



Park Avenue State School

# Student Code of Conduct 2026-2028

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

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

*Queensland Department of Education*

## Purpose (Mandated)

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

Park Avenue 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.

## Contact Information (Mandated)

Postal address:	5-13 Main Street
Phone:	4931111
Email:	principal@parkavenuess.eq.edu.au
School website address:	www.parkavenuess.eq.edu.au
Contact Person:	Jo Northey (Principal)

## Endorsement (Mandated)

Principal Name:	Jo Northey
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	Astra Hyland
P/C President and-or School Council Chair Signature:	
Date:	

## Contents (Mandated)

Principal's Forward	4
Whole School Approach to Discipline	5
PBL Expectations	6
Consideration of Individual Circumstances	8
Differentiated and Explicit Teaching	9
Focussed Teaching	10
Intensive Teaching	11
Disciplinary Consequences	12
School Policies	16
Temporary removal of student property	16
Use of mobile phones and other devices by students	18
Preventing and responding to bullying	20
Appropriate use of social media	28
Restrictive Practices	30
Critical Incidents	31

## Principal's Foreword (Optional)

### Introduction

Relationships characterised by mutual respect are at the heart of everything we do at Park Avenue State School. Diversity and difference are embraced and celebrated, and we seek to hear the voices of all stakeholders through collaborative approaches in key decision-making processes. Our school enrolments are drawn from a vibrant and diverse community positioned in a unique juncture between the university, industrial and urban sectors of Rockhampton. Park Avenue State School offers the Early Childhood Development Program (ECDP) for the Rockhampton region to support children aged 0-5 years with a diagnosed or suspected disability to enhance transitions to school. Teaching and learning across the school are characterised by challenging, purposeful and engaging experiences utilising the latest in technological learning aids to enhance differentiated approaches. Teachers, students and the community share a strong rapport as partners in learning.

At Park Avenue State School, we teach and nurture students to be responsible, respectful, safe and engaged learners. We create a supportive environment that encourages growth, curiosity, and collaboration, while preparing students to make positive contributions to their communities and beyond.

## Data Overview (Optional)

At Park Avenue State School, we utilise data that supports our Student Code of Conduct throughout the school day. This data is analysed to influence multi-tiered systems of support, to target our universal supports implemented across the school as well as our Tier 2 and Tier 3 supports as required.

Records kept in OneSchool remained the property of the Department of Education but may be shared with parents, students or other agencies in line with the relevant Departmental policies and procedures.

Our main sources of data include but are not limited to:

- OneSchool – academic results, behaviour reports, attendance
- School Opinion Survey – Year 5 and 6 students, parents and staff
- Queensland Engagement and Wellbeing Survey – Year 4, 5 and 6 students
- Nationally Consistent Collection of Students with a Disability (NCCD) data

## Learning and Behaviour Statement (Optional)

Park Avenue State School has high expectations of all students and staff. Our school expectations are effectively communicated, realistic, detailed and understood clearly by all members of the school.

At Park Avenue State School we understand that to be 'disciplined' means knowing what to do, how to do it and when to do it. There are no 'black and white' approaches to behaviour support, nor any 'one size fits all' behaviour strategies. Staff address each behaviour situation based on an interpretation of the various factors involved in that situation and not just on the behaviour exhibited. Staff act to promote good order and learning for all, including the student with the inappropriate behaviour.

Park Avenue State School uses multi-tiered systems of support as the foundation for our approach to learning and behaviour. Our systems of support are a proactive, differentiated approach grounded in research, practical strategies, and data informed decision making. Depending on the identified needs and circumstances of our students, staff match increasingly intensive levels of support. Teaching and supporting social behavioural skills create positive student behavioural health and contributes to improving the effectiveness of academic support systems.

### Tier 1 – Whole School Approach to Proactive Teaching and Learning

All students in the school receive support for their academic and behavioural development. Focus is on the whole school implementation of both the Australian Curriculum, our Student Learning and Wellbeing Framework and our Positive Behaviour for Learning expectations. Not all students come to school with the necessary social and behavioural skills required for success in the school environment. For the best interests of our students and the culture of our school, staff explicitly teach all students expected behaviours and acknowledge students for demonstrating them. For the best interests of our students, staff need to be consistent in teaching expected behaviours and modelling appropriate behaviours and using consistent processes and language across the school.

