

# Victoria Point State School

## Student Code of Conduct

2026-2029

***Equity and Excellence: realising the potential of every student***

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

Queensland Department of Education

## Purpose

Victoria Point State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors. A place where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Victoria Point State 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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Contact Person: Damien Nielsen (Principal)

## Endorsement

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Principal Name: Damien Nielsen

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Principal Signature:

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Date:



19.01.26

Damien Nielsen  
Principal  
Victoria Point State School

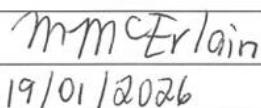
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P/C President and/or School  
Council Chair Name:

Mallory McErlain

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P/C President and/or School  
Council Chair Signature:



19/01/2026

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## Principal's Foreword

### Introduction

At Victoria Point State School, we believe that a strong foundation built on respect, responsibility, and kindness is the key to creating a positive and enriching learning environment. Our core values—**We are Safe, We are Kind, and We are Learners**—encapsulated in our school motto "Always Our Best" are central to everything we do. These values guide our approach to behaviour management, ensuring that each student is supported to develop not only academically but also socially and emotionally.

We are committed to fostering a safe and welcoming space where every student feels valued, respected, and confident in their ability to grow. By embracing kindness and empathy, we build a supportive community that empowers students to act with integrity and care for one another. In doing so, we equip our students with the skills they need to be lifelong learners and responsible citizens.

Together, we create an environment where students can thrive—becoming confident, self-disciplined, and compassionate individuals ready to embrace future challenges.

Thank you for your continued support in nurturing the values that make Victoria Point State School a special place for all.

The Student Code of Conduct encompasses several key areas:

- **Mobile Phone Policy:** The school has a policy regarding the use of mobile phones and other technology, detailing expectations and procedures for their use within the school environment.
- **Anti-Bullying Strategy:** The code outlines the school's approach to preventing and addressing incidents of bullying, ensuring a safe and supportive environment for all students.
- **Data Collection and Analysis:** The school utilizes various data sets, including A-E reporting data and surveys, to inform the development and review of the Student Code of Conduct. This data-driven approach helps in monitoring and improving student behaviour and well-being.

The Student Code of Conduct also details the steps staff take to educate students about these policies and the expected behaviours, as well as the consequences that may apply when students breach the expected standards of behaviour, including suspension or exclusion.

## Learning and Behaviour Statement

As a Positive Behaviour for Learning (PBL) school, we consider all areas of Victoria Point State School as learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. At our school, we use a school-wide Positive Behaviour for Learning framework.

Our Student Code of Conduct outlines our system for teaching and acknowledging expected behaviours, preventing and responding to inappropriate behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Victoria Point State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- We are Safe
- We are Kind
- We are Learners

