

Pacific Paradise State
School

Student Code of Conduct 2020-2023

Every student succeeding

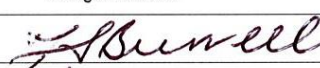
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

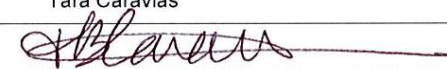
Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name:	Margie Burrell
Principal Signature:	
Date:	26 November 2020

P/C President Name:	Tara Caravias
P/C President Signature:	
Date:	26 November 2020

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Principal's Foreword

Introduction

Pacific Paradise State School is a highly valued and respected part of our local community. We have many families who have connections with the school that have endured for decades and some since the school opened in 1992.

We are proud of our history, we celebrate Dr Benny Alcorn, who led the campaign to have a school built in this beautiful area of the Sunshine Coast and in whose honour we have named our magnificent hall.

Our history is important because it helps us tell the story of 'us', and our history helps us realise how far this community – and our school – has grown, developed and progressed.

This slice of 'paradise', has managed to balance community values with modern day living, and the advancing technologies of the information and communication age. Pacific Paradise State School believes our values ground our practices that they provide a common understanding and welcome for all. It is our shared values that underpin our Student Code of Conduct.

We believe positive relationships, opportunities to develop social and emotional skills and a shared set of clear expectations for us all to apply and model will result in a safe, nurturing and disciplined school environment.

P&C Statement of Support

The Pacific Paradise State School Parents and Citizens Association (P&C) is committed to promoting the school's support for our students' wellbeing and social and emotional health.

The P&C has a high regard for the programs offered by the school and makes significant financial contributions annually so that every student, staff member and family is able to access the necessary support to meet their needs as effectively as possible.

The P&C recognises that our school is a community and that it is important that every member of our community is committed to accepting each other, developing resilience to learn new and challenging skills and engaging in the wide range of experiences available to all. We endorse the I C.A.R.E Framework.

The P&C believes the behaviour expectations and the three tiers of behaviour learning and behaviour consequences will ensure that the Pacific Paradise State School's Student Code of Conduct will provide a safe, nurturing and disciplined environment for all.

School Leaders Statement

The students at Pacific Paradise State School support the I C.A.R.E Framework as the foundation of the school's Student Code of Conduct.

Committed: I am committed to being in the right place at the right time. I am committed to learning to my full potential and I understand that this will take effort and time. I am committed to working with students and staff across the school, and to act in ways that ensures that we are all safe.

School Captain: Kye Watts

Signature:



Date: 17 November 2020

Accepting: I accept people as they are. I accept that even though I try my best, things may not go my way. I accept that sometimes I may be wrong and that sometimes others may have different opinions and beliefs than I do.

School Captain: Jamey Bartholomew

Signature:



Date: 17 November 2020

Resilient: I am resilient to get through some tough times such as home issues or demanding assessments. I am resilient when I am put down but I get up better and learn from my mistakes. I am resilient with my school work because I keep working towards my goals until I achieve to the best of my abilities.

School Captain: Hamish Inch

Signature:



Date: 17 November 2020

Engaged: I am engaged - trying my best, pushing myself beyond my limits; trying out everything; using school resources appropriately, respectfully and correctly. I co-operate with everyone and I can work independently.

School Captain: Mahley Bedford

Signature:



Date: 17 November 2020

Learning and Behaviour Statement

Australian Curriculum: Personal and Social Capability

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Personal and social capability supports students in becoming creative and confident individuals who, as stated in the Melbourne Declaration on Educational Goals for Young Australians (MCEETYA 2008), 'have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing', with a sense of hope and 'optimism about their lives and the future'.

Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them. The development of personal and social capability is a foundation for learning and for citizenship.

Personal and social capability encompasses students' personal/emotional and social/relational dispositions, intelligences, sensibilities and learning. It develops effective life skills for students, including understanding and handling themselves, their relationships, learning and work.

When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

- Self-awareness: our students develop an awareness of their own emotional states, needs and perspectives by learning to recognise emotions, personal qualities and achievements of themselves and others, see themselves as learners and develop reflective practices
- Self-management: our students develop the skill of 'how to learn' and use a range of strategies to manage themselves in different situations by learning to express emotions appropriately, develop self-discipline and set goals, work independently and show initiative and to become confident, resilient and adaptable
- Social awareness: our students learn how to recognise others' feelings and to know how and when to assist others by valuing diverse perspectives, contributing to the positive culture in their classrooms, playgrounds and school and by developing an understanding of relationships
- Social Management: our students learn how to interact positively and respectfully with a range of adults and peers

Student Wellbeing and Support Network

At Pacific Paradise State School, we share the belief that more learning occurs in a joyous classroom where children feel safe, secure and accepted and where they feel the teacher sees them for who they are. (Diamond, 2010)

We support this belief by:

Creating safe, supportive and inclusive environments

- Providing safe environments
 - value diversity, promote positive social interactions and minimise the risk of harm or injury
 - Goombuckar Bus and Artist in Residence
 - restorative practices approach to resolving behaviour issues
- Developing a school-wide approach to wellbeing
 - 'Better Buddies' program
 - 20-20 values and relationships initiative
- Modelling social and emotional skills through explicit teaching
 - Berry Street trauma aware practices
 - Weekly goals based on I C.A.R.E expectations

Building the capacity of staff, students and the community

- Providing health and wellbeing learning experiences
 - Life Education
 - I C.A.R.E Mentor and Chaplaincy year level programs
- Responding positively to the needs of different needs within the school community
 - Evidence based interventions and supports
 - Liaising with local support services for students at risk
- Connecting student wellbeing to learning
 - Professional development priorities for all staff
 - Valuing student voice and agency

Developing systems for early interventions

- Responding appropriately to early signs that a student's wellbeing is at risk
 - Using a wrap-around approach for students that involve parents, school support services, health professionals and other agencies

Purpose

Pacific Paradise State School is committed to providing a safe, nurturing and disciplined learning environment for all students, staff, parents and visitors.

The Pacific Paradise 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 are prioritised, where all students are able to experience success, staff enjoy a safe workplace and our community feels welcome.

Whole School Approach to Discipline

Pacific Paradise State School uses Positive Culture For Learning (PC4L) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PC4L is an evidence-based approach used to:

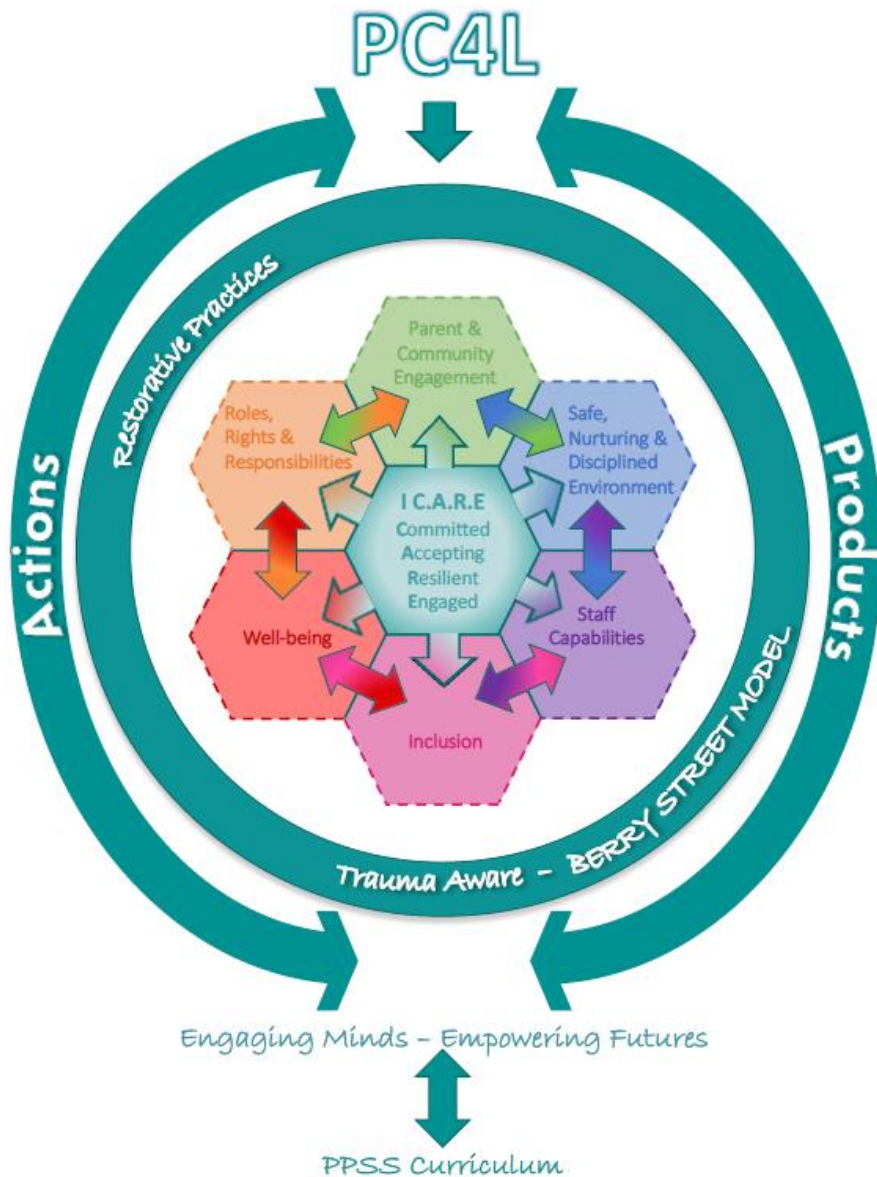
- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Pacific Paradise State School we believe *discipline* is not about punishment. We believe that it is a word that reflects our belief that student behaviour *develops* and is a part of the overall teaching and learning approach in our school. Our staff take responsibility for clearly sharing their expectations with the students to develop explicit understanding of how these apply to them; for providing supportive instruction about practising the application of behaviour strategies to meet these expectations and for actively using behavioural incidents as opportunities to reflect, understand the harm that may have been caused and to act so that positive relationships are restored.