### Tier 2 – Student Engagement Team Intervention

Some students may need more time, reteaching or additional support from a range of school-based staff to enable them to meet the required behavioural or academic standards. Tier 2 lessons build on, extend or reteach lessons provided at Tier 1 and may prevent more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction of the behaviour programs and expectations. The types of interventions offered at this level will vary to the needs of the students

### Tier 3 – Intensive Intervention

A few students will require intensive intervention support on a one to one basis according to their need. Tier 3 supports are based on the underlying reasons for a student's behaviour and include strategies to prevent problematic behaviour, teach appropriate replacement behaviour and reinforce the student's use of replacement behaviours.

## Student Wellbeing and Support Network

As a Positive Behaviour for Learning School, we prioritise the health and safety of all our students at Park Avenue State School. We strongly encourage parents to speak with their child's class teacher in the first instance to access particular services.

At Park Avenue State School, we prioritise the health and safety of all our students. A Guidance Officer, Inclusion Teacher, Head of Special Education Services and a Social Worker are available through a referral system to support students wellbeing and support networks

### Zones of Regulation

The Zones of Regulation is a curriculum geared toward helping students gain skills in consciously regulating their actions, which in turn leads to increased control and problem-solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help students recognise when they are in different states called "zones," with each of four zones represented by a different colour. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students' understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others' facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem-solving skills.

### Student Council

Park Avenue State School runs a Student Council for years 5 and 6 students. Students are elected to attend weekly meetings. The elected school captains are also part of the School Council.

The Student Council determine their projects and timetable for fundraising and project completion.

Student Councillors are also provided with additional leadership development in and out of school.

Park Avenue State School also draws upon the regional and statewide services to support students and parents. These include Principal Advisors, Mental Health Coach, Autism Coach, Inclusion Coach and Advisory Visiting Teachers.

## Whole School Approach to Discipline (Mandated)

Park Avenue State School uses Positive Behaviour for Learning (PBL) 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.

PBL is an evidence-based framework used to:

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

At Park Avenue State School, we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

A co-constructed matrix of expectations helps students and visitors understand how to meet the standards of Park Avenue State School in all aspects of school including online learning. These expectations are

- Be Responsible
- Be Respectful
- Be Safe
- Be a Learner

**Park Avenue State School – School Wide Behaviour Matrix**

	<b>Classroom</b>	<b>Playground</b>	<b>Transitioning</b>	<b>Online</b>	<b>Bathroom</b>	<b>Offsite</b>	<b>Eating</b>
<b>Responsible</b>	Follow instructions Be on Time Be prepared to learn Respect personal space Follow teacher direction Kind Words	Follow out of bound rules Follow bells Follow staff direction Collaboratively decide on rules for play equipment Listen when friends say 'stop'	Quickly, Quietly and Sensibly Respectful of other classes Proper place at proper time Calmly enter classroom	Communicate appropriately when online Responsible use of any and all IT	Explicitly teach hygiene Using paper towel appropriately Be efficient, don't waste your time	Wear correct and complete school uniform Follow school rules Follow all staff instruction	Eat your own food – No sharing All rubbish in the bin Sitting in correct eating area Rubbish in bins
<b>Respectful</b>	Use manners Complete tasks Respect the learning of others	Using equipment properly Speak kindly to everyone Follow playground rules	I move sensibly and quietly Walking quietly so others can learn Move as a group	Online respect Listen to and follow instructions Speak kindly	Use facility with intended purpose Act sensibly I keep bathroom clean and tidy Flush, Wash, Go	Use your manners Not respectful at school means not allowed offsite	Speak kindly Listen to and follow instructions Hands-up to go to toilet/drink taps/bins Stay seated, quiet
<b>Learner</b>	Active engagement in lessons Ready to learn	Leaving playground safely when the bell goes Sportsmanship Learning how to lose	Line up and listen	I use appropriate sites with effective online skills I use technology for learning	I do not play in the toilets Return to class when finished	I am an active participant	Understand environmental impacts of rubbish
<b>Safe</b>	Move calmly around the classroom Enter and exit the classroom sensibly	Keeping hands and feet to yourself in the playground Stay in your designated area I am Sun safe	Walking with class No running on verandas	Participate in approved online sites and educational games	Always wash my hands No playing in toilets	Stay with group/class Walk safely in crowds Wearing seatbelts	No sharing food I sit while I eat I eat in my eating area



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

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

### **Consideration of Individual Circumstances (Mandated)**

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support, they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour.