Victoria Point State School					
POSITIVE BEHAVIOUR FOR LEARNING UNIVERSAL EXPECTATIONS					
All Areas	Learning Areas	Exiting Areas	Play Areas	Transitions & Toilets	Other
WHAT IS EXPECTED	<ul style="list-style-type: none"> <li>• We listen and follow teacher instructions</li> <li>• We are on our best behaviour on the school grounds, including the bus, the playground, footpath and school grounds.</li> <li>• We use our best behaviour before and after school.</li> <li>• We use our best behaviour in the school grounds, playground, footpath and school grounds.</li> <li>• We use our best behaviour in the school grounds, playground, footpath and school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>• We stop in the learning areas</li> <li>• We stop in the exiting areas</li> <li>• We stop in the play areas</li> <li>• We stop in the toilet areas</li> </ul>	<ul style="list-style-type: none"> <li>• We stop during walking</li> <li>• We stop and wait</li> <li>• We stop our friends and wait for their turn</li> </ul>	<ul style="list-style-type: none"> <li>• We are engaged in the task</li> <li>• We are focused on the task</li> <li>• We are focused on the task</li> <li>• We are focused on the task</li> </ul>	<ul style="list-style-type: none"> <li>• We never catch the teacher off guard</li> <li>• We never break the boundaries of the school grounds</li> <li>• We always be in the right place at the right time</li> <li>• We always wait for friends before we leave</li> </ul>
WHAT IS UNEXPECTED	<ul style="list-style-type: none"> <li>• We are noisy, disruptive, inconsiderate and disrespectful</li> <li>• We are unsafe, dangerous and careless</li> <li>• We are unkind, uncooperative and disrespectful</li> <li>• We are unpredictable, disruptive and disrespectful</li> <li>• We are unsafe, disruptive and disrespectful</li> <li>• We are unkind, uncooperative and disrespectful</li> <li>• We are unpredictable, disruptive and disrespectful</li> <li>• We are unsafe, disruptive and disrespectful</li> <li>• We are unkind, uncooperative and disrespectful</li> <li>• We are unpredictable, disruptive and disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• We are noisy, disruptive, inconsiderate and disrespectful</li> <li>• We are unsafe, dangerous and careless</li> <li>• We are unkind, uncooperative and disrespectful</li> <li>• We are unpredictable, disruptive and disrespectful</li> <li>• We are unsafe, disruptive and disrespectful</li> <li>• We are unkind, uncooperative and disrespectful</li> <li>• We are unpredictable, disruptive and disrespectful</li> <li>• We are unsafe, disruptive and disrespectful</li> <li>• We are unkind, uncooperative and disrespectful</li> <li>• We are unpredictable, disruptive and disrespectful</li> </ul>	<ul style="list-style-type: none"> <li>• We are talking, laughing and playing in the play areas</li> <li>• We are talking, laughing and playing in the play areas</li> <li>• We are talking, laughing and playing in the play areas</li> <li>• We are talking, laughing and playing in the play areas</li> </ul>	<ul style="list-style-type: none"> <li>• We are not focused on the task</li> </ul>	<ul style="list-style-type: none"> <li>• We are not focused on the task</li> </ul>
WHAT IS PRAISED	<ul style="list-style-type: none"> <li>• We are always helpful</li> <li>• We are always kind</li> <li>• We are always safe</li> <li>• We are always considerate</li> <li>• We are always respectful</li> <li>• We are always cooperative</li> <li>• We are always safe</li> <li>• We are always considerate</li> <li>• We are always respectful</li> <li>• We are always cooperative</li> </ul>	<ul style="list-style-type: none"> <li>• We have a growth mindset</li> <li>• We have a positive self-image</li> <li>• We have a positive self-image</li> <li>• We have a growth mindset</li> </ul>	<ul style="list-style-type: none"> <li>• We are always kind</li> <li>• We are always safe</li> <li>• We are always considerate</li> <li>• We are always respectful</li> <li>• We are always cooperative</li> </ul>	<ul style="list-style-type: none"> <li>• You are the right height</li> <li>• You are the right height</li> <li>• You are the right height</li> </ul>	<ul style="list-style-type: none"> <li>• We are always kind</li> <li>• We are always safe</li> <li>• We are always considerate</li> <li>• We are always respectful</li> <li>• We are always cooperative</li> </ul>

## *2025 PBL Universal Expectations Matrix*



### *School-wide Expectations*



## *Fortnightly Expectation Poster*

## Student Wellbeing and Support Network

Victoria Point State 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. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Reboot is our whole school approach to student wellbeing and was implemented in 2025. Reboot's practical neuroscience-based and trauma-transformative tools empower everyone to make the most of their life and learning opportunities. [Reboot's 7-Step Whole-Brain Framework](#) creates the optimal conditions for learning and growth, and our [21 Core Tools](#) help young people become more self-aware, responsible and resilient as learners.

Trialled and tested over 15 years, Reboot distils big ideas from neuroscience, positive and developmental psychology, the science of behavioural change and mindfulness into language and strategies that become a part of everyday interactions. Join us in our [face-to-face and on-line training](#) and use [Reboot's practical and easy-to-implement resources](#) to create positive behaviour change, a common language of hope and agency and a calmer, happier and more actively engaged community.

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the setting they will be used.</li> <li>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account.</li> <li>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them.</li> <li>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> <li>promoting healthy lifestyle choices through an integrated curriculum.</li> </ul>
2	<p>Targeted instruction and supports for <b>some students</b> (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.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations.</p>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (Functional Behaviour Assessment) and should include strategies to:</p> <ul style="list-style-type: none"> <li>PREVENT problem behaviour.</li> <li>TEACH the student an acceptable replacement behaviour.</li> <li>REINFORCE the student's use of the replacement behaviour.</li> <li>MINIMISE the payoff for problem behaviour.</li> </ul>

## Whole School Approach to Discipline

### Consideration of Individual Circumstances

Staff at Victoria Point State 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 equity, 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 consequence 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 through administration to discuss the matter.

