Pittsworth State High School

Student Code of Conduct 2024-2027

Every student succeeding

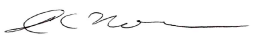
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2023-2027

Contact Information

Postal address:	PO Box 18, Pittsworth Queensland 4356
Phone:	07 4619 8111
Email:	pittsworthshs@eq.ed.au
School website address:	www.pittsworthshs.eq.edu.au
Contact Person:	Dan Norris (A/Principal)

Endorsement

Principal Name:	Dan Norris
Principal Signature:	
Date:	19/03/2024

P/C President and-or School Council Chair Name:	Christie Warburton
P/C President and-or School Council Chair Signature:	
Date:	19/03/2024

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Purpose

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

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

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

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Principal's Foreword

Pittsworth State High School has a long and proud tradition of providing high quality education to students in Pittsworth and the surrounding districts. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. Pittsworth State High School has four core values: Respect, Responsibility, Rights and Reputation. These values are central in developing students who are Positive, Prepared, Productive and Proud.

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 others are the most valuable skills our communities need, now and in the future. Pittsworth State High School staff take an educative approach to discipline, that behaviour can be taught and modelled, 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 Pittsworth State High School Student Code of Conduct together throughout 2023. Your interest and views shared throughout 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.

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VALUES & CLASSROOM EXPECTATIONS

Respect

- Others' right to learn
- Property, people and place
- Use kind words and kind actions (hands, feet and objects to self)
- Follow directions the first time, every time

Responsibility

- Take ownership of our own academic success
- Prepared with own materials and equipment
- Arrive to class on time
- Create and maintain a safe and supportive environment for all
- Always give our best effort

Reputation

- Act with integrity and honesty
- Be gracious in victory or defeat
- Show pride in PSHS
- Wear correct uniform
- Show kindness, compassion and empathy to all

Rights

- Access to a safe and supportive environment for all
- Respect and understanding of differences
- Every student has a right to learn and be safe
- Every staff member has a right to educate and be safe
- Safe and responsible use of all IT at all times

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P&C Statement of Support

As president of the Pittsworth State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Dan Lindenmayer and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Pittsworth State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Pittsworth State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Pittsworth State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Pittsworth State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Pittsworth State High School P&C Association. It is with your assistance that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

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Consultation

The consultation process used to inform the development of the Pittsworth State High School Student Code of Conduct occurred in several phases.

In the first phase, we held a series of internal meetings with staff between May and June 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey.

Following staff consultation, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school P&C. This phase of consultation was completed in July 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting July 2020 for endorsement. The P&C Association unanimously endorsed the Pittsworth State High School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Pittsworth State High School Student Code of Conduct, including parent information evenings, promotion through the school website, newsletter, Facebook page and enrolment packages. Any families who require assistance to access a copy of the Pittsworth State High School Student Code of Conduct, are encouraged to contact the school.

Amendments contained in the current version of the Pittsworth State High School Student Code of Conduct were presented to the P&C Association on 19 March 2024.

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Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on school disciplinary absences.

Review Statement

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

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 will 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.

School Disciplinary Absences

	2021	2022	2023
Term	Short / Long / Exclusion	Short / Long / Exclusion	Short / Long / Exclusion
1	29 / 1	37 / 5	49 / 1 / 2
2	29 / 3	45 / 4	21 / 3 / 2
3	41 / 0	47 / 5	30 / 2
4	45 / 1	37 / 2	42 / 2
YTD	144 / 5	163 / 16	142 / 8 / 4

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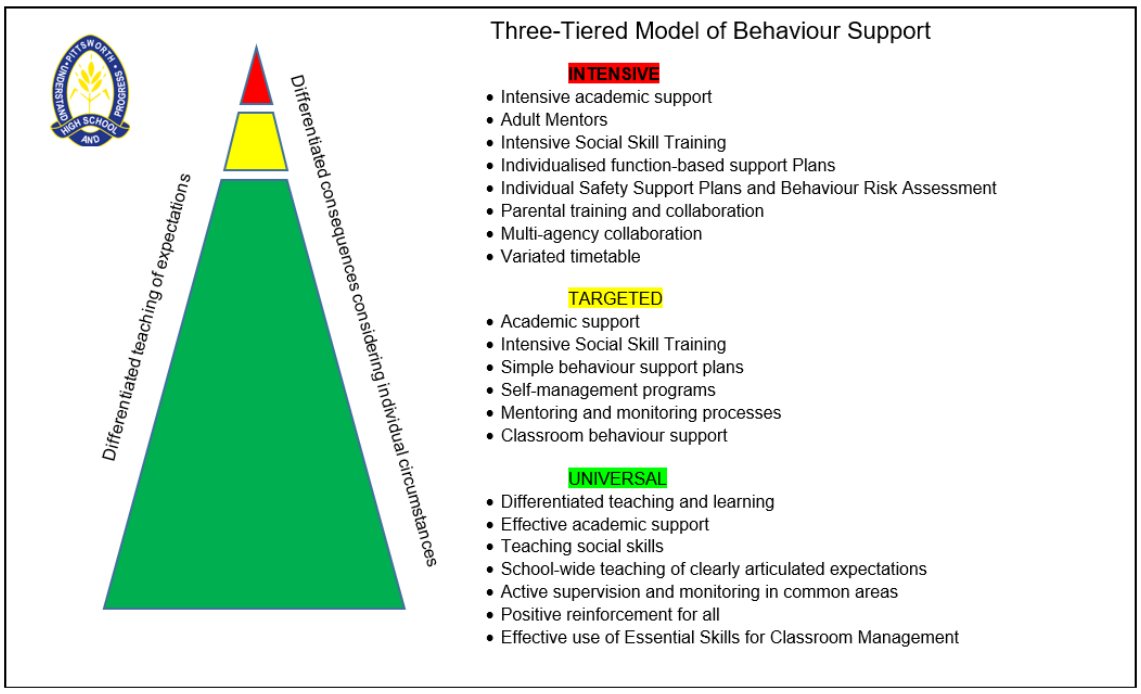
Learning and Behaviour Statement

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 at PSHS. This diversity contributes to differences in expectations and allows us to reflect on our own understanding of what we consider acceptable and unacceptable, depending on the context. We encourage any student or parent to make an appointment with the Principal or Principal's Delegate to discuss the model of behaviour support and discipline used at PSHS.

