



Palm Beach State School Student Code of Conduct

2023

We are Learners

We are Respectful

We are Safe

We value Kindness

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Scott Anderson
Principal Signature:	
Date:	6.12.2022

P/C President and-or School Council Chair Name:	Ellyse Maloney
P/C President and-or School Council Chair Signature:	
Date: 7 December, 2020	6.12.2022

Contents

Purpose	4
Principal's Foreword	4
P&C Statement of Support	5
School Captains' Statement	5
Consultation	6
Review Statement	6
Data Overview	7
School Opinion Survey	7
School Disciplinary Absences (SDA)	8
Learning and Behaviour Statement	8
Whole School Approach to Discipline	9
Multi-Tiered Systems of Support	11
Consideration of Individual Circumstances	16
Inclusive Education, Student Support & Wellbeing	16
Expectations	18
Differentiated and Explicit Teaching	19
Focussed Teaching	20
Intensive Teaching	20
Disciplinary Responses to Behaviour	21
Legislative Delegations	25
Legislation	25
Delegations	25
School Policies	26
Hands Off	26
Dress Code	27
Temporary removal of student property	28
Use of mobile phones and other devices by students	30
Preventing and responding to bullying	32
Appropriate use of social media	39
Restrictive Practices	42
Critical Incidents	43
Related Procedures and Guidelines	44
Resources	45
Conclusion	46
Appendix	47

P&C Statement of Support

As president of the Palm Beach State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the principal and the leadership 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 Palm Beach State 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 Palm Beach State 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 Palm Beach State School knows what to do if subjected to bullying. 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 Palm Beach State 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 Palm Beach State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Palm Beach State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Palm Beach State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Consultation

The consultation process used to inform the development of the Palm Beach State School Student Code of Conduct occurred in phases.

In the first phase, we provided a survey to parents and staff via newsletter and email links. We held a series of internal meetings with staff between September and December 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. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided a survey to all students, on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

A communication strategy has been developed to support the implementation of the Palm Beach State School Student Code of Conduct, including parent information briefings, promotion through the school website, fortnightly newsletter and email footer links of staff emails. Any families who require assistance to access a copy of the Palm Beach State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

The Palm Beach State 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.

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 the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

Other data was collected in the form of surveys sent via newsletters, emails paper copies to parents, staff and students to gather further information

School Opinion Survey

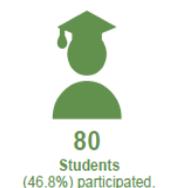
Department of Education

Highlights report for (0240) Palm Beach State School, 2022



Most positive items	Agreement
My child likes being at this school.	99.3
This school is well maintained.	99.3
The expectations and rules are clear at this school.	98.6

Least positive items	Agreement
This school asks for my input.	77.1
This school takes parents' opinions seriously.	84.1
I understand how my child is assessed at this school.	86.6



Most positive items	Agreement
My school encourages students to respect one another.	97.5
My teachers expect me to do my best.	97.4
My school encourages me to participate in school activities.	95.0

Least positive items	Agreement
My school treats students equally, regardless of gender.	70.9
My school takes students' opinions seriously.	71.3
I am interested in my school work.	73.4



Most positive items	Agreement
I use the Australian Curriculum (P-10) and/or Queensland senior syllabuses (11-12) for planning teaching, learning and assessment.	100.0
This is a good school.	100.0
Students are encouraged to do their best at this school.	100.0

Least positive items	Agreement
This school's culture supports people to achieve a good work-life balance.	80.0
I am supported to manage the pressures of my workload.	80.4
This school offers flexible work arrangements.	83.3

Agreement presents the aggregation of positive responses as a percentage; i.e.: "Somewhat agree", "Agree", and "Strongly agree".

The most positive items and least positive items are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail on the information presented. The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

School Disciplinary Absences (SDA)

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

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

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

PALM BEACH STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2019	2020	2021
Short Suspensions – 1 to 10 days	6	9	8
Long Suspensions – 11 to 20 days	0	0	2
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

All areas of Palm Beach State School are 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.

Our **Student Code of Conduct** (SCoC) outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviours are plain to everyone assisting Palm Beach State School (PBSS) to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understanding of their role in the educational process.

At all times, Palm Beach State School seeks to reflect the values and behaviour that are acceptable in our society. It has clear expectation that, as far as possible, it remains connected to the Palm Beach community.

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

Whole School Approach to Discipline

Palm Beach State School uses a positive whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

At Palm Beach State School, we believe 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 their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Palm Beach State School Student Code of Conduct is an opportunity to explain the behaviour framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

This approach is an evidence-based framework used to:

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

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

Our PBSS artefacts that state the 3 rules and core value for students:



Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

Palm Beach State School's universal (whole school) proactive and preventive processes and strategies facilitate the development of acceptable standards of behaviour, including:

- explicit and scheduled teaching of rules, behavioural expectations and values
- induction of new students and staff
- debriefing sessions on a regular basis after eating breaks to promote positive behaviours and discuss playground issues
- admin discuss behavioural issues at the weekly assembly focussing on School Rules
- classroom routines and expectations which align with the School Rules
- Zones of Regulation are explicitly taught to all students to assist them with their emotional regulation which enables students to use strategies to make more positive behavioural choices and to focus on their work
- Chill out spaces in each classroom which enable students to have a quiet place to calm down and use strategies to regulate their emotions
- School-wide use of the High Five to assist students to solve minor social problems

- Comprehensive induction programs for new staff and relief staff
- Consistent school wide Classroom Management Plans across the school – positive reinforcement through class behaviour charts, and other school incentives eg PBSS postcards, Shout Outs
- implementation of bullying and cyberbullying programs
- encourage positive aspirations, relationships and values to develop
- encourage all students to take increasing responsibility for their own behaviour and emotional self-regulation including the consequences of their actions, together with:

1. PBSS Universal Behaviour Artefacts

1. 3 School Rules – universal artefact charts
 - Be a Learner
 - Be Respectful
 - Be Safe
2. Our PBSS Value - Be Kind
3. Behaviour Benchmarks matrix (Appendix 1)
4. Classroom Step Behaviour Chart
5. Minor Slip Up - notification slips
6. High 5 Strategy

Our High Five strategy is a catch phrase promoted to develop assertiveness in our students to ensure that they accept nothing less than their right to feeling safe and well when receiving a quality education. Along with building resilience, the High 5 strategy aims at training students to:

- assertively tell others that they are making them feel unsafe or unwell.
- identify safe alternatives of action to ensure their own well being
- identify avenues of support from staff and other key persons, including how to ask for help
- understand their responsibility as active citizens
- develop strategies to use when confronted with situations that affect their wellbeing



8. Behaviour Communication Card (Blue Card) for parents to sign

2. PBSS Recognition of Positive Behaviours

At all times, and in many different ways, all staff at our school acknowledge and encourage positive, cooperative behaviour through the following (but not limited to):

- Student of the week and monthly awards - Staff members nominate a “Student of the Week” each fortnight on assembly to students that observe the school rules in both classroom and non-classroom areas
- Class rewards - As determined by individual classroom teachers when establishing class expectations and rules
- Gotcha’s
- Special notes and stickers from principal, deputy principal and teachers
- Playground awards
- School and class leadership responsibilities
- Buddy program, peer support program
- Participation in special events & assemblies
- Special notes to parents acknowledging children’s efforts and PBSS postcards

3. Senior Leaders Program – Palm Beach Pals

The Senior Leaders program aims to develop positive play habits with students from a young age, targeting the younger Prep and Junior students. Students from Year 5 and 6 who volunteer to be part of this group are trained over a five week period on processes to successfully engage students in active participation of games at all recess periods.

Prep and Junior students are introduced to:

- the need for following rules
- the importance of being actively involved in physical activities
- sharing and taking turns, having a go
- appropriate games and places to play them
- PBSS philosophy that the older we get the more responsibility we have to care for those younger than ourselves.

Multi-Tiered Systems of Support

Palm Beach 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 interventions to the identified needs of individual students at the level appropriate to the behaviour. The parent/carer is a key partner in our tiered behaviour system and it is our job as professionals to engage with parents/carers and keep them informed and involved in the process.

TIER ONE

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:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- recognition that students have individual needs when developing social competencies and that not all students develop these competencies at the same pace
- procedures that emphasise teaching students new skills to get their needs met in the school environment
- procedures which recognise the importance of positive reinforcement in the teaching and learning process

Processes for responding to low-level and infrequent minor behaviours

In Class

1. MINOR SLIP UP RECORD SHEET

Minor Slip Up record sheets are filed in the individual student's page in a Class Minor Slip Up folder. In the folder each child has a plastic sleeve that is dedicated to their class Minor Slip Up Class Behaviour Profile record sheet (Appendix 2). This is used by class teachers to record low level and infrequent behaviours.

MINOR SLIP UP

Name: _____ Class: _____

Date: _____

During:

Class Specialist

Playground PCYC

Rule(s) broken:

Be a Learner Be Respectful

Be Safe Be Kind

Additional information (if required):

Issuer initials: _____

2. CLASS STEP CHART

All classrooms are to display a chart system where a minimum of 6 steps are visual for students. It is recommended that a minimum 2 Step positive student reward system sits alongside 3 - 4 Steps for poor behaviour choices NB ALL students are to start on READY TO LEARN each day. Class charts must display the PBSS Universal 3 Rules (surfboard design) and the Be Kind value with the recommended wording but presentation of this may differ due to individual creativity.

1. WARNING - When a student exhibits a low-level and/or an infrequent problem behaviour, the first response of the teacher is to warn the student and remind them of the expected school behaviour. The student name is moved to *warning* on the chart.
2. TIME OUT - A student is given up to 10 minutes Time Out in a quiet area in the classroom. The student name is moved to *time out* on the chart. Time Out is to be recorded on the student's Minor Slip Up Classroom Behaviour Profile
3. BUDDY CLASS – A student is sent to a *buddy class* for the remainder of the session with appropriate work to complete. Buddy Class actions are to be recorded on the student's Minor Slip Up Classroom Behaviour Profile. Parent's to be contacted.
4. OFFICE – A student is referred to administration and parent's contacted. Repeated referrals may result in the commencement of an Individual Behaviour Plan or other behaviour support.

**Examples of class
step charts**



3. BEHAVIOUR COMMUNICATION CARDS (BLUE CARDS)

Teachers may issue a Behaviour Communication / Blue Card for repeated incidents that do not require Principal/Deputy Principal intervention. This is a parent notification ONLY and no consequences are to be given at this time. ONLY the Principal, Deputy Principal and Guidance Officer are permitted to issue Planning Room, Supervised Play and other school wide consequences. Teacher issued Behaviour Communication Cards are to be sent home to be signed by the parent and when returned they are to be filed in the Minor Slip Up Folder. No entry on OneSchool is required.

