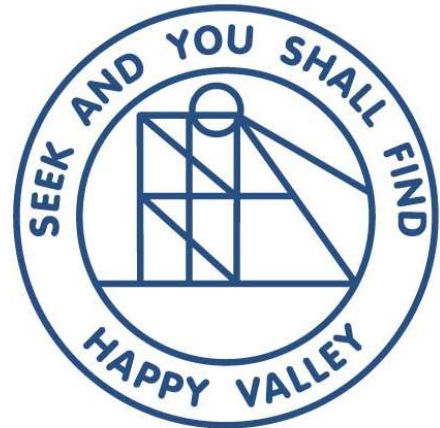# Happy Valley
State School

Student
Code of Conduct
2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

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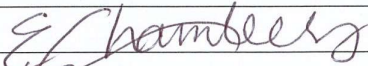
Endorsement

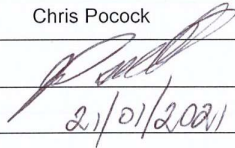|	
Principal Name:	Elissa Chambers
Principal Signature:	E Chambers
Date:	21 / 1 / 2021

P/C President and-or School Council Chair Name:	Chris Pocock
P/C President and-or School Council Chair Signature:	
Date:	21/01/2021

Purpose

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

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

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

Contents

Whole School Approach to Discipline

At Happy Valley State School staff, parents and students work together to help students own their behaviour. Our school's social skills program is key to providing explicit teaching of expectations.

Our expectations for everyone:

Be safe   *Be respectful*   *Be a learner*   *Be kind*

Consideration of Individual Circumstances

Staff at Happy Valley State School take into account students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Considerations:
- behaviour history,
- disability,
- mental health and wellbeing,
- religion and culture,
- home environment and care arrangements

We teach, support and respond to students in different ways to help them be successful. This is the principle of equity. This means that not everyone will be treated the same. For example some students need more support to understand an expectation or others need more practise.

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.

Our teachers and principal consider all these things when teaching about behaviour and in response to behaviour.
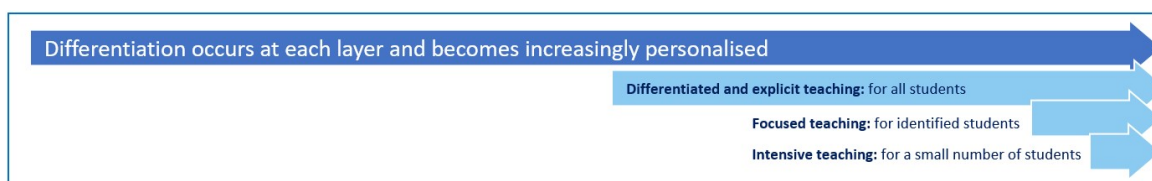
We follow privacy laws. This means that while you may wish to know what punishment another student has received, we can't tell you. We can only share this information with that child's family. Even if your child was involved in the behaviour incident. We take all behaviour seriously and will follow through in the right way. We expect parents and students to 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.

Differentiated and Explicit Teaching

Happy Valley State School provides teaching to support students' behavioural needs. This can include how students are taught, what they are taught and how they show that they know. When we adjust teaching we call it differentiation because it is using different strategies for learning.

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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Tier 1 is differentiated and explicit teaching for all students,
Tier 2 is focussed teaching for identified students and
Tier 3 is intensive teaching for a small number of students.
Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the Expectations Matrix. Teachers work with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is on display in every classroom and referred to when addressing any issues.