The development of the Pacific Paradise State School Student Code of Conduct is an opportunity to explain the PC4L approach with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PC4L can be used in any environment, including the home setting with students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

I C.A.R.E. Framework

The Pacific Paradise State School's I C.A.R.E Framework identifies the interconnected elements that guide and influence our school's positive culture.



PC4L Expectations

Our staff is 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 four Positive Culture for Learning (PC4L) expectations in place for students, by modelling positive attitudes and behaviours that are **C**ommitted, **A**ccepting, **R**esilient and **E**ngaged.

Students

Below is the Pacific Paradise State School's Behaviour Expectations Matrix which outlines the PC4L expectations for students across the school. Every staff member works collaboratively with their students to develop sets of behaviour examples based on the 'Matrix' that relate to their class context and developmental understandings.

I am...

Committed

- I am in the right place at the right time
- I am prepared and organised for school activities
- I follow directions and procedures, first time every time
- I wear my school uniform
- I use equipment appropriately
- I play safely in supervised areas

Accepting

- I respect others' privacy and feelings
- I care for myself, others and belongings
- I speak politely and respectfully to others
- I am honest

Resilient

- I ask for help when needed
- I am responsible for my choices
- I use strategies to problem solve
- I accept challenges

Engaged

- I try my best
- I focus on my own work
- I respect others' right to learn
- I use computers/internet appropriately
- I am an active learner
- I use facilities and equipment correctly

Parents, Carers and Staff

Committed

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your child/ren attend school every day, or, notify the school promptly of any absences or changes in contact details.	We create a safe, nurturing and inclusive environment for every student.
You promote and support the school, its staff and its policies and follow its procedures in all public situations, including social media	We conduct ourselves in a professional and respectful manner, reflecting the Queensland Government's Code of Conduct
You drop-off and collect your child from the designated area at school, on time.	We clearly identify designated area for parents to drop off and collect students.

Accepting

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You act as positive role models for your child/ren and teach them socially acceptable behaviour.	We act as positive role models for students and teach them socially acceptable behaviour.
You respect the privacy of students and staff in all online media and communications.	We respect the rights of students and families, and will act to address social media issues that affect staff, students or families.
You recognise and respect all forms of diversity and treat others in our community fairly and equitably.	We welcome diversity within our school community with recognise this by celebrating significant social, cultural and historical events.

Resilient

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You contact the classroom teacher first to discuss any concerns as they arise. If required, you contact the Leadership Team to discuss any further concerns.	We work with families to address concerns or issues and support students develop appropriate skills and abilities.
You support your child to meet learning and behavioural expectations and help them develop empathy for others – respecting their feelings, understandings and experiences.	We provide clear learning and behavioural expectations, and contact you at appropriate times throughout the semester to provide feedback about your child's progress.
You take a positive, solution-focused approach to resolving concerns.	We work with you to resolve school related concerns positively.

Engaged

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You stay informed about school news and activities by accessing all forms of communication sent home by school staff and complete permissions and payments in a timely manner.	We use suitable forms of communication to notify parents about school news and activities in a timely manner.
You share relevant information about your child's learning, social/emotional and behavioural needs with school staff.	We share relevant information with you about your child's learning, social/emotional and behavioural needs at school.
You show an active interest in your child's schooling and our school's activities.	We show an active interest in your child, including family and social relationships, learning experiences and participation in school activities.

Restorative Practices

The restorative approach to discipline is reflective, inclusive and rehabilitative. The goal is to hold students accountable in a way that will help them internalise behavioural expectations and prevent reoccurrence. In addition, a restorative process helps to give voice to those impacted by an incident, giving them a sense of empowerment in resolving the conflict and articulating their needs. Finally, the goal in a restorative disciplinary process is to resolve the underlying conflict by repairing the harm done and reintegrating everyone involved back into the school community or classroom with shared expectations about how to move forward in a positive way.



Affective Statements:

Affective statements are expressions related to feelings and emotions that can be used for specific positive and negative feedback. For example: *When you spoke to John that way, I felt disappointed, because I really want everyone in our classroom to feel included as part of our class community.*

Affective Questions:

Affective Questions are posed when challenging behaviour or harm has occurred. This inquiry explores the perspectives of those involved, the impact of the behaviour, and the steps which need to be taken to “make things right” or repair the harm.

Questions to respond to challenging behaviour:

- ☐ What happened? How did you get involved?
- ☐ What were you thinking at the time?
- ☐ What have you thought about since?
- ☐ Who has been affected? In what way?
- ☐ What do you think you need to do to make things right?