For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers, leadership team 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 our community to know what consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family.

This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

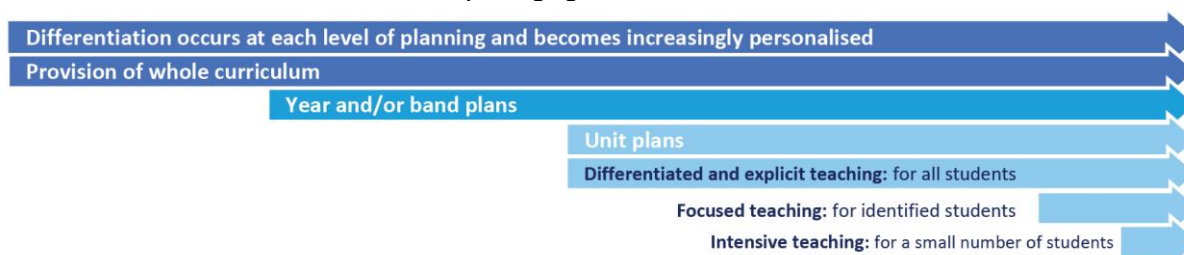
### **Differentiated and Explicit Teaching (Mandated)**

Park Avenue State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected

behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Park Avenue State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



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

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

## Focused Teaching

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

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

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

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

Park Avenue State School have staff to assist with the focused teaching to students who need more support to meet expectations.

## **Intensive Teaching**

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

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

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

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

## Legislative Delegations (Optional)

### Legislation

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

### Delegations

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

Principals are afforded several non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

## Disciplinary Consequences (Mandated)

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

Most students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Corrective feedback 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 and rule reminders, continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school Student Engagement Team for determination of further support.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. Behaviour data collected from Oneschool is regularly reviewed in the Student Engagement Team and Leadership meetings to track patterns and trends, reflect on impact of school processes and procedures and ensure students with challenging needs are identified and supported.

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 a multitiered systems of support model, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

## 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 Park Avenue 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 Park Avenue 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.

### **Structure**

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

Possible agenda:

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

## School Policies (Mandated)

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

### **Students of Park Avenue 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 Park Avenue State School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.



## Use of mobile phones and other devices by students

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

This policy reflects the importance Park Avenue State School places on students displaying courtesy, consideration and respect for others whenever they are using mobile phones and other devices.

### Responsibilities

- Students at Park Avenue State School may bring mobile phones to school with their parents' permission for transport and safety reasons but remain switched off and 'away for the day'.
  - Mobile phones are to remain in the student's school bag on entry to the school grounds.
  - Mobile phones are to remain in the student's school bag for the duration of the school day (8:30am – 2:45pm) and cannot be withdrawn from their bag until the student has exited the school grounds.
  - Students are responsible for the security of their mobile phone.
- All other personal devices are not to be brought to school unless prior arrangement has been made with the class teacher or leadership team.
- Notifications on wearable devices must be disabled during school hours.
- Excursions and Camps
  - On school excursions, mobile phones must remain in the student's school bag.
  - On school camp, students are not allowed to bring mobile phones or wearable devices. All contact with school staff while students are on camp is through the lead staff on camp.

It is acceptable for students at Park Avenue State School to use school devices 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 schoolwork.
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment.

At all times, students at Park Avenue State School must:

- be courteous, considerate and respectful of others when using a device.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Park Avenue State School to:

- use a mobile phone or other devices in an unlawful manner.
- 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 online email and internet chat.
- send chain letters or spam email (junk mail).
- knowingly download viruses or any other programs capable of breaching the department's network security.
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets.

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.
- film or take photos of students and upload to social media sites without their knowledge or permission.
- upload photographs of Park Avenue State School students in their school uniform onto social media sites.

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 Park Avenue 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 (Mandated)

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.

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations. These skills are essential for developing resilience and the personal attributes that promote wellness, prevent illness and support recovery.