### Differentiated and Explicit Teaching

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

Victoria Point State 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 indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

## PBL Expectations

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Victoria Point State School					
POSITIVE BEHAVIOUR FOR LEARNING UNIVERSAL EXPECTATIONS					
	All Areas	Learning Areas	Eating Areas	Play Areas	Transitions & Toilets
We are SAFE	<ul style="list-style-type: none"> <li>We listen and follow teacher instructions.</li> <li>We are in the right place at the right time.</li> <li>We keep hands, feet and bodies to ourselves.</li> <li>We ask for permission before moving.</li> <li>We can use equipment, resources and furniture appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>We stay in the learning area.</li> </ul>	<ul style="list-style-type: none"> <li>We sit down during eating time.</li> <li>We eat our own food and spend our own money.</li> </ul>	<ul style="list-style-type: none"> <li>We can engage in safe play.</li> <li>We wear a sun safe school hat.</li> </ul>	<ul style="list-style-type: none"> <li>We move safely around the school.</li> <li>We follow the lunchtime routine.</li> <li>We sit in lines while waiting for our teacher.</li> <li>We wash our hands before leaving the toilets.</li> </ul>
We are KIND	<ul style="list-style-type: none"> <li>We speak kindly and use good manners.</li> <li>We wait patiently and take turns.</li> <li>We use our words to express our needs and wants.</li> <li>We consider others' feelings and respond appropriately (mindfulness).</li> <li>We respect school and peer belongings.</li> <li>We clean up our environments.</li> </ul>	<ul style="list-style-type: none"> <li>We let everybody have a voice.</li> </ul>	<ul style="list-style-type: none"> <li>We put rubbish in the bins.</li> </ul>	<ul style="list-style-type: none"> <li>We play fairly.</li> <li>We include others.</li> <li>We are upstanders.</li> </ul>	<ul style="list-style-type: none"> <li>We are sensible in the toilets.</li> </ul>
We are LEARNERS	<ul style="list-style-type: none"> <li>We are ready to learn.</li> <li>We listen actively.</li> <li>We raise our hand to speak.</li> <li>We have a go in class and ask for help if needed.</li> <li>We can set goals and take steps to achieve them.</li> <li>We let others learn.</li> </ul>	<ul style="list-style-type: none"> <li>We have a growth mindset.</li> <li>We take pride in our self and our work.</li> <li>We arrive to class on time and ready to learn.</li> </ul>	<ul style="list-style-type: none"> <li>We eat our healthy food options first.</li> </ul>	<ul style="list-style-type: none"> <li>We use the High 5.</li> </ul>	<ul style="list-style-type: none"> <li>We use a pass when out of the room during learning time.</li> </ul>

## **Focused Teaching**

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Victoria Point State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support.
- require ongoing focussed teaching.
- require intensive teaching.

Victoria Point State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

## **Intensive Teaching**

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

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

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

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

## Disciplinary Consequences

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

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens.
- Major problem behaviour is referred directly to the school leadership team.

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

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

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

Major behaviours are those that:

- significantly violate the rights of others,
- put others / self at risk of harm, and
- require the involvement of the school administration.

Major behaviours result in an immediate referral to leadership because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour.

Major problem behaviours may result in the following consequences:

**Level One:** Time out of class, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, no parent contact unless deemed necessary by the school.

**Level Two:** Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school: and/or

**Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

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.

### Minor Behaviour - Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat").
- Non-verbal and visual cues (e.g. posters, hand gestures).
- Whole class practising of routines.
- Ratio of 5 positive to 1 negative commentary or feedback to class.
- Corrective feedback (e.g. "Hand up when you want to ask a question").
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you").
- Explicit behavioural instructions (e.g. "Pick up your pencil").
- Proximity control.
- Tactical ignoring of inappropriate behaviour (not student).
- Revised seating plan and relocation of student/s.
- Individual positive reinforcement for appropriate behaviour.
- Class wide incentives.
- Reminders of incentives or class goals.
- Redirection.
- Low voice and tone for individual instructions.
- Give 30 second 'take-up' time for student/s to process instruction/s.
- Reduce verbal language.
- Break down tasks into smaller chunks.
- Provide positive choice of task order (e.g. "Which one do you want to start with?").
- Prompt student to take a break or time away in class.
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?").
- Provide demonstration of expected behaviour.
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour).
- Private discussion with student about expected behaviour.
- Reprimand for inappropriate behaviour.
- Warning of more serious consequences (e.g. removal from classroom).
- Re-Set Room.

### Focused

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

- Functional Behaviour Assessment.
- Individual student behaviour support strategies (e.g. Student behaviour plan).
- Targeted skills teaching in small group.
- Token economy.
- Playtime withdrawal.
- Behavioural contract.