Questions to give voice to those harmed by another's actions:

- ☐ What did you think when you realised what had happened?
- ☐ What impact has this incident had on you and others?
- ☐ What has been the hardest for you?
- ☐ What do you think needs to happen to make things right?

Understanding the basics

- ☐ *Honesty* about what has been done
- ☐ *Communicating* thoughts and feelings
- ☐ *Awareness* of self and others (empathy and perspective-taking)
- ☐ *Willingness* to be part of a process that focuses on fixing the problem

...put simply (4F Rule)

- ☐ 'Fess up
- ☐ Face up
- ☐ Fix up
- ☐ Finished

Trauma Aware – Berry Street Model

The staff of Pacific Paradise State School, is dedicated to developing a deep understanding the impacts of trauma in students and in their communities. The Berry Street Education Model, based on Australian research, supports schools create safe, nurturing, disciplined environments for ALL students.

Strategies that support and encourage students who may have experienced trauma, support every student develop positive behaviour, social and personal capabilities.

- *Trauma-affected students have complex unmet needs* - our staff work with students to provide them with effective strategies to meet their own needs so that school is a safe place to explore their needs and to build their developing self-concept
- *Trauma-affected students can struggle to self-reflect* - our staff work with students to set them up for success in restorative situations
- *Trauma-aware practice begins with self-regulation* - our staff use effective strategies for increasing self-regulation (both physical and emotional regulation) within the classroom through bringing a sense of rhythm and mindfulness back into the body and into the environment
- *Trauma-aware practice is about increasing relational capacity* - our staff make as many relational connections as possible, grounded in unconditional positive regard, within the school day.

Consideration of Individual Circumstances

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

Through 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. Other students 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.

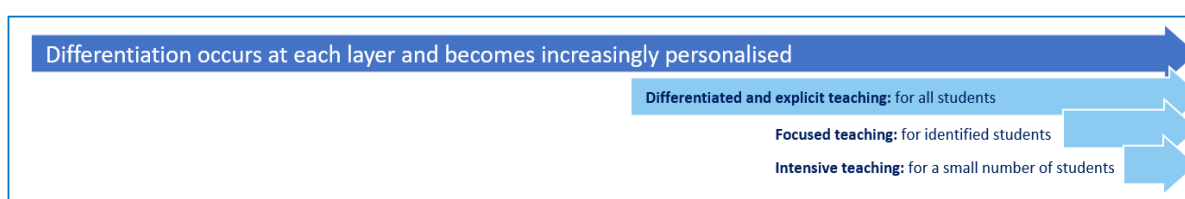
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences or restorative actions another student might have been supported to undertake, we will not disclose or discuss 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.

Differentiated and Explicit Teaching (Tier 1)

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

These three layers relate directly to the tiered approach discussed earlier in the Whole School Approach to Discipline section. For example, in the PC4L approach, 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 PC4L Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Pacific Paradise State School creates a safe, nurturing and disciplined school environment by providing differentiated teaching and learning opportunities that respond to the developmental needs of ALL students. The first step towards catering for all learners is knowing our students and to then combine this with quality curriculum planning, effective child-centred pedagogy and multiple learning opportunities. This involves explicit teaching, learning and assessment of behaviour strategies so that students achieve expected behaviour outcomes. At Pacific Paradise State School students are provided opportunities to practise these strategies and behaviours in fair, inclusive and flexible ways. Our staff support students by reinforcing expected behaviours, providing feedback and engaging students in learning and understanding in meaningful ways.

Staff at Pacific Paradise State School use day-to-day monitoring to identify the behavioural learning needs of our students and purposefully plan a variety of ways to engage students, assist them achieve the learning outcomes .

Every classroom/teaching space in our school uses the PC4L Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, staff work with students to clarify exactly what each of the expectations look, sound and feel like in their classroom.

Strategies used to support students develop understanding of the behaviour expectations and provide opportunities to practice the capabilities include

- Daily check-ins
- Zones of Regulation
- Consistent routines and expectations
- Explicit teaching of class expectations and behaviours – with visual cues
- Bucket filling – actions and behaviours of peers and staff that acknowledge the positive strengths and values of a student...*fill their bucket with positive acknowledgements*
- Circle Time
- Safe Space – in classroom
- Restorative frameworks in classroom and playground

- Personal and Social Capability Tier 1 (differentiated and explicit teaching) programs such as
 - *Be Brave – Be You*
 - *Sisterhood*
 - *Brohood*
 - *Petite Sisterhood*
 - *Drum Beat*
 - *Aus Identities*
 - *Circle of Security*

Focused Teaching (Tier 2)

Statistically, approximately 15% of all students in any school or classroom may require focused teaching to meet behaviour expectations, despite being provided with differentiated and explicit teaching and learning experiences.

At Pacific Paradise State School some students require ongoing focused teaching for a period of time in order to allow them to access the class curriculum. Focused teaching is informed by student performance data and validated research. Teachers vary *what* students are taught, *how* they are taught and how they *demonstrate* what they have learned.