<p style="text-align: center;">Palm Beach State School Student Code of Conduct</p> <p>At Palm Beach State School we consider <u>behaviour</u> management to be an opportunity for valuable social learning as well as a means of <u>maximising</u> the success of academic educational programs. To have a supportive environment where everyone feels safe and happy, we need to uphold certain positive expectations, rights and responsibilities.</p> <p>Our school community has identified the following school rules to teach and promote our high standards of responsible <u>behaviour</u> relating to:</p> <ul style="list-style-type: none"> • Be respectful • Be a learner • Be safe <p>And our PBSS value</p> <ul style="list-style-type: none"> • Be Kind <p>Through this Behaviour Communication Card (Blue Card) we notify parents of actions of students that have adversely affected these expectations for student behavior and that have breached the PBSS Student Code of Conduct.</p> <p>Misconduct of a student at a state school includes any misconduct or <u>behaviour</u>, regardless of when or where it happens (including out of school hours and online) as long as it can reasonably be said that the misconduct or <u>behaviour</u> affects, or will affect, the good order and management of the school (which includes the safety and welfare of students and staff).</p> <p>Our school rules and <u>behaviour</u> expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in the PBSS Student Code of Conduct.</p>	<div style="background-color: black; color: white; text-align: center; padding: 2px;">BEHAVIOUR COMMUNICATION CARD</div> <p>Dear Parents We feel that it is necessary to inform you that the actions of your child _____ Class _____ has adversely affected the respect/ learning / safety of others at PBSS through the following actions:</p> <p><input type="checkbox"/> Repeated non-compliance <input type="checkbox"/> Deliberate disobedience/Defiance <input type="checkbox"/> Physical Misconduct</p> <p><input type="checkbox"/> Inappropriate language <input type="checkbox"/> Harassment <input type="checkbox"/> Other</p> <p>Further details:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Time: <input type="checkbox"/> Before School <input type="checkbox"/> 1st Session <input type="checkbox"/> First Break <input type="checkbox"/> 2nd Session <input type="checkbox"/> Second Break <input type="checkbox"/> 3rd Session <input type="checkbox"/> After School</p> <p>Place: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Other</p> <p>Teacher: _____ Date: _____</p> <p style="text-align: center;">TIER TWO BEHAVIOUR</p> <p>As a consequence of these actions your child has been referred to the Principal/ Deputy Principal/ Guidance Officer and will be required to fulfil the following:</p> <p><input type="checkbox"/> Student /Teacher restorative conversation has occurred</p> <p><input type="checkbox"/> Planning room from _____ to _____</p> <p style="text-align: center;">First Break <input type="checkbox"/> Second Break <input type="checkbox"/></p> <p style="text-align: center;">Principal / Deputy Principal/ GO Date</p> <p>Parent signature: _____ Date: _____</p>
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<p style="text-align: center;">MY BEHAVIOUR PLAN</p> <p>We're here to talk about....</p> <p>1. What happened?</p> <p>_____</p> <p>_____</p> <p>2. What were you thinking at the time?</p> <p>_____</p> <p>_____</p> <p>3. Who do you think has been affected by what you did?</p> <p>_____</p> <p>_____</p> <p>4. What do you need to do to make things right?</p> <p>_____</p> <p>_____</p> <p>5. How can we make sure this doesn't happen again?</p> <p>_____</p> <p>_____</p>	<p style="text-align: center;">Second Planning Session Reflection:</p> <p style="text-align: center;">MY COMMITMENT TO ACTION</p> <p>If I find myself in a similar situation to this one, what could I do differently to make sure this doesn't happen again?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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Playground / Out of Class

In the playground up to five minutes time out may be given immediately on any inappropriate minor behaviour i.e. The student is reminded of the rule/expectation and given time out/ reflection time sitting quietly in the playground.

IF a minor behaviour is exhibited and a staff member deems that it is worth noting to add to data for a student's behaviour profile a Minor Slip Up notice is completed and given to the class teacher.

Minor Slip Up notices are filed in the individual student's page in a Class Minor Slip Up folder. In the folder each child has a plastic sleeve that is dedicated to their class *Minor Slip Up Class Behaviour Profile record sheet* and any playground/out of class *Minor Slip Up* notices are to stored in the same plastic sleeve as the Class Minor Slip Up Behaviour Profile.

Minor Slip Up data is to build up any patterns of minor behaviours. Early detection of these patterns of behaviour provide evidence that leads discussions with parents. The Minor Slip Ups also act as anecdotal records for parent discussions, may be uploaded onto OneSchool and/or referral to the SAW committee for possible Tier 2 or Tier 3 behaviour intervention.

The Planning Room

The Planning Room is a non-punitive measure aimed at allowing students to learn by their mistakes. It is based on the premise that children exhibit inappropriate behaviours because they haven't developed strategies that result in responses that meet their individual needs. During the time in the room children will engage in a variety of problem solving and interactive activities aimed at stimulating the participants into deciding on alternative actions. It allows the children to establish strategies for future actions if put into a similar situation at a time when the pressure is off.

The Planning Room Process is based on the fundamental understandings which are the foundation for all activities engaged in.

- It is the action which is inappropriate not the child
- Everyone is capable of choosing our own actions
- Everyone is capable of changing future actions

Staff in the Planning Room:

- encourage children to problem solve alternatives in a non-judgmental manner
- stimulate children to develop their vision of a healthy / happy life
- promote the process as a part of learning rather than a punishment.

How are children referred to the Planning Room?

All referrals come from administration. Class teachers or duty supervising staff will refer behaviour to the relevant administrator after all established classroom/playground behaviour management strategies have not had the desired effect and/or behaviour is of a serious or dangerous nature. All children being referred to administration must bring with them the Behaviour Communication Card (Blue Card). This should give clear information on which administrators can base interactions with the child. Information contained in the above forms is entered into the OneSchool data base. Parents are notified of any Planning Room via the Behaviour Communication Card (The Blue Card) and/or a phone call.

TIER TWO

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.

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 behaviour expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations
- interventions require classroom teacher input and are easy to sustain
- variations within each intervention are limited
- interventions are "evidence-based" interventions and are matched to the student's need

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

Targeted Behaviour Support responds to students demonstrating higher than average rates of problem behaviour.

This support may involve:

- use of Minor Slip Up behavioural data to accurately identify students requiring targeted support
- in-school SAW (Support and Wellbeing committee) referral process for teachers seeking assistance to support students with targeted-level needs
- team approach to supporting students on targeted support programs
- making adjustments as required to address individual students' needs
- range of research-validated program options for targeted support such as for example:
 - Individual Behaviour Support Plans*
 - adult mentoring through Guidance Officer
 - supervised play
 - planning room
 - targeted/small group social skilling
 - "newcomer" induction for new students and their parents on enrolment

*Individual Behaviour Support Plans are developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

TIER THREE

Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour identified using a Functional Behaviour Assessment (FBA) or similar and should include strategies to:

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

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

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

On occasion intensive intervention procedures are required to respond to *chronic problem behaviour* whilst supporting continued learning engagement. Behaviour that is ongoing or extreme and requires further action, the case may be put before a Behaviour Referral Committee which may consist of School administrators and other school staff if necessary, to consider.