Behaviour Matrix

	All times	Learning Time	Playground or break time	Before and after school
Be a safe	Walk on concrete Stay out of gardens Use equipment appropriately Keep your hands and feet to yourself Ask permission to leave Right place right time	Use furniture appropriately Move appropriately around classrooms and learning spaces	Wear hat and sunscreen when outside Stay in supervised areas Wait for a teacher before you play Sit on it and wait for the bell	Wear hat and sunscreen Sit on it and wait for the bell Cross at crossings Walk and ride safely
Be respectful	Use the 5 steps to Deal or no Deal Wear full school uniform with pride Use manners – manners matter Use appropriate language Treat others the way you would like to be treated Keep our school clean and tidy Care for property (self, others, school)	Wait for your turn to speak Listen to other people's thoughts and ideas Let others learn Care for your classroom and other learning spaces Move quietly around our school during learning time Let other people have their space bubble	Play fairly Tidy your eating area and wait to be dismissed by a teacher	Be on time to shine Walk bike/scooter out of school Leave straight away
Be a learner	Listen and follow instructions Have a growth mindset Be organised and prepared Show persistence and do your best Be confident and have a go Be on time	Listen and follow instructions Complete tasks Take pride in your work Listen to and take on feedback Contribute to your learning	Take turns and share Follow the rules of the game Be a problem solver Return to class on time	Learn the bus and road rules
Be kind		Help other without telling them the answers	Include and encourage others to play and join in	Talk nicely with others

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Positive steps	Supportive steps
Classroom	
Teacher generated reward system (individual and/or whole class) incorporating steps that reflect expected behaviour choices from HVSS matrix and social skills. Certificates given on parade. Certificates handed out during meet and greet. Check in with class teacher/indigenous education worker/Special Education Teacher/Teacher aide Phone call/email/note home Profiling available for teachers to refine essential skills for classroom management	1. **Rule Reminder** 2. **Warning** and use of essential skills and support 3. **Time Out** – In classroom 4. **Warning** and use of essential skills and support 5. **Time Out** – Buddy Class (within the module, maximum ten minute cool-down time, a thinking time and 'Turn it around' time) 6. **Warning** and use of essential skills 7. **Time Out** – Office and referral to Support services
Playground	
Gotcha 'Keys' Gotcha 'Keys' are distributed by duty staff to students demonstrating expected behaviour linking to the focus social skill for the week and the expectations of the matrix. The Gotcha 'Keys' will be located in the playground duty packs. Teachers should aim to give 3 Gotcha 'keys' per duty. At the end of playtime, the recipients hand the keys to their classroom teacher. All keys are kept till Friday when the school leaders collect them for counting to be added to the total on the 'Thermometer' located in the assembly hall.	1. Warning 2. Red Cross 3. Warning 4. Admin coordinated consequence if behaviour persists
Whole School	
- Gotcha tally system; whole school working towards Gotcha targets. Tally is updated weekly on parade. Checkpoint rewards are highlighted on whole school thermometer. When the target is reached, then the whole school celebrates the nominated target. - Social skills in newsletter, parade and sign - Parent engagement framework	

Focussed Teaching

Support and experienced staff work with class teachers at Happy Valley State School to provide focused teaching. Focussed teaching is aligned to the Expectations Matrix, and student progress is monitored by the classroom teacher to identify those who:

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

The support given to the student is documented on the personal learning tab in one-school.

Programs offered by the school include
- Respectful relationships
- small group social skills
- Functional Based Assessment
- Zones of regulation

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Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who need intensive teaching to achieve behavioural expectations.

Intensive teaching involves lots of time on teaching children by themselves or in small groups, to follow the expectations.

Some students may need intensive teaching for a short period, other students may require intensive teaching for a long time.

Teachers will work with families and professionals to choose a goal and work out the best way to support students.

A small number of students may continue to display behaviours that are complex and challenging. These students will have an individualised, function-based behaviour assessment and support plans. Help from outside agencies may be provided to support the student. This approach seeks to address the impact of barriers to learning and participation faced by students who have complex personal issues.

Disciplinary Consequences

Consequences used at Happy Valley State School have three levels of response just like the teaching of behaviour.

	Description	Response
Expected behaviour (most students)	- follow the expectations taught and practised	Reinforce and praise
Low level behaviours (Some students)	- Low severity and frequency (less than 3x a week) - Respond to teacher direction and learning is resumed.	Differentiated
Minor (Approximately 15%)	- Repeated low severity that interrupts learning	- Focussed - Recorded in One-school - Communication with parent/carer
Major (Approximately 2-5%)	- Major disruption to learning - Pose a danger to self or others - Illegal - Have not resolved with focussed response	- Referral to administration and Support Services - Recorded in One-school - Communication with parent/carer - Monitoring process - Withdrawal - Suspension - Exclusion