At Pacific Paradise State School, support staff including the I C.A.R.E Mentor, work collaboratively with teachers to provide focused teaching. Focused teaching is always aligned to the class program and reflects the PC4L Expectations Matrix as relevant to the class. Student progress is monitored by the classroom teacher/s to map progress and identify any further needs.

Focused teaching strategies used to support students successfully access the class curriculum and develop greater competence meeting behavioural expectations include

- Setting personal goals
- Mindfulness, relaxation techniques
- Classroom expectations
- Class meetings
- Circle time
- Restorative conferences
- Buddy support
- Personal development programs
- Short term play plans, check ins
- Cohort teams' data analyses and support programs
- Social skills programs
- Personal and Social Capability Tier 2 (focused teaching) programs such as
 - *Potential Project*
 - *Shine Girl*
 - *Rock and Water*

Intensive Teaching (Tier 3)

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

At Pacific Paradise State School, a very small number of students may require intensive teaching that is highly individualised, comprehensive and ongoing for a period of time, or, for their entire schooling. For these students, intensive teaching addresses the individual nature and impact of barriers to learning and participation and may require a multi-disciplinary team approach, including regular consultation with the student's family.

Intensive teaching strategies that may be used to support students access a highly individualised and comprehensive program include

- Functional Behaviour Analyses
- PPSS Wrap Around Team – Case Management
- Behaviour Risk Assessment
- Implementation of Individual Student Safety Plan
- Inter-agency collaboration
- Allocation of Human Resources
- Behaviour tracking
- Berry Street Educational Model trauma aware strategies
- Referral to Guidance Officer, Chaplain, external support agencies

Disciplinary Consequences

The disciplinary consequences model used at Pacific Paradise State School follows the same differentiated approach used in the proactive teaching/learning 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 teacher may decide to refer the student to the Wrap-Around Team to determine possible behaviour support strategies and actions.

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. Wrap-Around Team interventions such as the implementation of an Individual Student Support Plan, may not result in the student meeting behavioural expectations. At this stage, the Wrap-Around Team will advise the principal about the level, range and frequency of on-going inappropriate behaviours and the range of support that has been provided. The principal will convene a stakeholders' meeting to share this data, consider the student's individual circumstances and behaviour risk assessment to collaboratively determine appropriate additional support and/or disciplinary processes to be actioned.

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 (Tier 1)

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 strategy
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- In-class detention
- Restorative Practices: Tier 1 – Minor, day-to-day negative, inappropriate behaviour, individual, small and medium group **restorative chat** that is facilitated ‘on the spot’.

Script (adapted to fit the context):

Name/s, we need to talk about...

Name/s, what were you thinking/feeling when...?

What have you thought about since...?

Who do you think is affected by your behaviour? In what ways?

How has this affected you?

What do you need to do to fix things?

How can I help you?

This process is applied with respect and dignity. The student/s is/are not belittled in front of their peers. The teacher and student/s explore the incident in a controlled and calm manner. The questions are open-ended and non-judgemental.

Why this approach? Student/s feel listened to, and the focus of the script is to **engage** the student/s in a conscience building exercise so that they may begin to understand their own motivation and reflect on how their behaviour impacts on others.

Focussed (Tier 2)

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

- Individual student behaviour support strategies linked to self-monitoring plan
- Targeted skills teaching in small group
- Token economy
- Behaviour contract
- Consultation and/or support from I C.A.R.E Mentor, Chaplain, Guidance Officer
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Cohort C.A.R.E for team based problem solving
- Referral to the Wrap-Around Team to complete behaviour risk assessment analysis and control measures to be actioned
- Stakeholder meeting with parents and external agencies
- Restorative Practices: Tier 2 – Repeated/patterns of minor, inappropriate, negative behaviour and/or disruptive behaviour that indicates serious wrongdoing, but is not judged to require the participation of parents: small group, large group or whole class **restorative meeting**.

PURPOSE: to build a 'community of C.A.R.E' around the student/s in an effort to avoid further disciplinary actions; to create an intervention that will decrease the possibility of escalation; to face up to what the wrong doer/s has/have done to whom.

This is a planned meeting, wrong doers and harmed students have agreed to participate; the willingness of others (students, staff) who have been affected (harmed), to participate in the meeting is confirmed.