At Palm Beach State School Intensive Behaviour Support may include:

- an in-school referral process to SAW committee for teachers seeking assistance
- a team-based approach for providing intensive individualised support that includes a high frequency of adjustments
- use of behaviour data for the accurate identification of students requiring individualised support
- research validated procedures in place for the assessment and support of students requiring intensive, individualised support (Functional Behaviour Assessment)
- planned and trained use of any restrictive practices required to ensure student safety (e.g. physical guidance)
 - flexible and or alternative learning options
 - district, regional and state behaviour support options e.g. ACT for Kids, CYMHS, Connecting Families and Children

The Responsible Behaviour Team and Administration will consider:

- individual circumstances
- seriousness of the actions of the student
- history of the student
- the needs and rights of school community members

Major behaviour breaches result in an immediate referral to administration because of their seriousness (Appendix Eleven).

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm including the possession of weapons and knives, cyberbullying, illicit drugs/alcohol, substance misconduct
- or
- require the involvement of school Administration.

Major behaviour breaches may result in a student suspension or an exclusion when other management strategies have been exhausted or deemed to be inappropriate under the individual circumstances. Consideration will also be given to the probable outcome or learning potential each consequence will have on the individual. Personal circumstances will be considered at this time.

Consequences may include:

- planning room
- playground withdrawal
- in school withdrawal
- lunch time detention
- School Disciplinary Absences
 - 1-5 day suspension
 - 6-20 day suspension
 - Suspension pending exclusion.

Consideration of Individual Circumstances

Staff at Palm Beach State School consider all students' individual circumstances 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 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 with the principal to discuss the matter.

Inclusive Education, Student Support and Wellbeing

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

Palm Beach State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Guidance Officer, Behaviour Support Teacher, Learning Support Teacher or the Support Teacher – Students with a Disability (SWD) if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Health and Wellbeing

Drug education and intervention

Palm Beach State 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.

Specialised health needs

Palm Beach State 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.

Medications

Palm Beach State 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.

Palm Beach State School maintains a minimum of two adrenaline auto-injectors and asthma reliever/puffers, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Palm Beach State 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

Palm Beach State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Palm Beach State 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 as soon as possible
- all actions are documented and reported
- follow up monitoring of the student by guidance officer.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Palm Beach State 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, Palm Beach State School staff immediately enact the **School Emergency Management Plan** and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

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

Expectations

PBSS SCHOOL COMMUNITY & ADULT EXPECTATIONS

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three expectations in place for students, being safe, respectful learners and our value of kindness.

Parents and staff

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

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.

Learners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletters, emails and class dojos as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher, deputies or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Kind

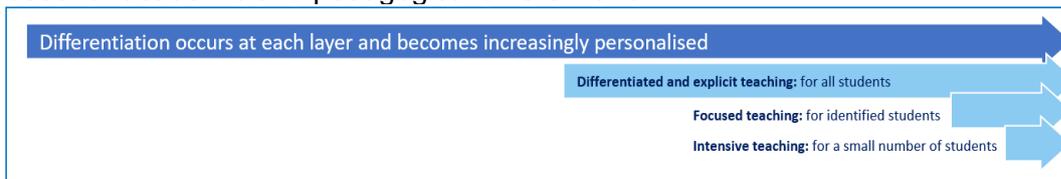
<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

Palm Beach 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.

Teachers at Palm Beach 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.



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 focused 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.

Each classroom will have negotiated classroom rules that relate directly to our school rules and is displayed visibly within the room. The class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The negotiated rules are based on the rights of all key stakeholders and as result everyone has a responsibility to uphold these. These rules should be negotiated at the beginning of the school year or in the event of a change in teacher be renegotiated early at commencement of starting within a given classroom. These rules should be referred to regularly as a class and individually if required.

Expectation	Enter classroom	Group work	Individual work	Exit classroom
Safe				
Respectful				
Learner				
Kind				

**Examples that would be on the class matrix above	
BE SAFE	BE A LEARNER
<ul style="list-style-type: none"> Hand your mobile or mobile enabled watch in at the office at the start of the day Walk on the concrete Follow the rules of the games you play Keep hands, feet, objects and comments to yourself 	<ul style="list-style-type: none"> Be prepared for class Listen to fellow students' questions in class Do your own work Learn from your mistakes Take different roles for group work activities Be honest.
BE RESPECTFUL	BE KIND
<ul style="list-style-type: none"> Put rubbish in the bins provided Use G rated language at school Complete your homework and assignments on time Follow teacher directions Ask for help when you need Respect others space and belongings 	<ul style="list-style-type: none"> Say "please" and "thank you". Support someone who needs it. Make a new friend. Look for opportunities to help others Encourage fellow students to do their best Give someone a compliment

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 Palm Beach State School to provide focused teaching. Focused teaching is aligned to the 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.

Palm Beach 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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- You Can Do It
- Zones of Regulation.

For more information about these programs, please speak with the classroom teacher or one of the deputies.

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 Responses to Behaviours

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

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

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

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

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

Differentiated

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

This may include:

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour.

This may include:

- 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 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 Palm Beach 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Palm Beach 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 punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

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

Reasonable adjustments

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

Legislative Delegations

Legislation

In this section of the Palm Beach State 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](#)

School Policies

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

Palm Beach 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:

1. Hands Off policy
2. Dress Code Policy
3. Temporary removal of student property
4. Use of mobile phones and other devices by students
5. Preventing and responding to bullying / cyberbullying
6. Appropriate use of social media

Hands Off Policy

Students are aware that in a 'Hands Off' school they are expected to develop strategies that meet their educational and social needs without resorting to physical, verbal or emotional aggression. Reported 'hands on' incidents are followed through by administration and appropriate consequences given.