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Behaviour Category	Definition	Low Level	Minors	Majors
		• Low severity and frequency • Managed by timetabled teacher • Responds and learning is resumed immediately	• Managed by the timetabled teacher • Continued low level disruptions • May require more than one redirection and a number of essential skills and support strategies	• Major disruption to the learning environment • Pose a danger to themselves/others • Illegal • Three minor referrals (see below)
		• Use Essential Skills (ESCM) • Restorative Justice • Natural consequences • Rule reminder warning • Time out	• Use Essential Skills • Happy Valley support steps • Communication with a parent • OneSchool report • Possible referral to Support services	• Request support from administration and Support services • Parent contact by Admin • Detention/Withdrawal/Suspension • Monitoring and support processes
Bullying/harassment	Ongoing and deliberate misuse of power intended to cause harm		Bullying/harassment targeted, verbal, written, or actions (persistent threats to other, persistent exclusion of another student)	Persistent targeted physical, verbal, written, cyber abuse or actions (persistent threats to other, persistent exclusion of another student)
Lying/Cheating	Making a false statement/ misrepresenting ones behaviour or work	Lying	Forging signature on school documents Deliberately copying another students work Taking answers for exams/assignment from staff members	
Refusal to participate in program of instruction	Not following teacher's instruction to complete set tasks	Does not attempt tasks or attempts tasks with little care Refusal to work Not following instructions	Continued refusal after support strategies and consequences Repeated failure to complete tasks	Persistent non-compliance impacting on good order and management of school, work refusal is impacting on safety of others Persistent refusal to attend and engage in education programs
Defiant threat/s to adults	Makes physical and/or verbal threats towards staff/community members	Does not follow adult instructions Rolls eyes	Non-physical threats made towards an adult Challenges authority	Persistent refusal to follow instructions causing major disruption to learning of others or safety risk Physical threats or intimidation towards an adult
Disruptive	Preventing teaching and learning from continuing as usual	Calling out or talking out of turn Making noises Touching others or their property Inappropriate use of resources to gain peer or adult attention	Yelling or continual calling out Leaving desk for inappropriate reason, Deliberate noise intended to distract Turning over furniture	Persistent behaviours causing major disruption to learning and not responding to support strategies. Persistent disruptive behaviours causing safety risk.
Dress code	Does not wear school uniform appropriately	No hat, no play	Not wearing correct school uniform or unsafe clothing	Inappropriate or offensive attire
IT misconduct	Unacceptable or improper behaviour involving, IT		Non-compliance with school's responsible of internet agreement Device switched on without permission Does not hand personal device into office	Unlawful use of device and/or cyber abuse Intentionally damages IT Persistently does not hand personal device into office
Late	Late to class without permission	Student is late without permission	Continual lateness to class	
Truant/skip class	Student does not attend allocated class.	Not in class- responds to redirection to go to class	Student not in class and does not respond to direction to go to class. Leaving classroom without permission.	Not attending school when sent by parents Leaving school without permission
Misconduct involving an object	Using object inappropriately other than intended use.	Climbing trees, jumping up and touching roof Breaking equipment Rough handling of equipment	Incorrect use of equipment that does not cause harm or damage to property (playing in toilets with toilet paper) Throwing items that may cause harm or damage	Deliberate inappropriate use of objects which causes harm to another student and/or damages object
Property Misconduct	Stealing or wilful damage of school, staff, students' or public property	Lack of care for the environment Accidental damage of school property	Low level graffiti Petty theft Using others property without permission	Stealing (major theft), wilful damage, vandalism
Physical misconduct	Contact behaviours that can cause physical harm.	Fun play (no one is harmed) flicking, nudging Play fighting Accidental knocks	Pushing or shoving to provoke which does not cause harm Deliberate contact which does not cause harm e.g. biting, smacking, pinching, kicking	Contact which causes harm e.g. punching Verballing inviting another to participate in a fight
Non- compliant with routine	Not following school routines, teacher/school expectations/rules	Requires repeated instructions to follow rules Out of bounds	Continual failure to follow school rules and teacher instructions	Persistent failure to follow school rules and teacher instructions and not responding to support strategies
Threat/s to other	Written, verbal or non-verbal threat to harm		Threatening to harm others (e.g. I 'm going to smack you)	Deliberate severe verbal, written, abuse or offensive actions threatening to harm
Verbal misconduct	Incidents involving verbal language causing offense.	Name calling Encouraging wrong behaviour in others Responding in disrespectful tone	Continued name calling Swearing and does not respond to redirection	Deliberately using offensive and aggressive language, verbal abuse
Possess prohibited items	Students have items that are a danger or banned from school.	Toys at school	Students bring prohibited item to school (i.e. Gum)	Possession of weapons, aerosol cans, any form of knife (i.e. Stanley knife, lighter, cutters, pen knives, etc.), alcohol, drugs, stolen property
Substance misconduct involving illicit substance	Possession of/or uses of illicit/illegal substances.			Possession of/or use of illicit substances or implemented deemed illegal
Other conduct prejudicial to the good order and management of the school	Inappropriate conduct that defames reputation of school /staff.		Rudeness to community member	Defamatory posts on social media High level disruption to school grounds
Substance misconduct involving tobacco and other legal substances	Possession of/or uses of tobacco and other illegal substances.			Possession of cigarettes/lighters/matches, tobacco alcohol and/or medication (without consent) at school or school event
Other	Other breach of the Student code of conduct			
Third minor referral	Three completions of support steps in one day.			Three completions of school behaviour support steps in one day.