The meeting is conducted after all key participants have been interviewed. All participants are briefed, and are reminded of the rules so that everyone can be heard and treated with respect... *One person speaks at a time; what is said in the meeting, stays in the meeting; participants may 'pass' if they do not wish to speak; share what you feel about what has happened – not what you think.*

Script

To the wrong doer/s:

1. *What happened, how did you get involved?*
2. *What were you thinking about when you did_____?*
3. *What have you thought about since?*
4. *Who has been affected by what you did? In what ways?*

To those 'harmed'

1. *What did you think when this happened?*
2. *How has this affected you*
3. *What was the worst thing for you?*

To those who are closest to those 'harmed'

1. *What did you think when you heard about/saw what happened?*
2. *How do you feel about this?*
3. *What is the most important thing for you?*
4. *What concerns you the most?*

To the rest of the participants

1. *What did you think when you heard/saw what happened?*
2. *How do you feel about what happened?*
3. *What has happened since?*
4. *How has it affected you?*

5. *How are things between you all?*

To the wrong doers

1. *Is there anything you need to say to anybody here? OR, What do people need to hear from you at the moment? What things are you apologising for?*

To those 'harmed'

1. *What needs to happen to make things right? What would you like to see happen to fix things?*

To the group/class

1. *What else needs to be said or done to right the wrongs?*

To the wrong doers

1. *Do you agree to this?*

2. *Is this fair?*

To the group/class

1. *How can we make sure this doesn't happen again?*

2. *What plans can we make?*

3. *What should we do if this happens again?*

The teacher/facilitator, writes down the agreed actions and who needs to undertake these.

The teacher/facilitator asks for someone to be responsible for managing this agreement - can be a student.

The teacher/facilitator asks all participants to sign the agreement; thanks all involved for participating.

Intensive (Tier 3)

School leadership team works in consultation with the Wrap-Around Team, including the I C.A.R.E Mentor and Guidance Officer, to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based Individual Student Support Plan (ISSP)
- Guidance Officer support
- 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.
- Restorative Practices: Tier 3 – major, negative and inappropriate behaviour resulting in significant harm to other/s: **restorative conference**.

A restorative conference brings together all those involved in the incident. This is a facilitated conference, in which all those involved are given the opportunity to talk within a formal and supportive structure.

Participants include the wrong doer/s and their parent/s, those harmed and their parent/s, the facilitator, the staff members involved in investigating the incident or those in whose class the incident occurred.

Restorative Conference Script

1. Introduction:

Welcome. As you know, my name is _____, and I will be coordinating this conference.

Before the conference begins, I would like to introduce everybody briefly and indicate their reasons for being here.

At this stage, I would like to thank you all for making the effort to attend. This is a difficult (and /or complicated/sensitive) matter, and your participation here will help us deal with it.

The conference will focus on the incident (.....) which happened (.....), involving (offender's and victim's names).

It's important to understand that we will focus on what (wrongdoer's name) did and how his/her behaviour has affected others. We are not here to decide whether (wrongdoer's name) is a good or bad person. We want to explore how people have been affected, and see whether we can begin to repair the harm that has been done.

To those responsible:

_____, you have admitted your involvement in the incident. If at any stage during the conference you no longer wish to participate, you are free to leave - but if you choose to do so, the matter will be dealt with differently. This matter will be finished when this conference is over and you have completed what people ask you to do to repair the harm. **Is that clear?**

2. Telling the story:

Those responsible:

-, to help us understand what harm has been done and who has been affected by this incident, could you start by telling us what happened?
- How did you come to be involved?
- What were you thinking at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- In what way?

3. Exploring the harm

Those harmed:

- What did you think at the time?
- What have you thought about since?
- How has this incident affected you?
- How did your family and friends/colleagues/classmates react when they heard about the incident/when it happened?
- What has been the worst of it for you?

Supporters of those harmed:

- What did you think when you heard about the incident?
- How do you feel about what has happened?
- What has happened since?

Supporter/s of the wrongdoer/s:

- This must be difficult for you to hear this?
- What did you think when you heard?
- How do you feel about what has happened?
- What has happened since?
- How has it affected you?
- How are things at home in the wake of this?

4. Symbolic reparation:

Wrongdoer/s:

Before we move on, is there anything you want to say to..... (the harmed), or anyone else here?

5. Agreement:

To the harmed and the harmed supporters:

- What do you want to see happen as a result of the conference/meeting today (or to repair the harm/fix things for you – tailor the question to match their issues)?

To wrongdoer/s and wrongdoer supporters:

- Does that seem fair?
- Is there something that you would like to see happen that might help?

To all conference participants:

- Who will be responsible for supervising the terms of the agreement?

Let me just summarise what you have agreed upon.

You read the list of actions and get final agreement to commit it to paper.

6. Closing the conference:

To the whole group:

I will now record the agreement that's been reached here. This will formally close the matter, subject to completion of the agreement. You will each be asked to sign it and you will be given a copy before you leave.

You have all worked hard to resolve this incident and the agreement you have reached should go a long way towards repairing the harm that has been done.

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

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

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

Re-entry following suspension

Students who are suspended from Pacific Paradise State School will be invited to attend a re-entry meeting on the day before their scheduled return to school. This meeting is part of Pacific Paradise State School's *Restorative Practices*. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school, however, this meeting also provides an opportunity for the student, parent/s and staff member/s to share their feelings about the incident that resulted in the suspension and their commitment to a positive and supportive relationship for the future. 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 restorative re-entry meeting is to repair the harm, build better support for the student at school and to ensure the student can learn, other students can learn and teachers can teach. The participants of the restorative re-entry meeting agree to behaviour goals linked to the Pacific Paradise State School's Behaviour Expectations Matrix (page 10), actions for the student to undertake, and strategies to be provided to support the student successfully achieve these goals. The agreement – goals, actions and support – is signed by all participants.

