Officers
- Advisory Visiting Teachers
- Positive Learning Centre Staff
- Senior Guidance Officer
- Positive Learning Centre Staff
- Senior Guidance Officer
- School Chaplain
- School Based Police Officer
- School Based Youth Health Nurse
- Youth Support Coordinator

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Management of Young Children Program (MYCP)
- Queensland Health
- Department of Communities (Child Safety)
- Queensland Police Service
- Redlands City Council
- Capalaba Neighbourhood Centre
- Lifeline Kids Help Line
- Yourtown
- BABI – Youth and Community Support
- BOOYAH
- Headspace

Intensive Teaching

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

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

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

and participation faced by students who are negotiating a number of complex personal issues.

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

Legislative Delegations

Legislation

In this section are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- Education (General Provisions) Act 2006 Director-General's delegations
- Education (General Provisions) Act 2006 Minister's delegations
- Education (General Provisions) Act 2006 Director-General's authorisations
- Education (General Provisions) Regulation 2006 Minister's delegations
- Education (General Provisions) Regulation 2017 Director-General's delegations

The disciplinary consequences model used at Capalaba State College 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 focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

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

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

Capalaba State College makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. 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.

Unacceptable behaviours are dealt with by staff members. Serious incidents or behaviours may be investigated and the students involved or who witness the incident may be interviewed and required to provide a written statement.

Unlawful behaviour may be reported to the Queensland Police Service.

Traveling to and from School
Students should follow road rules and use common sense to ensure safe travel to and from the College. Students who ride bikes to the College are reminded they should be wearing a helmet and obeying road rules. Bikes are not to be ridden on campus and must be walked on the walkways. It is the student's responsibility to have their own bikes lock and to lock their bike each day in the bike cage.

Skateboards, longboards, scooters, rollerblades etc. should not be ridden in the College grounds or to or from the College as they are not a suitable mode of transport, may pose a safety risk for students and cannot be safely secured or locked.

Behaviour and Consequences	
The following is a list of possible behaviours that would be considered inappropriate in a supportive and safe school environment. However, 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 not be limited to, the following -
Inappropriate Behaviours –Low Level	**Possible Consequence for Low Level Behaviours**
Behave Responsibly – examples of breaches • Disrupting learning • Playing in the wrong area • Being in an out of bounds area • Eating/drinking in the wrong place • Littering • Lack of care for the environment • Non-compliance with the College's Dress Code • Refusing to work/complete tasks Behave Respectfully – examples of breaches • Misuse of equipment • Bad Manners • Not using appropriate language • Not following a staff member's directions • Inappropriate use of electronic media Behave Safely – examples of breaches • Not following the sun safe policy • Not following 'No Touch' expectation- "Keep hands, feet and objects to self" • Minor physical contact eg.pushing/shoving • Running on hard surfaces and in buildings	Staff member Intervention: • Warning • Rule Reminder • Student Behaviour Referral Sheet - Logical consequence: • Supervised timeout • Accompany a teacher on playground duty • Confiscation of item/s • Parental contact • Lunch time detentions • After school detentions • Use of monitoring sheets • Restorative action
Inappropriate Behaviours–High Level	**Possible Consequence for High Level Behaviours**

• Persistently disruptive behaviour adversely affecting others
• Persistent non-compliance
• Refusal to participate in the programs of instruction
• Inappropriate use of electronic media, communication, recording devices, personal technology devices
• Distribution of inappropriate messages or images involving staff, students or the College
• Inappropriate online behaviour
• Verbal or non-verbal misconduct –
   a) involving an adult;
   b) involving a student
• Physical misconduct involving an object – a) involving an adult;
   b) involving a student
• Physical misconduct not involving an object - a) involving an adult;
   b) involving a student
• Property misconduct
• Substance misconduct
• Persistent Truancy
• Unsafe behaviour (to self and/or others)
• Possession/use of weapons or prohibited items
• Bullying behaviours
	Logical Consequence:
	• Staff member intervention
	• Admin intervention
	• Mediation
	• Confiscation of item/s
	• Buddy class
	• Parental contact
	• Time out/detention
	• Student Behaviour Support Plan
	• Referral to support specialists, eg. GO, AVT, SBYN, external agencies etc.
	Referral to Administration
	• Time Out/detention
	• In school withdrawal
	• Loss of privileges
	• Restorative action
	• Community Service Intervention
	• Suspension 1-10 days
	• Suspension 11-20 days
	• Discipline Improvement Plan
	• Suspension with a proposal for exclusion