Multi-Tiered Systems of Support

Pittsworth State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. At PSHS, attendance, behaviour and academic data is used to identify students who require Universal, Targeted or Intensive support.

We acknowledge and celebrate those students who are meeting school expectations. For those students requiring Targeted or Intensive support, Welfare Coordinators, HODs and Deputies meet regularly to determine the level of support required. Intervention strategies include monitoring behaviour, Support Plans, disciplinary consequences, acknowledgement systems and referral for support. These increasingly intensive interventions are matched to the needs of individual students and consider the wellbeing of all members of the school community.



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Value	In the Classroom	In the School Grounds	On Excursions/Events	In the Community
Respect	▪ Others right to learn ▪ Property, people & place ▪ Use kind words and kind actions (hands, feet & objects to self) ▪ Follow directions the first time & every time	▪ Respect the personal space of others ▪ Use kind words and kind actions (hands, feet & objects to self) ▪ Show respect for property, facilities, vegetation ▪ Follow directions the first time & every time	▪ Show respect for property, facilities, vegetation ▪ Follow directions the first time & every time ▪ Be Courteous/ Use Manners ▪ Follow rules and expectations of venue	▪ Demonstrate school values when in school uniform ▪ Appropriate language ▪ Be Courteous/ Use Manners ▪ Show respect for property, facilities, vegetation
Responsibility	▪ Take ownership of our own academic success ▪ Prepared with own materials & equipment ▪ Arrive to class on time ▪ Create & maintain a safe & supportive environment ▪ Always give your best effort	▪ Create & maintain a safe & supportive environment for all ▪ Put rubbish in bin or recyclable materials in recycling bin ▪ Report concerns to staff ▪ Look after your safety and safety of others	▪ Look after personal belongings ▪ Abide by road safety rules ▪ Be punctual in submitting permission forms & arrivals /departures ▪ Look after your safety and safety of others	▪ Be a role model student ▪ Follow road rules ▪ Engage suitably with ICTS ▪ Demonstrate school values when in school uniform
Reputation	▪ Act with integrity and honesty ▪ Be gracious in victory or defeat ▪ Show pride in PSHS ▪ Wear correct uniform ▪ Show kindness, compassion and empathy to all	▪ Act with integrity and honesty ▪ Be gracious in victory or defeat ▪ Show pride in PSHS ▪ Show kindness, compassion and empathy to all ▪ Keep classrooms and grounds clean and tidy	▪ Wear uniform with pride ▪ Show kindness, compassion and empathy to all ▪ Be an active part of team Pittsworth SHS ▪ Be gracious in victory or defeat ▪ Positive PSHS online reputation	▪ Show kindness, compassion and empathy to all ▪ Speak positively about self, school and others ▪ Use appropriate language
Rights	▪ Access to a safe & supportive environment for all ▪ Respect and understanding of differences ▪ Every student has a right to learn & be safe ▪ Every staff member has a right to educate & be safe ▪ Safe and responsible use of all IT at all times			

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Tier 1 - Prevention Description

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 Behaviour expectations. This involves:

- promoting a clear set of academic and behavioural expectations in all settings;
- explicit teaching of student behaviours;
- promoting the fortnightly focus, responding to data and reinforcing the focus through acknowledgement and year level parades;
- providing lessons and targeted recognition throughout the school for student implementation;
- consistence in addressing challenging behaviour, while taking developmental norms and behavioural function into account;
- gain feedback from staff, students and their families on school perspectives; school culture, instruction, reinforcement, and discipline for improvements; and
- Using key data sets to track behaviour and achievement, including School Opinion Survey, academic, attendance and behaviour data.

Tier 2 – Targeted Support

Targeted instruction and supports for some students (10-15%) are more intense than 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. With the goal being to provide targeted support and move them back into Universal support as efficiently as possible.

The Tier 2, students requiring Targeted intervention, are identified by the following tools and processes:

- OneSchool Incident Reports (students with multiple incidents);
- students identified as having multiple minor behaviours across different classes;
- incident statements completed by students following 'major' incidents;
- referrals from staff, parents and external agencies;
- WEC meetings and student support team meetings;
- STYMIE - anonymous reporting

Tier 2 supports build on the education and acknowledgement provided at Tier 1, with the intent to prevent the need for more intensive interventions. Tier 2 supports are provided to individual or small groups of students, offering more time and/or detailed instruction on the Australian Curriculum or particular 'elements' of behaviour expectations, which involves:

- a correlation between skills and the school-wide expectations;
- interventions requiring little time of classroom teachers and are easy to sustain;
- limited variations within each intervention; and
- "evidence-based" interventions that are matched to the student's need.

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Academic Support	Case managers work with the Head of Special Education Services (HOSES) to determine whether a student may need further support in curriculum related areas, and adjustments are made where necessary. This may involve: • the HOSES organising for academic testing to be conducted to determine the appropriate pedagogy adjustments; • working with a peer, older student or staff mentor to assist with learning; • seeking AARAs.
Differentiated Teaching of Expectations	Students may require increased social skills or self-management education to reinforce acceptable behaviour. This may occur through: • engagement in self-development programs such as 'Rock and Water', 'Feeling Fantastic', 'RAGE', 'Raise mentoring program', 'Top Blokes' • working with a mentor who reinforce PSHS values of Respect, Responsibility, Reputation and Rights; • one-on-one curriculum support with a teacher; • additional teacher aide assistance.
Increased Monitoring, teacher support and Goal Setting	Case managers work with the student and the family to promote goal setting, communication and positive reinforcement of expectations. This may occur through: • meeting with the student and parents to determine support options, which includes goal setting, background influences on behaviour and strategies for teachers; • communicating strategies which are effective for that student to all staff; • encouraging staff to give recognition when the desired behaviours are being exhibited through acknowledgement and parental contact; • behaviour monitoring card which is targeting the desired behaviours; • a TAKE 5 card
External agency support / programs	• Students may be involved in external programs that aim to modify unacceptable behaviour, such as RAGE, Feeling Fantastic and RAISE. • Regional support accessed to assist with functional behaviour assessments and accessing external support options.