- Counselling and guidance support.
- Self-monitoring plan.
- Check in Check Out strategy.
- Teacher coaching and debriefing.
- Referral to Student Support Service for team-based problem solving.
- Stakeholder meeting with parents and external agencies.

## Intensive

The School leadership team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:

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

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address inappropriate 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 Victoria Point State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so 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 Victoria Point State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their 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 consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### **Arrangements**

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

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

### **Structure**

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

Possible agenda:

1. Welcome back to school
2. Check in on student wellbeing
3. Discuss any recent changes to school routine or staffing
4. Offer information about supports available (e.g. guidance officer)
5. Set a date for follow-up (if required)
6. Thank student and parent/s for attending
7. Walk with student to classroom

### **Reasonable adjustments**

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

## School Policies

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

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

### Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Victoria Point State 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 and vapes).
- 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**).

## Responsibilities

### State school staff at Victoria Point State 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 parents (e.g. to access an EpiPen for an anaphylactic emergency).
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### Parents of students at Victoria Point State 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 Victoria Point State 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 Victoria Point State 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 Victoria Point State 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 it is available for collection.

## Use of mobile phones and other devices by students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices and school-based devices.

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

School Based Devices include, but not limited to, computers, laptop computers, iPads, cameras and devices of a similar nature that is the property of Victoria Point State School.

### **ICT Agreement**

On enrolment to Victoria Point State School, parents and students are required to sign an ICT agreement. The ICT agreement outlines the expectations of students accessing the internet. (see Appendix 2)

### **Mobile Phones at School**

Students who bring mobile phones to school need to hand in and pick up at Student Reception. Phones will be labelled and stored securely in a draw. The mobile phone will need to be turned off. Breaches of this expectation may result in disciplinary action.

### **Smart Watches at School**

Students who bring smart watches to school must have their device on school mode. If a smart watch has capability to make calls or take pictures it must be handed in at the Student Reception to be stored like a phone. Breaches of this expectation may result in disciplinary action.

### **Certain personal technology devices banned from school**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

### **Confiscation**

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

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

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

### **Personal technology device etiquette**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them.

## **Recording voice and images**

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

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

## **Text communication**

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

### **Recording private conversations and the Invasion of Privacy Act 1971**

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

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

### **Special circumstances arrangement**

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

### **Use of School based devices and facilities**

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of Victoria Point State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities.
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email.

be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs.
- the school is not responsible for safeguarding information stored by students on departmentally owned student computers or mobile devices.
- schools may remotely access departmentally owned student computers or mobile devices for management purposes.
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access.
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed.
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

### Purpose

Victoria Point State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures,
- raising achievement and attendance,
- promoting equality and diversity, and
- ensuring the safety and well-being of all members of the school community.

### 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 Victoria Point State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents (where appropriate).

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

The anti-bullying procedures at Victoria Point State School are an addition to our school-wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so.

## **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour.
- All students know the three school expectations.
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school.
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classes.

An initial introductory lesson is delivered, which teaches the 3-step process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander.

The introductory lesson is followed by several shorter lessons, each of which focuses on one of the bullying behaviours that the school has identified and defined. These lessons include instruction on how to approach adults, what reactions and systemic responses they should expect from adults.