It is not mandatory for the student or their parents to attend a re-entry meeting, however, it is a valuable opportunity to strengthen home-school relationships and is offered as a support for the student to assist in their successful re-engagement in school following suspension. Pacific Paradise State School strongly believes that the restorative re-entry process reduces the likelihood of further suspensions and enables the student to improve relationships and develop a more positive reputation.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are relatively brief, taking no more than 30 minutes, and involves only the Principal or their delegate, the staff member/s involved in the incident 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. A copy of this record is to be provided to the student and their parent/s.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on wellbeing of participants *student, parent/s, staff member/s, principal (or delegate)*
 - Questions directed to each participant (Harmed person first, then student who caused the harm, parent/s, other participants)
 - What were you thinking...*then*?
 - What are you thinking...*now*?
 - What was the *worst* part of this for you?
 - What do you think the *worst* part was for___?
 - To the person who was harmed: What do you need to 'make things right'?
 - To the student who caused the harm: What do you need to do to 'make things right'?
 - The agreed responses will be actioned, timelined if required
 - To the person who caused the harm: What *will* you do differently next time...?
- Offer information about supports available (e.g. Guidance Officer)
- Check in on wellbeing of participants *student, parent/s, staff member/s, principal (or delegate)*
 - Questions directed to each participant
 - How do you feel about this meeting?
 - What support do you feel you need?
 - Discuss what the first day back will look like and who will be monitoring the agreement, who will be supporting the person harmed
- Set a date for follow-up, if required
- Thank student and parent/s for attending

Reasonable adjustments

In planning the re-entry meeting, school staff may 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 Officer, Chaplain or I C.A.R.E Mentor, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Pacific Paradise 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 Pacific Paradise 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 Pacific Paradise 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 Pacific Paradise State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a safe, nurturing 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 Pacific Paradise 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 Pacific Paradise 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 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, iPads and laptops. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, Pacific Paradise State School has determined that explicit teaching of responsible use of digital devices such as iPads, laptops, coding and/or robotics equipment is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

In consultation with the broader school community, Pacific Paradise State School has determined that ***students' personal mobile phones are to be handed into the staff in the school's Administration office each morning and collect them at the end of each school day.*** Students' personal mobile phones are not to be kept in the students' bags, lunch boxes, desk tidy trays or any other space, place, container or classroom.

This decision is based on two significant considerations:-

1. mobile phones stored in students' bag could be damaged in the normal course of school activity, for example, students retrieving lunch boxes, hats or jackets from their bags could accidentally cause other bags to fall to the ground possibly damaging the contents of the bag; similarly, while all efforts are taken to ensure students' bags are stored out of the weather and away from the impact of naturally occurring events, such as storms, the risk of damage to personal mobile phones cannot be entirely mitigated.
2. while acknowledging most students operate their personal mobile phones responsibly and with due consideration of the rights of others, the potential for misuse, for example recording visual images without permission, exists and must be managed to safeguard the well-being of all.

Responsibilities

The responsibilities of students using digital devices such as iPads, laptops, coding and/or robotics equipment at school or during school activities, are outlined below.

It is **acceptable** for students at Pacific Paradise State School to:

- use digital devices such as iPads, laptops, coding and/or robotics equipment for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a digital device

It is **unacceptable** for students at Pacific Paradise State School to:

- 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-device 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

At all times, while using ICT facilities and devices supplied by the school or as part of the school's BYO program, students will be required to act in line with the requirements of the Pacific Paradise 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 devices
 - schools may remotely access departmentally-owned student computers or 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

Pacific Paradise 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.

Pacific Paradise State School has a **Student Leadership Group** that meets 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 Group 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 Pacific Paradise 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:

BULLYING. NO WAY!

bullyingnoway.gov.au

At Pacific Paradise State School, bullying is taken seriously. Children and young people need to know that they are being heard and that their feelings matter and that their issues will be investigated respectfully.

Defining 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.

Responding to Reports of Bullying

At Pacific Paradise State School, bullying is taken seriously. Children and young people need to know that they are being heard and that their feelings matter and that their issues will be investigated respectfully.

Bullying response flowchart for teachers

Please note, this sequence 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.