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Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:
- Use of Essential Skills for Classroom Management
  - Establishing expectations – Making rules.
  - Giving instructions – Telling students what to do.
  - Waiting and scanning – Stopping to assess what is happening.
  - Cueing with parallel acknowledgement – Praising a particular student to prompt others.
  - Body language encouraging – Smiling, nodding, gesturing and moving near.
  - Descriptive encouraging – Praise describing behaviour.
  - Selective attending – Not obviously reacting to certain behaviours.
  - Redirecting to the learning – Prompting on-task behaviour.
  - Giving a choice – Describing the student's options and likely consequences of their behaviour.
  - Following through – Doing what you said you would.
- Whole class practising of routines
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Low voice and tone for individual instructions
- Reduce verbal language
- Break down tasks into smaller chunks
- 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)
- Discussion with student and/or class about expected behaviour
- Reprimand for inappropriate behaviour
- Time spent in class at break time
- Warning of more serious consequences (e.g. removal from classroom)

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Buddy class
- Communication with parent/carer
- Individual student behaviour support strategies (e.g. Student reward or behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Time spent in class at break time
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher mentoring or coaching and debriefing
- Functional Behaviour Assessment
- Referral to Support services for team based problem solving
- Stakeholder meeting with parents and external agencies

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Intensive

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

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address 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 Happy Valley 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 Happy Valley 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.

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Arrangements

The re-entry meeting will be communicated in the suspension letter. Re-entry meetings are short and kept small with only the Principal or their delegate attending with the student and their parent/s.

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, Special Education Teacher or Indigenous Education Worker, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Temporary removal of student property

Sometimes a student may have an item at school that interrupts learning or is unsafe. When this happens the item may be temporarily removed from the student by schools staff. You can read the procedure for temporary removal of student property by school staff on the Department's website.

What may be removed or seized?
-    items that interrupt learning, play or safety (e.g. toys)
-    dangerous items (see below)
-    items not a part of the school uniform (e.g. unicorn headband)
-    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;

The following items are explicitly prohibited at Happy Valley 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
  ** 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**).

How long will the item be removed for?
It depends on:
-    what the item is
-    how much the item is worth

- why it was removed
- the safety of students and staff
- good management, administration and control of the school

The Principal or staff will decide when the item can be returned, unless the property has been handed to the Queensland Police Service.

What can be searched without permission?
- school property such as lockers, desks, laptops, iPads
- bags to find change of clothes when a child has an 'accident' or young child can't find item (e.g. lunch or permission form)
- bags in an emergency (e.g. to get an EpiPen)

What needs permission from student or parent to be searched?
- the contents of a phone or mobile device.
- the person of a student (e.g. pockets or shoes)

In both these situations, 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.

What are the parents' responsibilities?
- make sure your child doesn't bring anything to school or school activity that
    - is prohibited according to the Happy Valley 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 temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

What do students need to do?
- 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 Happy Valley 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

Students are not permitted to have phones and other personal devices at school.