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 4 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
- Class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Functional Behaviour Assessment and intervention with the Positive Learning Centre (PLC)
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network/SNAC for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:
- Complex case management and review
- 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 Capalaba State College, 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 Capalaba State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

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

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

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

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Capalaba State College 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.

Property may be temporarily confiscated from a student if a staff member is reasonably satisfied the removal is necessary to preserve the caring, safe, supportive and productive learning environment. Property held by the College will be made available for collection by the student or parent within a reasonable time period as determined by the Principal. Property that is illegal to possess, threatens the safety or wellbeing of students or staff, or has been used to commit a crime, may not be available for collection.

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 Capalaba State College and will be removed if found in a student's possession:
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

Students who engage in very serious problem behaviours such as violent physical assault, the use and supply of drugs or weapons (including knives) can expect to be suspended with a proposal to exclude.

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 Capalaba State College:
- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- 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 Capalaba State College
- 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 Capalaba State College 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 Capalaba State College
- 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 Capalaba State College Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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

Responsibilities

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

Students on the Junior Campus at Capalaba State College are required to
hand their mobile phone to the school administration on arrival at school and
collect it at the end of the school day.

Certain Personal Technology devices banned from school
Students are strongly encouraged not to bring valuable personal technology devices* to school as there is a risk of damage or theft. Such devices may be confiscated by school staff and may be collected at the end of the day from the school office. They should not be sued in any matter which is disruptive to the normal routine and learning environment in the College.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight during assemblies or classes. Personal technology devices may be used at morning tea and lunch breaks and before and after school.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Capalaba State College. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, but any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the College Principal.

A student at the school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premise or elsewhere being disseminated by others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involves in:
- recording; and/or,
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to discipline (including suspension and proposal for exclusion).

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1871*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act is the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person under the act who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal

Students may arrange to have their electronic devices or other items of value stored in a safe and secure place in the office.

*Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, Tamagotchis, laptop computers, PDAs, Blackberrys, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, device charges, iPods and devices of a similar nature.

Preventing and responding to bullying

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

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

Purpose
1. 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 and efficiency of our student support procedures
   - Raising achievement and attendance
   - Promoting equality and diversity and

- Ensuring the safety and well-being of all members of the school community

2. There is no place for bullying at Capalaba State College. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction in our school community's goals and efforts for supporting all students.

3. 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, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

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

5. At Capalaba State College there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several time, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale:
6. Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

7. The anti-bullying procedures at Capalaba State College are an addition to our already research-validated school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention:
8. Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:
- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the 5 College Expectations and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting

themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms

- All students are receiving high levels of positive reinforcements for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school

- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Proactive Support
9. Bullying issues within cohorts of students will be addressed through specific Year level strategies and programs.

10. 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 either as:
    - The person being bullied
    - The person bullying
    - Witnesses and bystanders

This program takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Intensive Support
11. Support for students directly involved in bullying behaviour, both the person being bullied and the person bullying, is provide in the form of counselling. This service can be supported or provided through the Guidance Officer and College Chaplain.

12. Students demonstrating major bullying behaviours may require the intensive support of external behaviour specialists and agencies including:
    - Advisory Visiting Teacher – Behaviour Management
    - Senior Guidance Officer
    - Child Youth and Mental Health
    - Youth Support Coordinator
    - School Based Police Officer
    - Positive Learning Centre

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

Cyberbullying

Cyberbullying is treated at Capalaba State College 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels).