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 may be initiated to address the basic implementation of PBL and quality of instruction.

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Tier 3 – Intensive Support

At Pittsworth State High School, intensive behaviour support is provided for the most complex students (2-5%). These are students who are displaying chronic and/or severe challenging behaviours. These behaviours occur on a regular basis and with an intensity that puts their safety and that of other members of the school community at risk. Their behaviour impacts significantly on their own learning and that of others.

The Tier 3, intensive level of support builds upon the Tier 1, universal strategies and Tier 2, targeted intervention strategies. These strategies have not been effective in engaging the student in their learning or reducing the regularity and intensity of their behaviours, hence intensive support is required. The underlying principles and practices for targeted intervention include:

- treating each case on an individual basis – with the goal of re-engaging students whilst maintaining their sense of belonging and wellbeing;
- develop key stakeholder team to support the student with a focus on engagement and goal setting;
- open lines of communication with students and parents/carer regarding key support interventions or processes;
- consultation with the Principal, Deputy Principal, HOSES, Guidance Officer, DET personnel and external agencies. This might include engaging specialists to advise on strategies and liaise with school staff, so they use consistent strategies when managing the student;
- carry out a functional behaviour assessment with the student and develop alternate strategies which meet the function of the behaviour, replacing the problem behaviour with desired behaviours.
- development of a Discipline Improvement Plan, Individual Behaviour Support Plan and the use of the Behaviour Risk Assessment tool;
- informing staff and/or conducting teacher meetings to review and monitor progress of individual cases;
- regular meetings to review Support Plans by all stakeholders to consider the effectiveness of intervention strategies.

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 may be carried out.

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Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

Pittsworth State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage students and parents/carers to speak with the Guidance Officer, Social Worker, Youth Support Coordinator, School Based Youth Health Nurse, School Chaplain, Vocational Education Officer, Wellbeing & Engagement Coordinator, Head of Department Student Services or Head of Special Education Services to access support.

The Support Team is a whole school planning and support mechanism. It is formed with the purpose of addressing the learning, behavioural and wellbeing needs of students through the coordination, development, implementation, monitoring and evaluation of educational and other programs.
A prime function of the Support Team is to ensure that the whole child is being considered as we strive for deeper connection and engagement with learners to secure success in the educational environment.

The Support Team believe that the provision of effective, relevant and quality education comes through a continual process of reflection and evaluation of current educational practise along with

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the adoption of new and modified strategies to meet diverse learner need. A key feature of the Support Team is the facilitation of collaborative planning between teachers, support staff, parents and students.

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.

Pittsworth State High School has a strong house culture which promotes a sense of belonging. Regular competitions and activities that enhance that sense of belonging occur regularly and these are organised by House Coordinators and House Leaders.

Pittsworth State High School has a breakfast club that operates twice a week, which is organised by the School Chaplain who is assisted by staff and students. The Homework Club operates weekly and is organised by teaching staff. This affords additional support to students and provides opportunities to build relationships with staff.

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.

PSHS staff 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 Pittsworth State High School, we offer intervention programs such as the following to support student wellbeing: Feeling Fantastic, RAGE, Raise and Top Blokes.

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.

Medications

Pittsworth State High School 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 school 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.

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Pittsworth State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Specialised health needs
Pittsworth State High School 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.

Drug education and intervention
Pittsworth State High School 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.

Mental health
Pittsworth State High School 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
Pittsworth State High School staff who notice suicide ideation and warning signs in a student should seek help immediately from the school 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, Pittsworth State High School 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, Pittsworth State High School 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, Pittsworth State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student, ensuring immediate support is provided to students and staff who may be affected.

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Student Support Team

Pittsworth State High School is proud to have a comprehensive Student Support Team –to assist 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 Pittsworth State High School to seek assistance or advice. The school staff member will seek support for the student by providing a referral to the Student Support Team. At Pittsworth State High School, students are encouraged to self-refer for guidance from the support team.

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

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Role	What they do
Deputy Principal	• leadership of Student Support Team to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Department - Student Services	• assist with co-ordination of transition to secondary for students moving from Year 6 to Year 7 • Generate data sets to identify students at risk through attendance, academic or behaviour concerns. • lead role for implementation of PBL in the school • monitors student attendance data, behaviour data and academic data to assist with case management allocation and intervention for students in Years 7 to 12.
School-Based Youth Health Nurse	• provides individual health consultations with assessment, support, health information and referral options related to: o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking, alcohol and other drugs.
School Chaplain	• provides individual and, at times, group support to students to assist their engagement with their wellbeing • support students to overcome barriers to education such as o attendance at school o behaviour support o social skills o conflict with family/peers o social/emotional/physical wellbeing.
Wellbeing and Engagement Coordinator	• responsible for student welfare at each year level • assist students to feel safe and comfortable and want to come to school • assist with case management for students with attendance and behaviour concerns • provides central point of contact for students and their families • nurture a sense of belonging to the year level and school through parades and contact with individuals.
Youth Support Coordinator	• provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as o attendance at school o drug and alcohol support needs

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	○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.
Social Worker	• provides individual and, at times, group support to students to assist their engagement with their wellbeing • support students to overcome barriers to education such as ○ attendance at school ○ behaviour support ○ social skills ○ conflict with family/peers • social/emotional/physical wellbeing.

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

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Whole School Approach to Discipline

Pittsworth State High School uses a multi-tiered system of support 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. Positive Behaviour for Learning (PBL) is the framework that the school is implementing, as a whole strategy to set clear expectations, teach these expectations, acknowledge students who demonstrate these expectations and have processes for managing students who are not meeting these expectations.