Any child who carries a phone while travelling to and from school must hand the phone into the office at the start of the day and collect it at the end of the day. This includes all devices capable of internet, taking photos and/or making calls (e.g. apple watch).

From time to time special permission will be granted for students to bring personal devices to school (e.g. rewards day). When this occurs the expectations for use and storage will be clearly outlined by the school.

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 Happy Valley 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

Happy Valley 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 social skills program explicitly teaches students how to treat one another in a respectful way.

Social skills are explicitly taught on school parades and at "meet and greet" sessions twice a week. Each social skill has a catch phrase to help children remember and use the skill. Many families find these useful at home. (See attached list).

The student council meets regularly to promote and provide input into learning, wellbeing and community connectedness. Student councillors are selected through a democratic process with students in Years 3-6 given a vote to elect office bearers.

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.

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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.

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, spite or rudeness
- isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Happy Valley 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.

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Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Deputy Principal –07 4745 0333

Step 1

Listen

- Provide a safe, quiet space to talk, reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate (where you believe the student is likely to experience harm (from others or self) within the next 24 hours) concerns for the student's safety, let the student know how you will address these.

Step 2

Investigate

- Ask the student for examples they have of the alleged bullying (e.g. writing or screenshots)
- Check back with the student to ensure you have the facts correct
- Gather additional information from other students, staff or family
- Enter the record in OneSchool
    - Notify parent/s that the issue of concern is being investigated

Step 3

Evaluate

- Evaluate the information to determine if bullying has occurred or if another matter is the issue
- Notify parent/s that the issue of concern is being investigated
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Step 4

Support

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Step 5

Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from Support services if needed

Step 6

Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent if necessary
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to Principal or Deputy Principal within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Appropriate use of social media

Cyberbullying

Cyberbullying is treated the same way as in-person bullying. It can happen at home or at school.

The school can take disciplinary action to address student behaviours that happen outside of school hours or school grounds. This includes cyberbullying.

To make a report about cyberbullying students or parents should approach the regular class teacher.

If parents and students have concerns about cyberbullying incidents occurring during school holidays they should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

All the same behaviour responses and consequences exist for incidences of cyberbullying. These also apply 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