Dress Code Policy

It is the affirmed policy of the school's Parents and Citizens Association, and supported by State Government policy, that all students attending Palm Beach State School are expected to wear the School Uniform and their appearance is appropriate. It is the policy of the school that student enrolment will not be completed unless the school uniform is purchased.

All students are required to wear fully enclosed **black shoes, preferably black jogger style shoes with black laces and white socks**. Due to Workplace Health and Safety, thongs or sandals are not permitted.



Students are requested to wear their blue uniform to school on all days, except Fridays where sports shirts are encouraged, and on special occasions designated by the Principal, e.g. athletics days and free dress days. **Alternatives or alterations are unacceptable.**

- In winter months students may wear a plain navy blue sweatshirt (no hood) over the official school uniform and plain navy tracksuit pants.
- Navy leggings and tights may be worn under the skort NOT on their own

ALL students are required to wear the uniform correctly, are encouraged to take pride in their appearance and to keep their uniform clean, neat and tidy.

- Underwear, sport underwear e.g skins, t shirts (long sleeve and short) are not permitted to be worn if observable and showing from under the uniform
- Hair must be clean, neat and tidy. Styles and colour should be appropriate for school.
 - Mohawks, spiked multi-coloured/coloured hair, rats tails, tracks, razor cuts are not permitted.
 - Students with long hair are required to have it tied back.
 - Ribbons, clips, scrunchies and headbands etc are to be in school uniform colours blue, white, black or natural hair colours.
- **JEWELLERY** is not appropriate at school and is not permitted. Students may wear a watch. Students with pierced ears may wear gold or silver studs or sleepers. No other facial piercings are permitted. During sport, for safety, only studs may be worn and watches need to be removed.
- **MAKE-UP** and coloured finger nail polish are not appropriate at school and are not permitted.
- **TATTOOS:** No permanent / temporary facial or body tattoos are permitted.

*Students must remember that when in our school uniform outside of the school grounds they are representatives of Palm Beach State School and are required to behave and appear in an exemplary manner.

PBSS have processes to manage student non-compliance with the dress code, including logical consequences that align with the School's Code of Conduct.

For example:

- support the student to comply with the dress code using loan items or removal of inappropriate items (e.g. jewellery, nail polish)
- talk with the student about their non-compliance with the dress code and any consequences
- contact parents if required
- provide alternative educational activities if student participation in essential curriculum activities is prevented for safety reasons
- detention for persistent non-compliance
- prevention from attending or participating in any non-essential curriculum activity in which the student would have been representing the school.

Parents

- Commit to supporting the dress code as part of the enrolment agreement.
- Support the student to adhere to the dress code.
- Request short or long term modifications or exemptions to the dress code in writing, providing reasons for request.
- Work with the school to resolve issues regarding student compliance with the school's dress code.

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 Palm Beach 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)
- 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 Palm Beach 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 Palm Beach State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Palm Beach 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 Palm Beach 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 Palm Beach 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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

It is **acceptable** for students at Palm Beach State School to:

- bring mobile phones and devices including smart watches to school. These are to be signed into the office prior to school commencing

It is **unacceptable** for students at Palm Beach State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 the Palm Beach 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

Palm Beach State 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.

Palm Beach State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the 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.

A priority for the Student Leadership Forum 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 Palm Beach State 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 Palm Beach State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Bullying can take many forms and may relate to:

- race, religion or culture
- appearance or health conditions
- sexual orientation
- home and family circumstances
- learning needs or disabilities
- gender or sexual bullying.

The National Centre against Bullying identifies five kinds of bullying:

1. Physical bullying

This is when a person (or group of people) uses physical actions to bully, such as hitting, poking, tripping or pushing.

Repeatedly and intentionally damaging someone's belongings is also physical bullying.

2. Verbal bullying

Repeated or systematic name calling, insults, homophobic or racist remarks and verbal abuse.

3. Covert bullying also Relational Aggression

Such as lying about someone, spreading rumours, playing a nasty joke that make the person feel humiliated or powerless, mimicking or deliberately excluding someone.

4. Psychological bullying

For example, threatening, manipulating or stalking someone.

5. Cyber bullying

Using technology, such as email, mobile phones, chat rooms, social networking sites to bully verbally, socially or psychologically.

Responsibilities of Students Who Witness Incidents of Bullying

As most bullying occurs in the playground, student involvement is essential. Students are more likely to be aware of and be witnesses of bullying.

Students are encouraged to:

- ✓ Offer support and friendship to the child who was bullied,
- ✓ Let other students know that bullying is not OK
- ✓ Understand that telling a member of staff is not dobbing
- ✓ Inform supervising staff or classroom teacher of places in the school grounds where bullying occur
- ✓ Inform the classroom teacher or playground duty staff member where children are being bullied
- ✓ Witness incidents of bullying and report:
 1. Who was bullying?
 2. Who was being bullied?
 3. What happened?
 4. Where the incident took place?
 5. When did the bullying happen?