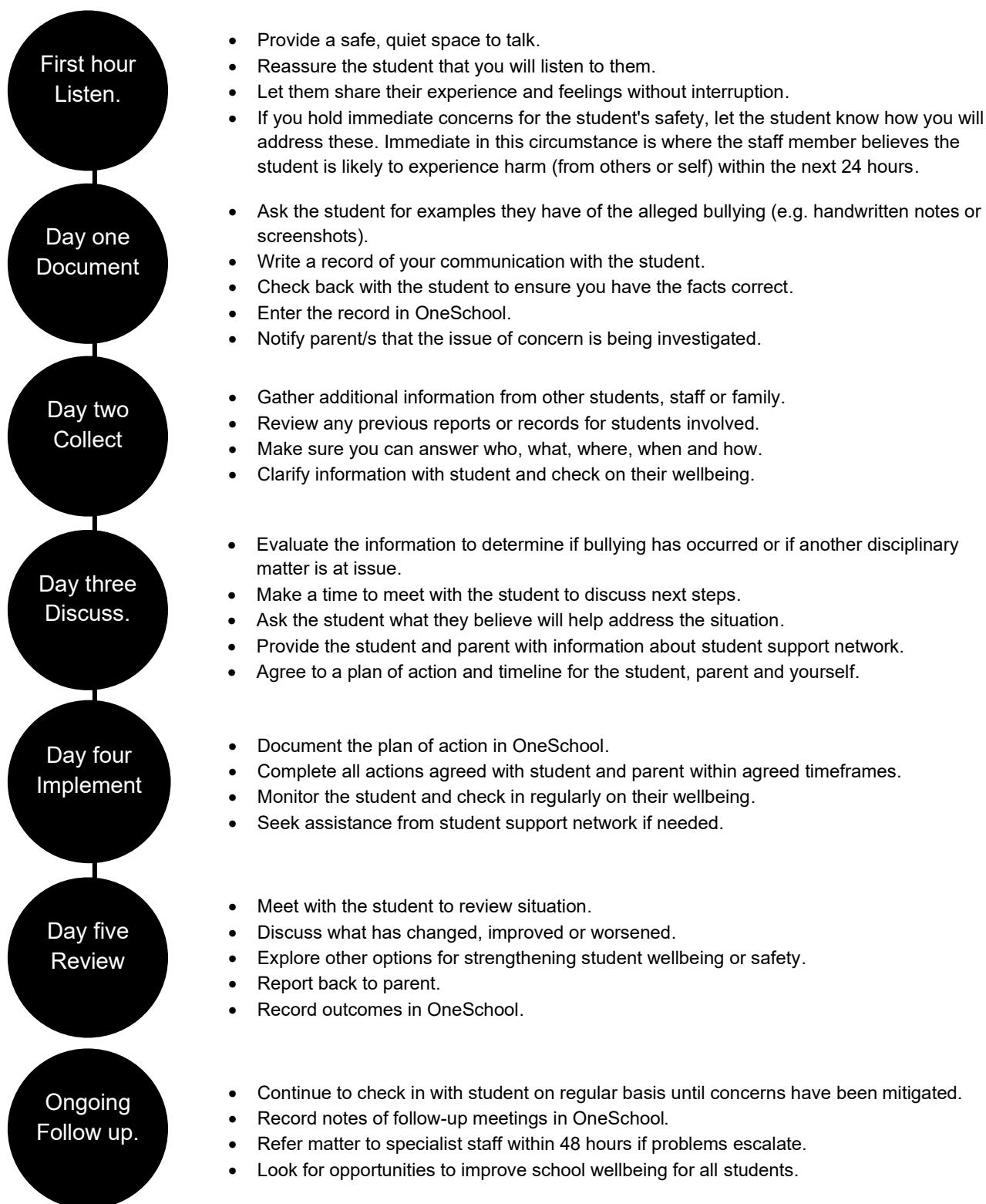
Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Victoria Point State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Victoria Point State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a frequent basis and can be recalled as summary reports at any time.

This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

## **Victoria Point State School - Bullying response flowchart for teachers**

The following flowchart explains the actions Victoria Point State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.



## Cyberbullying

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

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

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns 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 Victoria Point State 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 towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