At Pittsworth State High School, we:

- implement Essential Skills for Classroom Management as strategies for managing student behaviour in a positive manner;
- Reflect on these practices through observations and profiling;
- record behaviour incidents in OneSchool and refer to the Major & Minors Quick Guide and Behaviour Referral Flowchart (following three pages) for incidents requiring further support from HODs or Deputy Principals;
- collect and analyse behaviour data weekly, share this with staff and develop responses to trends in behaviour;
- use an attendance and case management OneNote to identify patterns in behaviour and academic success, to identify students who require evidence based, differentiated support;
- Hold PBL meetings every four weeks to review processes, analyse data and develop strategies to address identified behaviours of concern; and
- Provide professional development and support staff members to maintain a consistent, whole school approach to discipline.

At Pittsworth State High School, we focus on providing our students with the skills to meet our expectations. We believe discipline is about more than punishment. Discipline 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 school expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Pittsworth State High School Student Code of Conduct is an opportunity to share our values and beliefs with parents and students. Parents have the opportunity to support the school through using a consistent dialogue when teaching behaviour. School values and expectations have been developed in consultation with the whole school community. Setting our students up for success is a shared goal of every parent and school staff member.

To ensure a safe and supportive work environment for our staff, we promote respectful interactions between members of the wider school community and school staff. Education Queensland expectations around these interactions are documented in the Parent and Community Code of Conduct. (Below the referral flowcharts)

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the Wellbeing Coordinator or make an appointment to meet with the relevant deputy principal.

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Pittsworth State High School Majors & Minors Quick Guide

One School Behaviour Category	Minor Definition & Examples	Minors (Request for support)	Major Definitions & Examples
Abusive Language	**Low intensity instance of inappropriate language.** Examples: Non-directed swearing in the classroom (E.g. "This is s%#t")	**Persistent use of inappropriate language despite intervention.** Examples: Repeated Non-directed swearing in the classroom	**Swearing directed towards others in a negative, aggressive or emotive way. Repeated intentional use of inappropriate language.** E.g. Swearing directed at an adult or peer; Making inappropriate racial or sexual comments. **(Deputy)**
Academic Misconduct	**Failure to submit draft assessment**	**Failure to submit summative assessment by the due date in Junior**	**Failure to submit assessment in Senior (HOD)** E.g. Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, disclosing/receiving assessment information, examination misconduct, plagiarism
Bullying / harassment / Disrespect	**Low level disrespect of others** Examples: calling a student or staff member a name more than once after that student/staff member has indicated that they do not like that name	**Ongoing disrespect of individual student** Examples: calling a student a name, after they have been reminded of expectations. Making offensive comments about staff.	**Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm. (HOD)** Example: making offensive comments directed at staff.
Defiance	**Defiance: Student engages in initial refusal to follow directions or talks back and/ or uses non-directed swearing or gestures when given a direction, but then complies.**	**Persistent refusal to follow directions.** Example: A student has been buddied from class and the student refuses to comply after being given a choice.	**Refusal to follow directions combined with an aggressive attitude towards an adult.** Examples: An adult is intimidated or threatened due to the verbal or physical actions of a student. **(Deputy)**
Disruption	**Low intensity, inappropriate behaviour that disrupts learning and/or teaching.** Examples: talking to peers, making noise – tapping pencils, calling out.	**Behaviour causing prolonged interruption to learning.** Examples: Yelling/persistent calling out, sustained out of seat behaviour resulting in Buddying the student multiple times.	**Behaviour causing prolonged interruption to learning impacting on the safety of students or staff.** Examples: Not listening to safety instructions and ignoring safety signage and restrictions. **(HOD)**
Dress Code	**Failure to follow the uniform policy**. Examples: Incorrect shoes, shorts, shirt	**Multiple refusal to comply with uniform expectations**.	**Refusal to comply with directions regarding uniform**. Example: Offensive Clothing with inappropriate slogans, refusing to comply when an appropriate article of clothing has been offered. **(Deputy)**
Falsifying Documents	**Student delivers a message that is untrue and/or deliberately violates rules.** Examples: Intentional lying to an adult	**Undermines the integrity of school processes.** Examples: Forging a parent signature; Making a false statement about a minor incident	**Misleading and giving incorrect information relating to a behaviour incident.** Examples: Making a false statement about a major incident
Fighting			**Physical contact with intent or outcome of causing injury or harm to others.** Examples: Intentionally hitting, punching, biting, hair pulling, kicking. **(Deputy)**
Other -Charge related suspension			**At Principals discretion, for Principal use only**. Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.
Physical Aggression	**Student engages in inappropriate physical contact/touching which does not result in physical injury.** Examples: Pushing another student or Playing tackle football.	**Continuing physical contact in spite of intervention strategies being put in place.** Examples: Intentionally pushing or tackling another student after being given a previous consequence	**Physical contact with intent or outcome of causing injury or harm to others.** Examples: Intentionally tackling, tripping or pushing a student into an object or on to the ground. **(Deputy)**
Property Damage	**Low intensity misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others.** Examples: drawing on someone's book; Graffiti in the Diary.	**Students participating in an activity that results in destruction or disfigurement of property** Examples: Graffiti; Vandalism; Damage to buildings	**Students participating in an activity that results in substantial destruction or disfigurement of property and causes physical harm to self or others** Examples: Graffiti; Vandalism; Damage to staff cars or buildings. **(Deputy)**
Property misuse causing risk to others	**Dangerous use of objects, not directed towards others.** Examples: Throwing stones into a garden or at a target.	**Uses an object to cause harm to school property or another person.** Examples: Throwing a rock, stick or other object causing unintentional harm to property or a person.	**Uses an object to threaten or cause harm or physical injury to another person.** Examples: Throwing a rock, stick or other object with intent to cause harm. **(Deputy)**
Refusal to Participate in the educational program of the school	**Low level failure to respond to reasonable instructions given by an adult to complete tasks during class time.** Examples: Non-completion of work with eventual compliance.	**Continually refusing to engage in work related to summative assessment.** Examples: Refusal to engage in summative assessment.	**Actively or continually refusing to follow reasonable instructions from adults to undertake tasks.** Examples: Ongoing work refusal; Refusal to complete summative assessment. **(HOD)**
Substance misconduct involving illegal substances			**Substance misconduct involving illegal substances**
Substance misconduct involving tobacco and other legal substances			**Substance misconduct involving tobacco and other legal substances**
Technology Violation	**Non-serious, but inappropriate use of a digital device.** Examples: Writing an inappropriate word in the text of an email at school; Using IT without permission, Using a mobile phone during class time; Earphones in class time.	**Repeated inappropriate use of IT**. Examples: Accessing their mobile phone more than once, resulting in it being confiscated and signed in to the office.	**Serious, inappropriate use of IT**. Examples: Using someone else's account; Accessing inappropriate websites; Use of mobile phones during class time and refusing to take it to the office; Refusal to remove earphones; Recording or photographing staff or students and sharing these images. **(HOD or DP)**
Theft			**Intentionally taking school or other individual's property**
Truant out of class/Truant out of school	**Not in class at the appropriate time.** Examples: Student returns after excessive time out of class for toilet break; Excessively late to class	**Failure to attend classes following intervention**. Examples: not turning up to specialist lessons; Not attending a scheduled class	**Failure to attend school, without permission. Leaves the school grounds or expected boundaries of a school activity without permission**. Examples: leaving the school grounds without permission. **(Deputy)**
Use/Possession of combustibles or a weapon	**Students possess on their person or in their bag an item which has been declared by the school as prohibited** Example : aérosol déodorant.	**Students possess on their person or in their bag an item which has been declared by the school a, following intervention strategies being put in place.** Example: Continuing to bring prohibited items to school.	**Students possess on their person or in their bag an item which has been declared by the school as dangerous** Examples: combustible liquids or solids, an object used for firing projectiles, a knife or blade. **(DP)**