Palm Beach State School - Bullying response flowchart for teachers

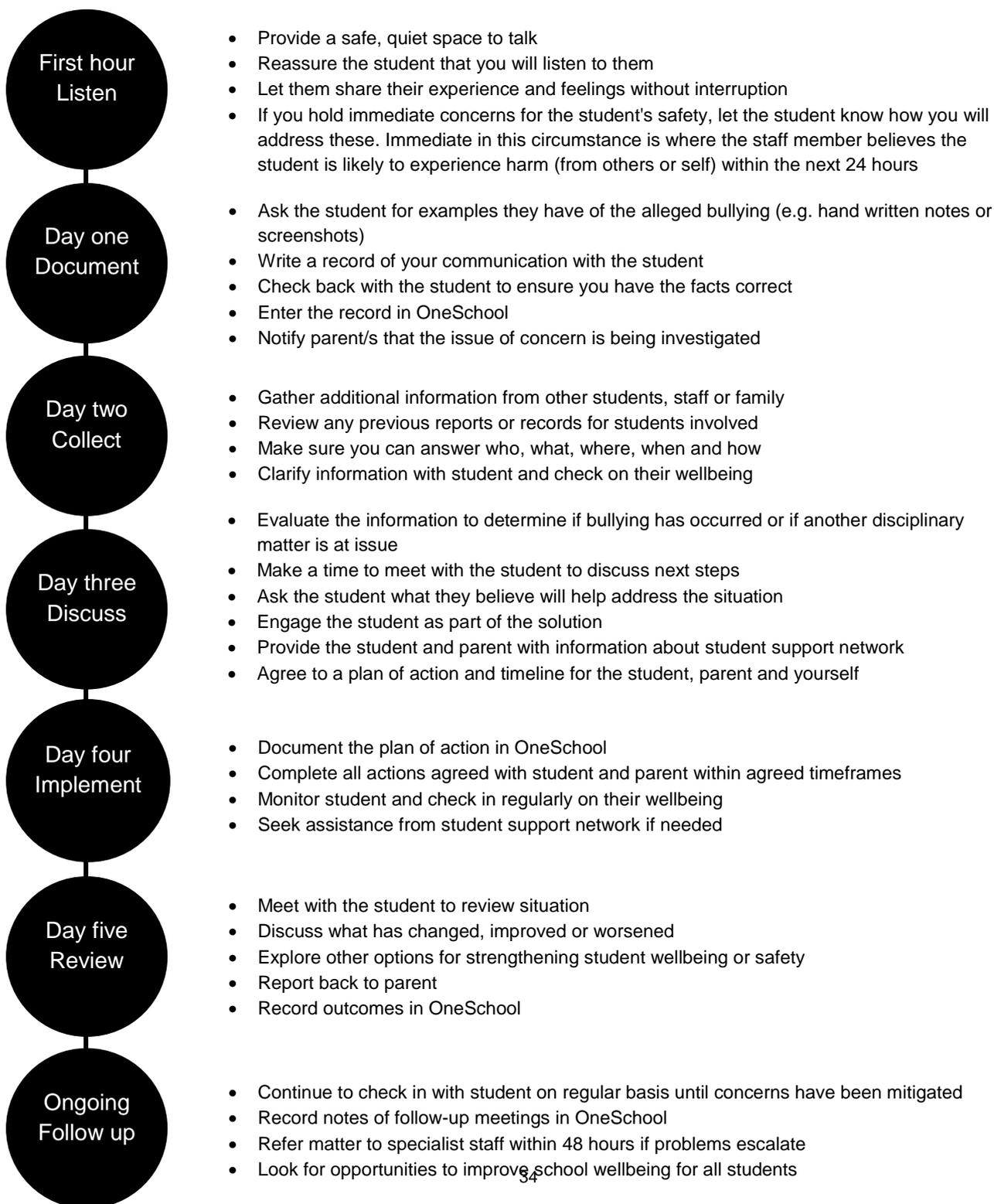
The following flowchart explains the actions Palm Beach State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Follow up support – BST, GO, Deputy Principals, Principal



Cyberbullying

Cyberbullying is treated at Palm Beach State 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.

The main forms of cyber bullying are identified as:

- Flaming: online fights using electronic messages with angry or vulgar messages
- Harassment: repeatedly sending nasty, mean or insulting messages
- Denigration: Posting or sending gossip or rumours about a person to damage his/her reputation or friendships
- Outing: sharing someone's secrets or embarrassing information or images online
- Exclusion: Intentionally and cruelly excluding someone from an online group
- Distributing explicit images or material: nude/partially nude
- Cyber stalking: repeated, intense harassment and denigration that includes threats or creates significant fear.

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 Palm Beach 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.

It is recognised that social media is increasingly becoming a tool for online bullying. In the event of any reports to PBSS of inappropriate use of social media, students and parents are to be reminded of the age restrictions of the various social media platforms (see below). Please note there are no 13+ students enrolled at PBSS and as such it is the ultimate responsibility of parents if their child is permitted to use social media platforms. Individuals are responsible for their own private accounts and the sharing of passwords is not an acceptable excuse.

Social Media Platforms (examples - not an exhaustive list) - Age Restrictions

Facebook - 13+

Twitter – 13+

Lively – 13+

Gmail – 13+

Tumblr – 13+

Sarahah – 17+

Youtube account – 18+ (13+ with parental permission)

Instagram – 13+

Skype – 13+

Yellow (Tinder for kids) – 13+

Kik – 18+

What App – 13+

Ask Fm – 13+

SnapChat – 13+

Musicly – 13+

Tinder – 18+

Pinterest – 13+

Viber – 13+

PBSS Cyberbullying Student Procedure (Out of school incidents)

1. Students report the incident to their parents
2. Parents /student screen shot the evidence.
3. If the school is informed – Parent and child to make an appointment with the principal/deputy principal/BAT and bring in the screen shot evidence. Two administration staff to be present at the arranged meeting.
If the evidence contains explicit nude/partially nude material the screen shot must **not be passed on to anyone other than the Qld Police Service (QPS). This must be done by the parents. If PBSS deem the parents are not willing or able to do this, PBSS will contact the QPS. PBSS complete an SP4 (Student Protection notification to Department of Child Safety and QPS) if explicit material is presented.*
4. Principal/Deputy Principal/ GO/BAT – Inform the parents of involved student/s and arrange a meeting where the evidence is shared via a PBSS computer (not a printed copy). **This evidence is not to be passed onto any other parties other than for use in SP4 notifications or QPS.*
5. Principal/Deputy Principal/ GO/BAT – record cyberbullying and evidence on OneSchool (not explicit material as described above. In this case, a detailed written description must be recorded instead).
6. Principal/Deputy Principal/GO/ BAT – report to Queensland Police if deemed necessary

PBSS Cyberbullying Student Procedure (In school incidents)

1. In the first instance, students make a report about cyberbullying to the class teacher.
2. As above Steps 4 - 6
**Screen shots will be captured and recorded on OneSchool unless explicit material is involved. In this case PBSS will follow Step 3 * above and PBSS disciplinary action will be followed.*

Palm Beach 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](#).