# Victoria Point State 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](#).

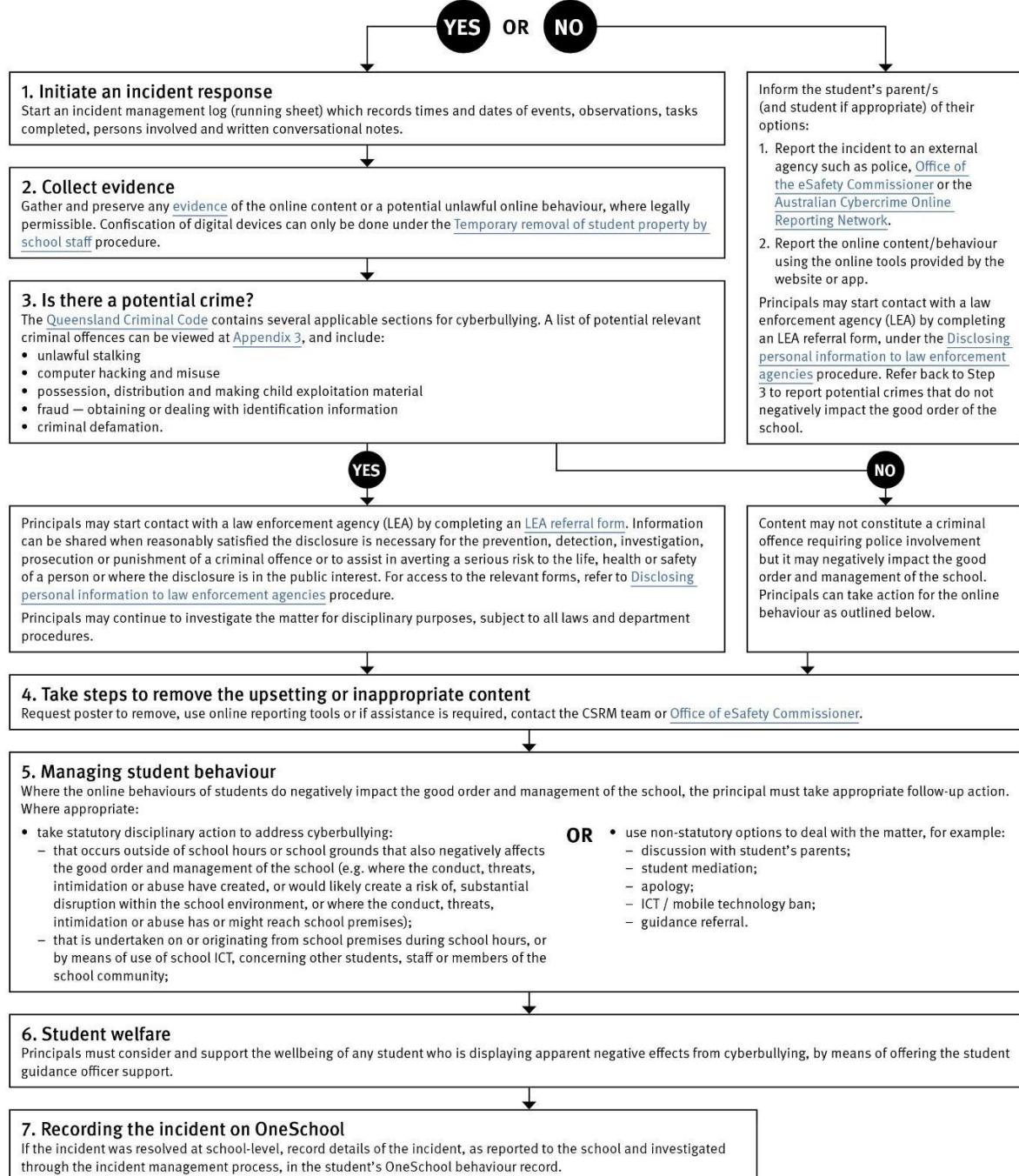
### Explicit images

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 (CSR) team on 3034 5035 or [Cybersafety.ReputationManagement@qed.qld.gov.au](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## **Cybersafety and Reputation Management (CRM)**

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

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

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

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

## **Student Intervention**

Victoria Point State 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 Welfare 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 Victoria Point State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

## Appropriate use of social media

Victoria Point State School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

In Australia, the minimum age for social media use was raised to 16 years old to protect young people. This legislation puts the onus on social media platforms to take steps to ensure protections for under 16s, therefore at Victoria Point State School, we do not condone the use of social media platforms such as Facebook, Twitter and Instagram. Inappropriate, or misguided, use can lead to negative outcomes for the user and others. Although Victoria Point State School does not enforce disciplinary action for simply having an account on Facebook or other social media sites, we do however address the content as set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at Appendix 2. It is unacceptable for students to bully, harass or victimise another person whether within Victoria Point State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Victoria Point State School, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Victoria Point State School engaging in appropriate online behaviour.

### Role of social media

The majority of young people use social media sites and apps on a daily basis for schoolwork, entertainment and to keep in contact with friends. Unfortunately, there are students who are not of the legal age to engage in such sites and some of these young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like messenger, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts. Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### Appropriate use of social media

Students of Victoria Point State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over

it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.

- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Victoria Point State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Victoria Point State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

Victoria Point State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Victoria Point State School expects its students to engage in positive online behaviours.

### **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.

## **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 and the Criminal Code Act 1899 (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal defamation.

There are significant penalties for these offences.

## **What about other people’s privacy?**

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

## **What if I encounter problem content?**

Taking the following steps may help resolve the issue in a constructive way:

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

## Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students,
2. Safeguards students, staff and others from harm,
3. Ensures transparency and accountability,
4. Places importance on communication and consultation with parents and carers,
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

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

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

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

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

## Critical Incidents

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

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

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

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

1. **Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. **Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. **Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. **Followthrough:** 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.

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students' wellbeing, behaviour and learning. *This may include reference to:*

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [Headspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

Victoria Point State 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 you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

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

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

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).