Pittsworth SHS Behaviour Management Flow Chart - Classroom

Establish Clear Expectations based on our Values

What, When and How for Behaviour (ESCM 1)

Respect, Responsibility, Reputation and Rights

Acknowledge Positive Behaviour – Demonstrating our Values

- Verbal acknowledgement
- Pittsworth Points
- Contact with parents/carers
- Gold and Silver Awards

Not Meeting Expectations

Minor (Classroom Managed)

Major

Implement Strategies (ESCM 2 – 8)

2. Giving instructions - Telling students what to do.
3. Waiting and scanning - Stopping to assess what is happening.
4. Cueing with parallel acknowledgement- Praising a particular student to prompt others.
5. Body language encouraging - Smiling, nodding, gesturing and moving near.
6. Descriptive encouraging - Praise describing behaviour.
7. Selective attending - Not obviously reacting to certain behaviours.
8. Redirecting to the learning - Prompting on-task behaviour.

Behaviour Escalates → Behaviour De-escalates

Re-State Expectations - Choice

9. Giving a choice – Meet the expectation or move (ESCM 9)

Behaviour Escalates → Behaviour De-escalates

Move the Student – within the classroom

10. Following through - Do what you said you would. (ESCM 10)

Behaviour Escalates → Behaviour De-escalates

Individual close talk

- What are our Expectations in class?
- Are you meeting those Expectations?
- What are you choosing to do now?

Behaviour Escalates → Behaviour De-escalates

Send Student to Pre-Arranged Buddy Class

- Contact the teacher at the Buddy Classroom
- Record Buddy in ID Attend
- Complete the Buddy form including time and date for restorative conversation
- Contact parents and OneSchool contact FYI to HOD

Restorative Conversation

- What happened?
- What were you thinking at the time?
- Who has been affected by this?
- What do you think you need to do to make things right?
- What do you need from me?

Referral in consultation with HOD → Behaviour De-escalates

HOD Intervention – Teacher Request for Support

- Contact with the student and parent
- Subject specific monitoring card
- After school detention
- Multi-Lesson Buddy Class
- Loss of privileges (school representation / activities / excursions / ICT Ban)
- Individualised reinforcement process in negotiation with case-manager/ parent/ teacher/GO to meet the needs and abilities of students (Re-teach expectations)

Behaviour Continues Referral to Deputy Principal → Behaviour De-escalates

OneSchool Referral to HOD or Deputy Principal

Teachers will apply intensive strategies appropriate to the unacceptable behaviour. Such strategies include, but are not limited to:

- Acts to maintain the safety of all students and staff.
- Direct phone contact by teacher with WEC / HOD / DP / Principal when student / staff safety is of concern.
- Phone contact with the WEC / Office in the instance when a student is removed from class or chooses to leave class, followed up with a referral.

Deputy Determines Consequences

Options are as follows:

- Monitoring Card
- Refer to Student Support Team
- Evidence-based support program intervention
- Behaviour Risk Assessment Tool
- Individual Student Safety Plan
- Multiple-lesson buddy
- Lunch time detentions
- Senior classes for a day with lunch time withdrawal
- Individual Behaviour Plan
- Possible alternate school day in consultation with the GO
- Loss of privilege (school representation / excursions / ICT Ban)
- Possible suspension, 1 to 10 Days, in consultation with the Principal
- Possible alternate pathways
- Parental collaboration and training

Behaviour De-escalates

Behaviour Escalates

Principal Determines Consequences

Options are as follows:

- Possible 11 – 20 Day suspension in consultation with the Principal
- Referral to the Engagement Hub for Regional support
- Possible exclusion
- Possible cancellation of enrolment (refusal to participate in the educational program provided at the school)
- Possible alternate pathways
- Parental collaboration and training

Respect

- Others right to learn
- Property, people & place
- Use kind words and kind actions (hands, feet & objects to self)
- Follow directions the first time & every time

Responsibility

- Prepared with own materials & equipment
- Arrive to class on time
- Create & maintain a safe & supportive environment for all
- Always give your best effort

Reputation

Rights

Queensland Government

Pittsworth SHS Behaviour Management Flow Chart – School Grounds / Excursions

Establish Clear Expectations based on our Values

What, When and How for Behaviour (ESCM 1)

Respect, Responsibility, Reputation and Rights

Acknowledge Positive Behaviour – Demonstrating our Values

- Verbal acknowledgement
- Pittsworth Points
- Contact with parents/carers
- Gold and Silver Awards

Not Meeting Expectations

Minor

Major

Implement Strategies (ESCM 2 – 8)

2. Giving instructions - Telling students what to do.
3. Waiting and scanning - Stopping to assess what is happening.
4. Cueing with parallel acknowledgement- Praising a particular student to prompt others.
5. Body language encouraging - Smiling, nodding, gesturing and moving near.
6. Descriptive encouraging - Praise describing behaviour.
7. Selective attending - Not obviously reacting to certain behaviours.
8. Redirecting to the learning - Prompting on-task behaviour.