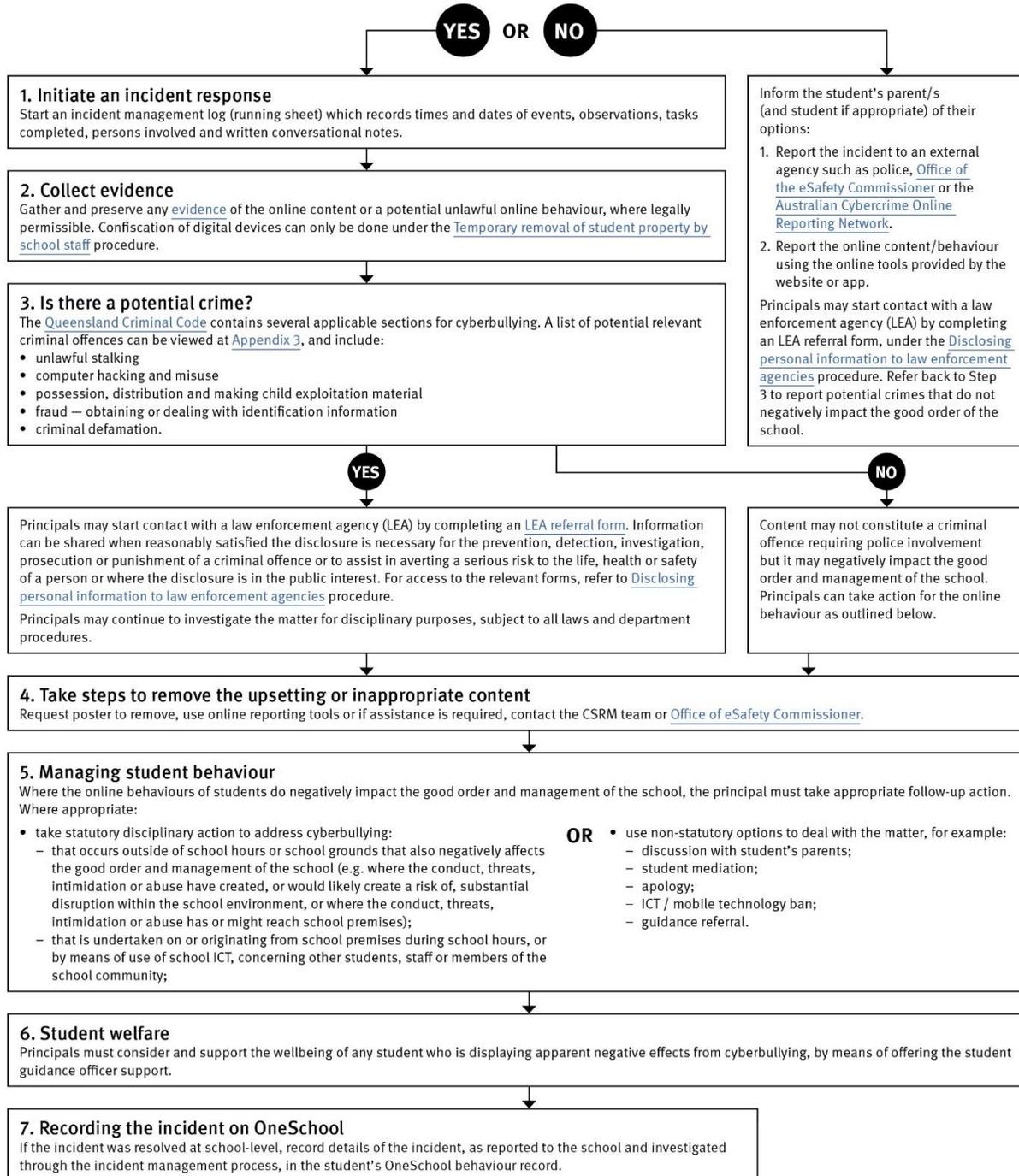
Explicit images

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 Cybersecurity 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?



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Palm Beach 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 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 Palm Beach 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.

Palm Beach State School – Anti-Bullying Contract

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

Palm Beach State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Palm Beach State 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

Appropriate use of social media

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

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

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Palm Beach 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 practices procedure**.

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

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

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

Critical Incidents

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

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

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

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

- a. 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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.
- f. Complete all necessary paperwork e.g. OneSchool Manage Behaviour, Focused Review

Related Procedures and Guidelines

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

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

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](#)

Conclusion

Palm Beach 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.

When raising a concern with school staff, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

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

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

3. External review: contact a review authority

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

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

Appendix 2

Minor Slip Up Class Behaviour Profile



Student Name: _____

To be uploaded to OneSchool as an anecdotal record when deemed necessary or a pattern is being established and parent contact is needed.