Student reports

Reassure the student that you will try to help them
Avoid minimising the issue, don't imply the issue is not important
Find a suitable place to talk – or make a time to discuss the problem properly

Student shares

Ensure your voice is calm and your body language is open as you listen
Listen without interrupting
Listen to the whole story before asking specific question

Student clarifies

Ask, **when, how and where** including

- *what words have been said or written*
- *has anyone been physically hurt – and how*
- *who is usually around*
- *who else have you told*
- *if it's happening on line...is there evidence of what has happened*
- *distinguish between single incident or on-going pattern of behaviour*

Staff
records

Write down the information – an older student could write down the information and give it to the staff member

Staff
reassures

Reassure the student

- it's never okay to be bullied
- it's not **their** fault
- praise the student for speaking out, acknowledge their courage

Student
decides

Ask the student what **they** want you to do

- if they want the staff member to help, tell them that the staff member will start the school's procedures to investigate, and respond, to the student's report
- reassure the student that PPSS takes this seriously, the staff member get back to them as soon as possible

Student
saftey

Ask the student

- if they feel safe, in the short term...if 'no' staff member actions preventative measures

Cyberbullying

Cyberbullying is treated at Pacific Paradise 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.

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

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

Students enrolled at Pacific Paradise State School may face in-school disciplinary action, such as detention or removing of privileges such as access to the school's internet service for a period of time, 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Principal, Margie Burrell.

Pacific Paradise State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

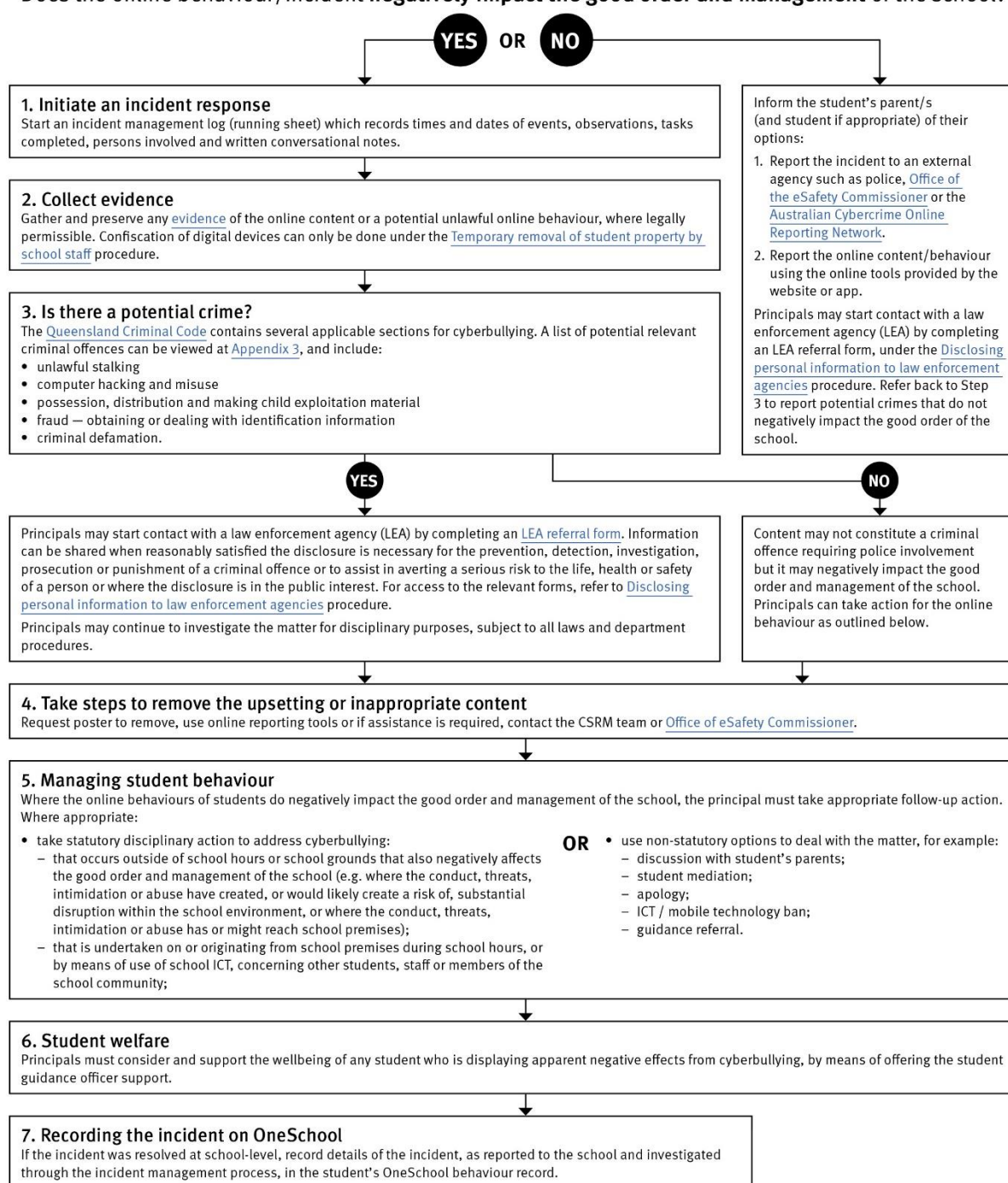
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (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

Pacific Paradise 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 Pacific Paradise 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.

Pacific Paradise State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Pacific Paradise 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.

Pacific Paradise State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Pacific Paradise 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 Pacific Paradise 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:

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