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

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

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

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.
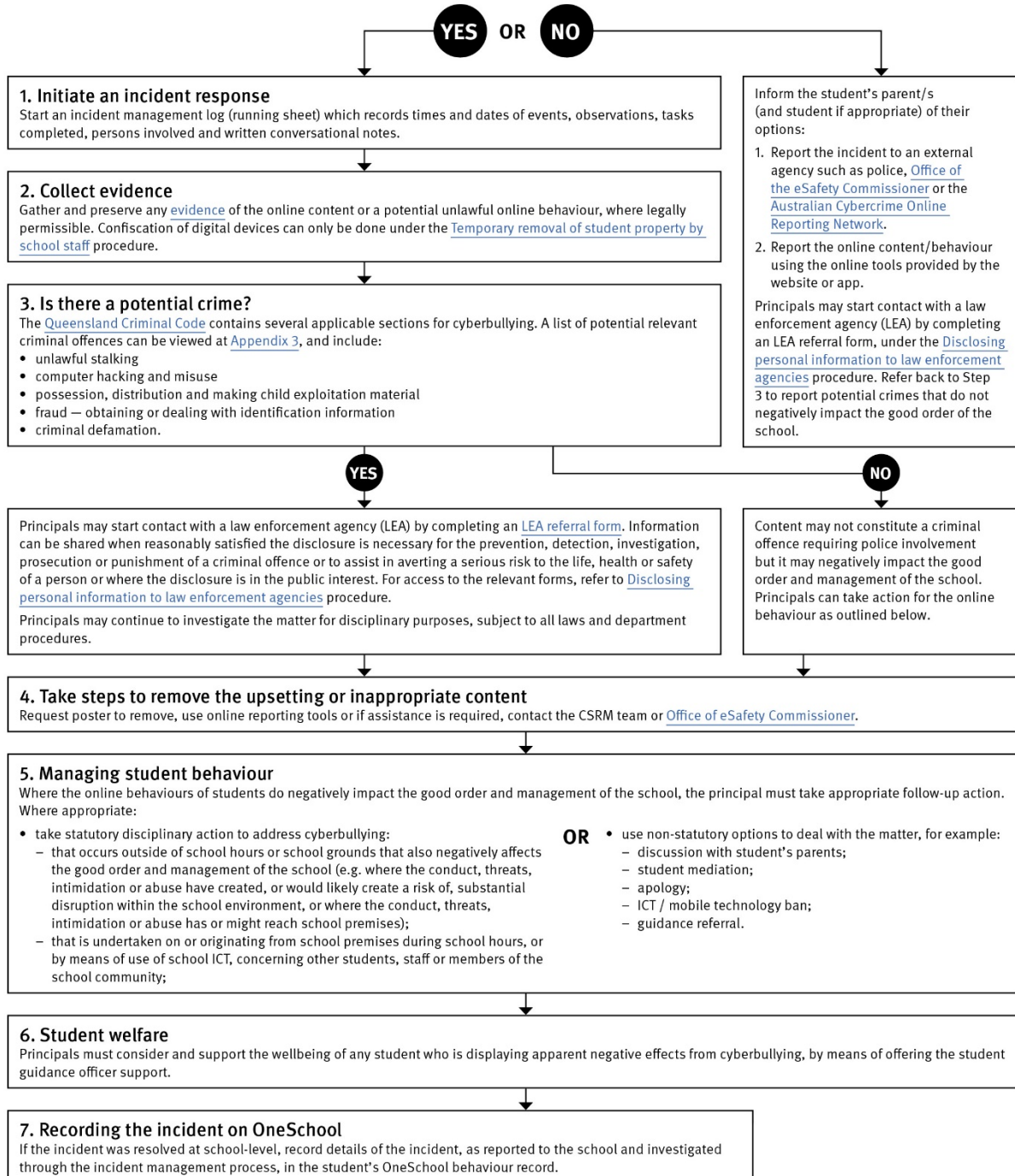
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

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

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

NO

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.

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

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

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
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.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a guide for parents with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Capalaba State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

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

What about other people's privacy?

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

What if I encounter problem content?

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

School staff at Capalaba State College 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.

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

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

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

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

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

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

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

1. **Early resolution**: discuss your complaint with the school
   The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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