Date in each box as observed e.g 11/7

Be Respectful	Inappropriate language																			
	Calling out																			
	Repeated non-compliance																			
	Not following directions																			
	Answering back																			
	Hands on																			
	Property misuse																			
	Not telling the truth/owning up																			
Be a Learner	Work refusal / avoidance																			
	Disrupting learning of others																			
	Not being punctual/lateness																			
Be Safe	Incorrect use of equipment																			
	Rough play																			
	Playing in toilets																			
Be Kind	Rude																			
	Mean																			
	Unkind																			

Appendix 2

	TEACHER MANAGED		OFFICE REFERRALS	
	SCHOOL RULES	OPTIONS - Follow Classroom Steps - Minor Slip Up recorded - Behaviour Communication Card issued	MISBEHAVIOURS	OPTIONS - Behaviour Communication Card, - Recorded on OneSchool - Consequences Given eg planning room, supervised play - Suspension/Exclusion
Be REspectful / Be a Learner / Be Safe Be Respectful	Movement around the school	<ul style="list-style-type: none"> Walk on the concrete and/or around the buildings 	Non-compliance	<ul style="list-style-type: none"> Repeated refusal to walk on the concrete and/or around the buildings
	Play	<ul style="list-style-type: none"> Playing in the toilets Incorrect use of equipment, including playgrounds Playing games not approved at school e.g bullrush, tackle 	Misconduct using an object	<ul style="list-style-type: none"> Throwing objects –with intent/to harm/aggressive/unsafe Possession of weapons (weapon is anything used with intent to cause injury/damage e.g rock, stick)
	Physical conduct	<ul style="list-style-type: none"> Minor physical contact e.g bumping Non-threatening physical interaction Rough play Spitting (not directed at anyone) 	Physical misconduct	<ul style="list-style-type: none"> Serious physical aggression (with intent – with/without an object) As above any punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another Severe intensity of fighting (ie gang mentality) Spitting and ‘snotting’ at others. Any intimidation through sexual connotations or gestures/actions Sexual contact with peers/adults
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (e.g. lateness after breaks) Not in the right place at the right time 	Truant / Skip Class	<ul style="list-style-type: none"> Unauthorised absence from school (not due to absenteeism) Leaving class /school without permission (out of sight)
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Initially lying about their/others involvement in a situation but then owning up/telling the truth 	Lying/Cheating	<ul style="list-style-type: none"> Using information from another person and passed it off as their own work Repeatedly lying about their/others involvement in a situation
	Environment	<ul style="list-style-type: none"> Littering Wasting water/hand soap Defacing own property Property misuse 	Property Misconduct	<ul style="list-style-type: none"> Repeated littering Deliberate destruction of the environment/plants/gardens Deliberate harm to animals Defacing property of others / school property
	Electronic Equipment	<ul style="list-style-type: none"> Mobile phone, camera, computer, data projector etc switched on in any part of the school at any time without authorisation 	Property Misconduct	<ul style="list-style-type: none"> Deliberate destruction of mobile phone, camera, computer, data projector etc
	ICT	<ul style="list-style-type: none"> Use of another student’s password/log in Playing apps/ accessing websites that have not been school approved (appropriate to primary students) 	Property damage / Vandalism OR ICT Misconduct	<ul style="list-style-type: none"> See Memorandum of Understanding – ICT e.g. Accessing inappropriate content for primary students through apps/websites Cyberbullying Intentionally changing computer settings Intentionally damaging school ICT equipment

	Property	<ul style="list-style-type: none"> •Petty theft (one-off eg. taking a pencil/crayon) 	Theft	<ul style="list-style-type: none"> •Stealing / major theft •Repeated petty theft 	
		<ul style="list-style-type: none"> • Breaking/destroying other people's belongings 	Possess prohibited items <i>Possession of a dangerous weapon</i>	<ul style="list-style-type: none"> • In possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of a fake gun or grenade) of causing bodily harm. 	
	Substance misconduct		Substance misconduct involving tobacco and other legal substances	<ul style="list-style-type: none"> • In possession of /or caught using tobacco or other legal substances on school grounds and whilst in uniform representing the school. 	
			Substance misconduct involving illicit substance	<ul style="list-style-type: none"> • In possession of /or caught using drugs on school grounds and whilst in uniform representing the school. 	
	Respectful Language	<ul style="list-style-type: none"> • Calling out / back chat • Poor attitude • Disrespectful tone • Swearing (non-threatening/non-directed) • Name calling (one off behaviours) • Teasing (one off behaviours) • Put downs (one off behaviours) 	Verbal Misconduct Harassment	<ul style="list-style-type: none"> •Offensive language (pupil to pupil, pupil to adult) •Aggressive language •Verbal abuse / directed profanity •Repeated inappropriate language (written/verbal) •Repeated calling out/ back chat •Repeated disrespectful tone •Repeated harassment • Bullying – repeated name calling, teasing, and/or put downs 	
	Playing fairly	<ul style="list-style-type: none"> • Not playing fairly • Deliberately excluding others from play 	Bullying	<ul style="list-style-type: none"> • Repeatedly and deliberately excluding others from play • Threatening behaviour either verbal/non-verbal e.g gesture 	
	Follow instructions	<ul style="list-style-type: none"> • Refusal to follow adult instructions • Refusal to participate in learning • Distracting the learning of others • Refusal to complete set tasks that are at an appropriate level 	Non-compliant with Routine	<ul style="list-style-type: none"> •Repeated/deliberate non-compliance and/or uncooperative behaviour e.g <ul style="list-style-type: none"> - causing an interruption in class or playground where the student is not responsive to repeated directions - sustained loud talk, yelling or screaming - sustained out of seat behaviour - verbal refusal to comply with repeated instruction - noise with object or body part - repeated distracting the learning of others 	
	Correct PBSS Uniform	<ul style="list-style-type: none"> • Not wearing hat in playground • Not wearing approved PBSS uniform, including completely black shoes (PBSS Dress code) 	Non-compliance	<ul style="list-style-type: none"> • Repeatedly not wearing hat in playground • Repeatedly not wearing approved PBSS uniform, including completely black shoes 	
	Be Kind	Rude Behaviour	<ul style="list-style-type: none"> • When someone says or does something unintentionally hurtful and they do it once 	Bullying	<ul style="list-style-type: none"> • Repeated or directed rude behaviour, mean behaviour, put downs, Cyber/social media issues, physical assault (including repeated minor hands on behaviour)
		Mean Behaviour	<ul style="list-style-type: none"> • When someone says or does something intentionally hurtful and they do it once 		