Behaviour Escalates

Behaviour De-escalates

Re-State Expectations - Choice

9. Giving a choice – Meet the expectation or move (ESCM 9)

Behaviour Escalates

Behaviour De-escalates

Move the Student away from peers

- What are our Expectations in playground?
- Are you meeting those Expectations?
- What are you choosing to do now?

Behaviour Escalates

Behaviour De-escalates

Send the student, to Student Services (46198111)

- Call office to alert that student has been sent
- OneSchool to HOD SS

HOD SS Intervention – Teacher Request for Support

- Contact with the student and parent
- Playground specific monitoring card
- Playground restrictions
- After school detention
- Individualised reinforcement process in negotiation with case-manager/ parent/ teacher/GO to meet the needs and abilities of students

Behaviour Continues Referral to Deputy Principal

Behaviour De-escalates

Referral to Deputy Principal

Teachers will apply intensive strategies appropriate to the unacceptable behaviour. Such strategies include, but are not limited to:

- Acts to maintain the safety of all students and staff.
- Direct phone contact by teacher with WEC / HOD / DP / Principal when student / staff safety is of concern.
- Phone contact with the WEC / Office in the instance when a student is removed from the grounds or chooses to walk away, followed up with a referral.

Deputy Determines Consequences

Options are as follows:

- Monitoring Card
- Refer to Student Support Team
- Evidence-based support program intervention
- Behaviour Risk Assessment Tool
- Individual Student Safety Plan
- Multiple-lesson buddy
- Lunch time detentions
- Lunch time withdrawal
- Individual Behaviour Plan
- Possible alternate school day in consultation with the GO
- Loss of privilege (school representation / excursions)
- Possible suspension, 1 to 10 Days, in consultation with the Principal
- Possible alternate pathways
- Parental collaboration and training

Behaviour De-escalates

Behaviour Escalates

Principal Determines Consequences

Options are as follows:

- Possible 11 – 20 Day suspension in consultation with the Principal
- Referral to the Engagement Hub for Regional support
- Possible exclusion
- Possible cancellation of enrolment (refusal to participate in the educational program provided at the school)
- Possible alternate pathways
- Parental collaboration and training

Respect

- Respect the personal space of others
- Use kind words and kind actions (hands, feet & objects to self)
- Show respect for property, facilities, vegetation
- Follow directions the first time & every time
- Follow rules and expectations of venue
- Appropriate language
- Be Courteous/ Use Manners

Responsibility

- Create & maintain a safe & supportive environment for all
- Put rubbish in bin or recycling bin
- Report concerns to staff
- Look after your safety and safety of others
- Look after personal belongings
- Be punctual in submitting permission forms & arrivals /departures
- Look after your safety and safety of others
- Follow road rules
- Engage suitably with ICTS

Reputation

- Act with integrity and honesty
- Be gracious in victory or defeat
- Show pride in PSHS
- Show kindness, compassion and empathy to all
- Keep the grounds clean and tidy
- Wear uniform with pride
- Be an active part of team Pittsworth SHS
- Speak positively about self, school and others
- Use appropriate language

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Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents[1] and other members of our diverse community into schools across Queensland.

Working together with their school community[2], school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

[1]The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

[2]The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Queensland Government

Differentiated and Explicit Teaching of Behaviour

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

Teachers at Pittsworth State High School 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 indicate 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, 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 support for students.

Focused Teaching of Behaviour

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, so focused teaching is provided to help them achieve success.

Focused teaching of behaviour involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching of behaviour provides students with more opportunities to practise skills along with 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 Pittsworth State High School to provide focused teaching of behaviour. Focused teaching is aligned to our school values, and student progress is monitored by Wellbeing and Engagement Coordinator and Deputy Principal to identify those who:

- no longer require the additional support

- require ongoing focused teaching
- require intensive teaching.

Pittsworth State High School has a range of Student Support Team staff in place to help arrange and deliver focused teaching of behaviour to students who need more support to meet expectations.

For more information about these programs, please speak with relevant Deputy Principal.

Intensive Teaching of Behaviour

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

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

Students who require intensive teaching of behaviour will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

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Legislative Delegations

Legislation

In this section of the Pittsworth State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

Queensland Government

Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class and a decision may be needed by the class teacher to refer the student using the school's referral system 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 impacting on the wellbeing of staff and other students, causing or threatening harm to other students or to staff, that the Principal may determine an out of school suspension or exclusion necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is so serious as to warrant immediate removal of the student for the wellbeing and safety of others and no other alternative disciplinary strategy is considered sufficient to deal with the problematic 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.

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Proactive

- 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
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g., "Return to your seat")
- Proximity control
- Proactive seating plan
- Individual positive reinforcement for appropriate behaviour
- School wide acknowledgement systems
- Silver and Gold Level
- Break down tasks into smaller chunks
- 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
- Acknowledge expected behaviours (e.g., "Thank you for having all of your materials today")

Differentiated

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

- Non-verbal and visual cues (e.g., posters, hand gestures)
- 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")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour - 'Pittsworthy Points'
- Improvement Level, Silver and Gold Level
- 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
- Prompt student to take a break or time away in class
- 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., Buddy Class Process)
- Parental Contact
- Detention

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Focused

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

- Individual student behaviour support strategies (e.g., Shared strategies for re-teaching the student the appropriate behaviour)
- HOD, WEC and Deputy Monitoring Cards
- Targeted skills teaching in small group - Rage, Rock and Water
- Token economy - 'Pittsworthy Points'
- Detention
- Parental Contact
- Behavioural contract
- Following through on the Buddy Process, including parental contact and restorative conversation
- Counselling and guidance support
- Staff and Self-monitoring plan (e.g., Behaviour Monitoring Card)
- Check in Check Out strategy with designated Case Manager
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Functional Behaviour Assessment
- 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
- Functional Behaviour Assessment based Individual Behaviour Support Plan, which identifies the key behaviour of concern and outlines strategies that the classroom teachers are going to use to address or re-teach the expected behaviours. This would require regular reviews and modification of strategies.
- 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.