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 proper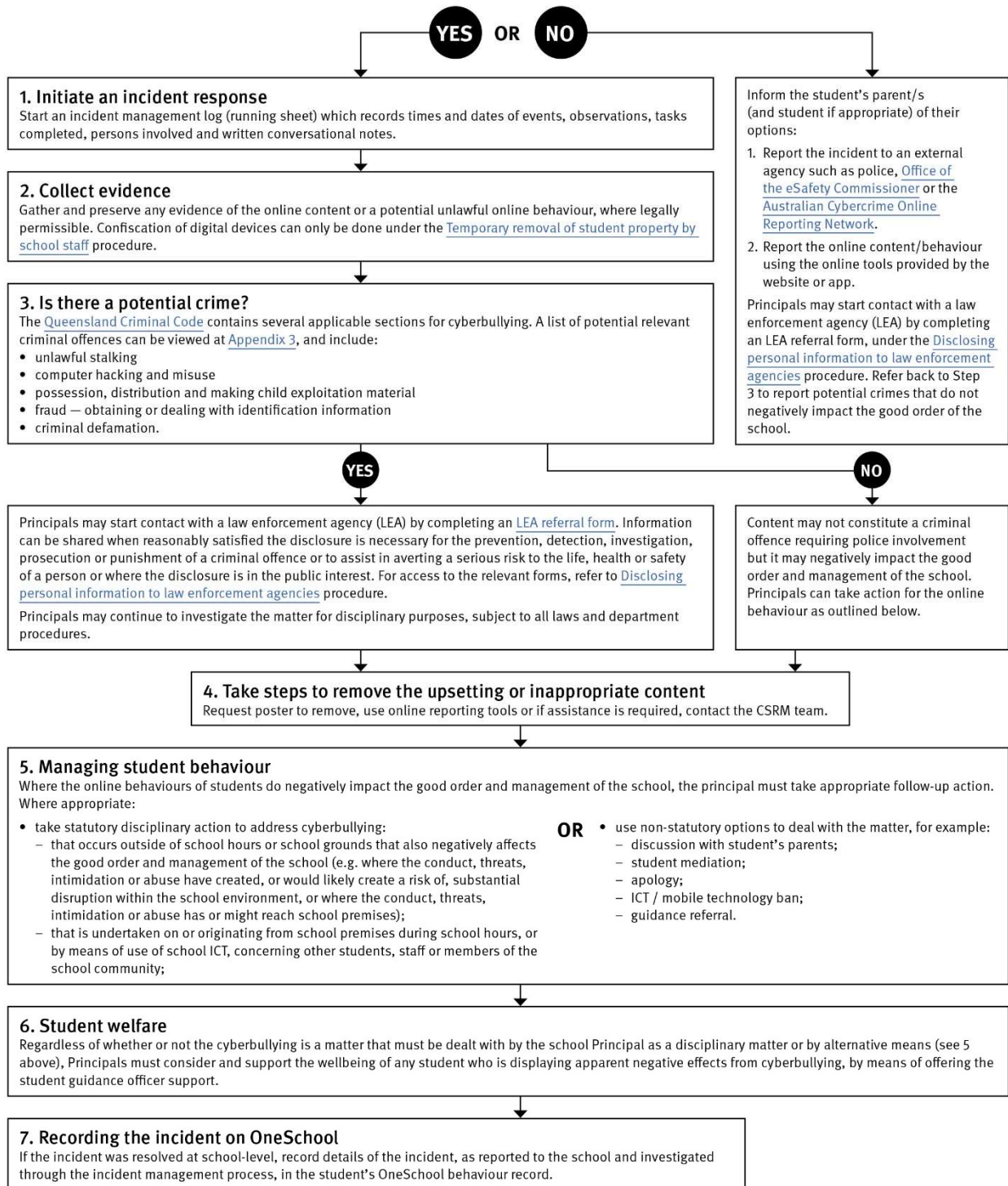ty by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

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

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

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

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

YES

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

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

NO

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

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

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

• take statutory disciplinary action to address cyberbullying:
  – that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  – that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR • use non-statutory options to deal with the matter, for example:
  – discussion with student's parents;
  – student mediation;
  – apology;
  – ICT / mobile technology ban;
  – guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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

Students who have been bullied or witnessed bullying can access the range of supports through support services.

Students are encouraged to talk to any staff member they feel comfortable with to share their concerns. All staff know how to respond to reports of bullying, and will act quickly to help students. A formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who bully others will also be provided with support to help 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. Students may also have consequences to let them know 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.

Restrictive Practices

School staff at Happy Valley 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 emotions 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.

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Critical Incidents

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

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

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

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Student dress code

Unisex school uniform
Royal blue school T-shirt with logo and royal blue shorts.
A school royal blue hat with school logo.
White socks and closed in shoes – joggers.

Year 6 students have an opportunity to purchase a Year 6 shirt.
Prep students have an option to purchase a Prep T-shirt.

Girl's options
In addition to unisex uniforms girls may wear a royal blue skirt or skort.

Accessories
- Students may wear a watch to school as long as it is not a smart watch.
- Hair accessories should be blue or white to match the uniform and not interfere with learning.
- Plain stud or sleeper earrings may be worn and a religious necklace that will easily break if catches so not to choke.
- Plain signet ring.
- Student with long hair should have it tied up.

Winter uniform
The winter uniform is the same as above with the addition of a royal blue tracksuit or school jumper.

Sports Day
Students wear clothes in their house colours. There is not a designated sports T-shirt.

Social skills

Social Skill
Be seen to be clean
Show me grit
Deal or no deal
Don't gossip, stop it.
Done and dusted
Help is at hand
Honesty is the best policy
I pull my own strings
In the zone
Is it a catastrophe?
It's cool to be kind
It's not cool to wreck our school
It's not over till it's over
It's okay to be angry, it's what we do with that anger that counts
Keep it positive
Manners matter
My space, my bubble
No shame in fame
Own it
Play it safe.
Right place, right time
Sit on it
Start to shine, be on time.
To have a friend, be a friend
Turn it around

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