Queensland Government

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

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

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

Re-entry following suspension

Students who are suspended from Pittsworth State High School are 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 is an expectation that parents/carers will assist in the student's successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. 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.

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Structure

The structure of the re-entry meeting should follow a set agenda. This meeting should be narrowly focused on making the student and their family feel welcomed back into the school community.

Possible Points of Discussion:

- Welcome back to school
- Check in on student wellbeing
- Clarification of expected behaviours
- Expectations of improvement level (e.g., behaviour card/monitoring)
- 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
- Direct student to sign in or attend roll-marking class.

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 the Guidance Officer, Wellbeing and Engagement Coordinator or HOD, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Queensland Government

Temporary removal of student property

The removal of any property in a student's possession may be necessary to:

- promote the caring, safe and supportive learning environment of the school;
- to maintain and foster mutual respect between all state school staff and students.

The Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

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

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

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

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

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Responsibilities

State school staff at Pittsworth State High School:

- 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 parent (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 parent should be called to make such a determination.

Parents of students at Pittsworth State High School

- ensure your children 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 Pittsworth State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal, or state school staff, that the property is available for collection.

Students of Pittsworth State High School

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
  - is prohibited according to the Pittsworth State High School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal, or state school staff, that the property is available for collection.

Queensland Government

Pittsworth State High School Mobile Phone and Wearable Devices Policy - '*Away for the day*'

Important to note:

- For the purpose of this document, *mobile phones and wearable devices* include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet (e.g. earphones and

Overview:

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

'Away for the day' aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices;
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing;
- encourage increased face-to-face social interactions between students;
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and;
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours from 8.55am - 3.00pm. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity where 'Approved Device Zone' signage is displayed by the teacher or, have an approved exemption for medical, disability and/or wellbeing reasons, and a letter from a doctor/medical professional must be provided to support this.

Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Queensland Government

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:

- support safe travel to and from school;
- make contact with parents, friends and part-time employers outside of the school day; and
- to be contacted about their own child or person under their care.

Storage of mobile phones

During the school day storage of mobile phones and wearable devices can include:

- In the secure cupboard in the school office (accessed via student services)
- In student's school bag
- In student's locker
- In student's skirt/short/pants pocket where it is not visible

Exemptions

The Department of Education consulted with key stakeholder groups to develop a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day.

Students with an approved exemption must only use their mobile phone or wearable device for the intended approved purpose.

Individual circumstances

- The mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure).
- The mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications.
- The mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect.
- The student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who are primary carers for a child or family member
- Students in Years 11 & 12 applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

Principals (or their delegates) will consider requests for exemption received from the students or parents on a case-by-case basis. When considering an exemption request, principals (or their delegates) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, will be documented on OneSchool: Support Provisions and communicated to school staff.

Teachers, in conjunction with the 'Approved Device Zone' signage, may give permission for students to use their mobile phone or wearable devices in the classroom, for a specific and agreed educational purpose.

Students can use mobile phones or wearable devices to make school payments at the tuckshop or school office.

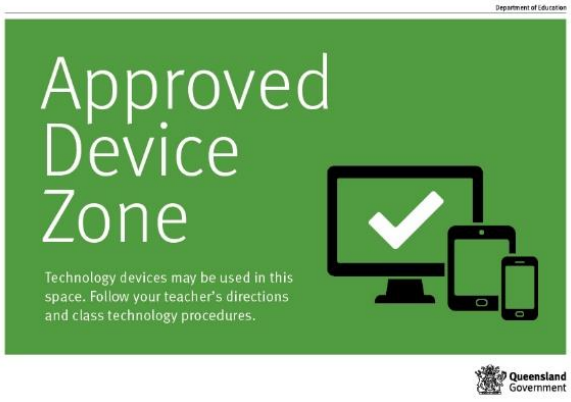
'Away for the Day' at Pittsworth State High School

Mobile Phone and Wearable Devices Expectations

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times: if they are participating in a teacher-led educational activity where 'Approved Device Zone' signage is displayed by the teacher or, have an approved exemption for medical, disability and/or wellbeing reasons, and a letter from a doctor/medical professional must be provided to support this.



If students are not following the school's expectations the following will occur over the course of a school term:

First offence:

- Student Device Temporarily removed – Student directed by staff member to hand in device at Student Services. Text message sent home to parent. Student able to collect device at end of school day (after 3:00pm).

Second offence:

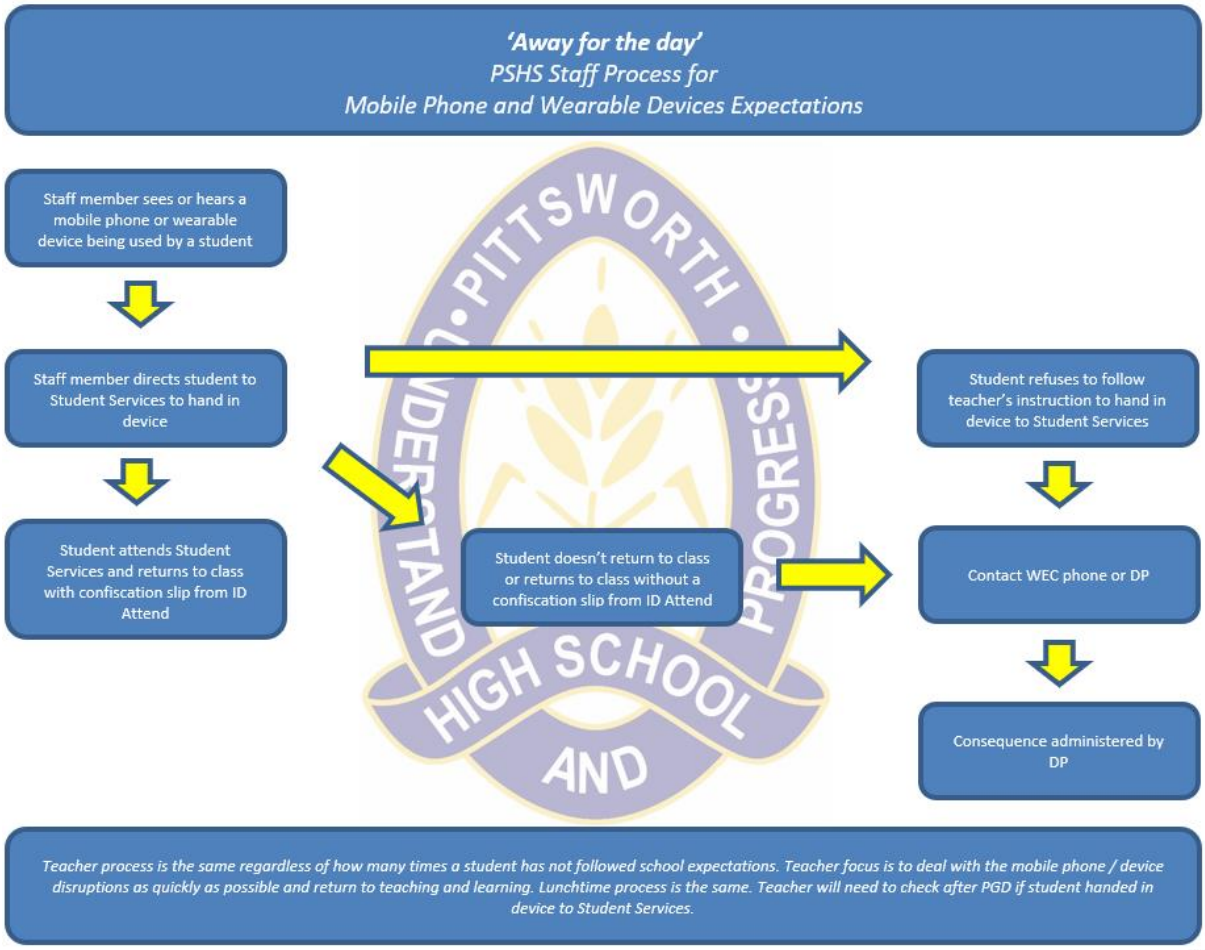
- Student Device Temporarily removed – Student directed by staff member to hand in device at Student Services. Text message sent home to parent. Parent able to collect device at end of school day (after 3:00pm). Detention issued.

Third offence:

- Student Device Temporarily removed – Student directed by staff member to hand in device at Student Services. Phone call to parent. Parent able to collect device at end of school day (after 3:00pm). Student Disciplinary Absence (suspension) given as a consequence for repeated breach of school expectations.

Students take personal responsibility for any electronic device that they bring to school and this is done at their own risk.

For further information, please refer to the Advice for State Schools on Acceptable Use of ICT Facilities and Devices policy document.



Queensland Government

Preventing and responding to bullying

Pittsworth State High School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Pittsworth State High School has a Student Representative Council, where diverse representatives from each year level meet regularly with school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

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

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

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

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

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Pittsworth State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes will vary depending on the nature of the concern.

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Pittsworth State High School - Bullying response flowchart for teachers

Please note these steps may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. This will be influenced by the severity and regularity of the bullying behaviours. Where appropriate a plan for addressing the bullying will be determined with student and/or family input.

Key contacts and processes for students to report bullying:

- depending on the location, classroom teacher or duty teacher;
- Stymie can be used to report bullying online;
- Wellbeing Coordinator (WEC) can be contacted for persistent, non-physical bullying or harassment;
- Heads of Department or the Guidance Officer can be contacted for persistent ongoing threatening language; and
- The relevant Deputy Principal is to be contacted for threatening behaviour or physical intimidation

Listen to students' concern	• Provide a safe, quiet space to talk • Reassure the student that you will listen to them • Let them share their experience and feelings without interruption • If you hold immediate concerns for the student's safety, let the student know how you will address these. (Likely to experience harm in the next 24 hours - notify the Principal or Principals delegate)
Document information	• Ask student for examples of the alleged bullying (e.g. hand written notes, screenshots - these may be included in the referral to the Deputy) • Write a record of your communication with the student • Check back with the student to ensure you have the facts correct • Enter the record in OneSchool and refer to WEC, HOD SS or Deputy, depending on severity.
Collect Informtion	• The staff member allocated to manage the bullying gathers additional information from other students, staff or family as soon as is practical • Review any previous reports or records for students involved • Make sure you can answer who, what, where, when and how • Clarify information with student and check on their wellbeing
Course of Action	• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is an issue • Make a time to meet with the student to discuss next steps • Engage the student as part of the solution • Provide student and parent with student support network information • Agree to a plan of action and timeline for the student and parent
Ongoing Follow up	• Staff involved continue to check in with student on regular basis until concerns have been mitigated • Record notes of follow-up meetings in OneSchool • Refer matter to specialist staff within 48 hours if problems escalate

Queensland Government

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Wellbeing and Engagement Coordinator or use Stymie (online reporting). There is also a dedicated Junior Deputy Principal and Senior Deputy Principal who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Queensland Government

Pittsworth State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.

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

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.

YES

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

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

NO

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

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

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

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

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

Queensland Government

Cyber-safety 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 cyber-safety and reputation management issues, effectively leading the development and implementation of departmental cyber-safety 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 cyber-safety 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 cyber-safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student 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 Pittsworth State High School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Queensland Government

Pittsworth State High School - Anti-Bullying Compact

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

Pittsworth State High School - Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Queensland Government

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.

Queensland Government

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.

Queensland Government

Restrictive Practices

School staff at Pittsworth State High School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rare 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 for 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.

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Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endanger 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.

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Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student 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 student mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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Resources

- 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

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Conclusion

Pittsworth State High School 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 they 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, in 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.

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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.

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