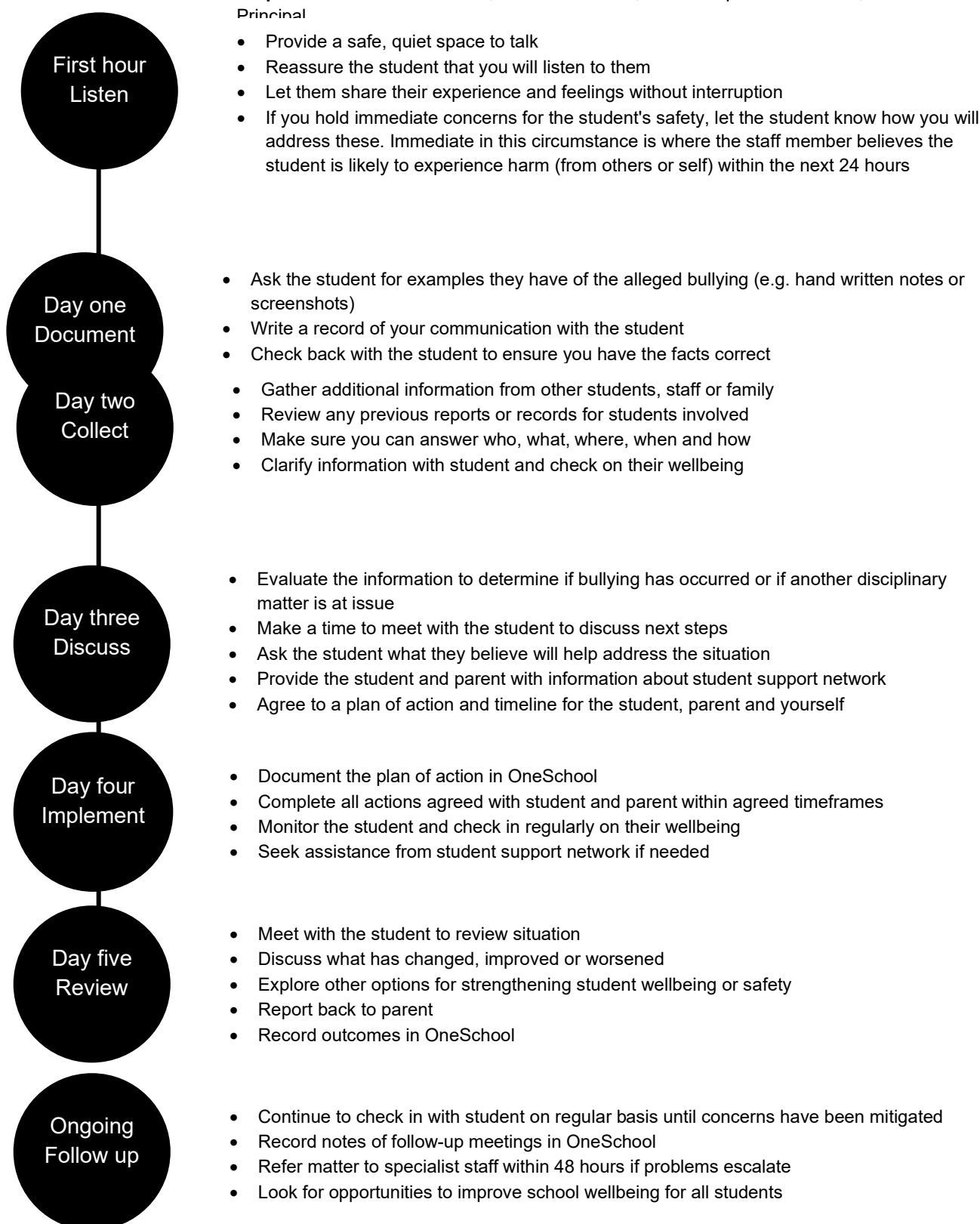
Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening. Bullying can happen 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). Bullying of any form or for any reason can have 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.

[www.bullyingnoway.gov.au](http://www.bullyingnoway.gov.au)

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

**Prep to Year 6** – Class teacher, Guidance Officer, Head of Special Education, Principal



## Appropriate use of social media (Mandated)

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

The internet, mobile phones and social media provide wonderful opportunities 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. 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.

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.

Parents, 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.
- 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.
- Be aware of age requirements for sites. **Most social media sites require children to be 16 years or older.**
- <https://www.carlyryanfoundation.com/resources/fact-sheets> for up-to-date information on apps and age restrictions
- Social media sites cannot be accessed from department and school devices and networks.
- Parents need to monitor student access and content.

# 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](#).

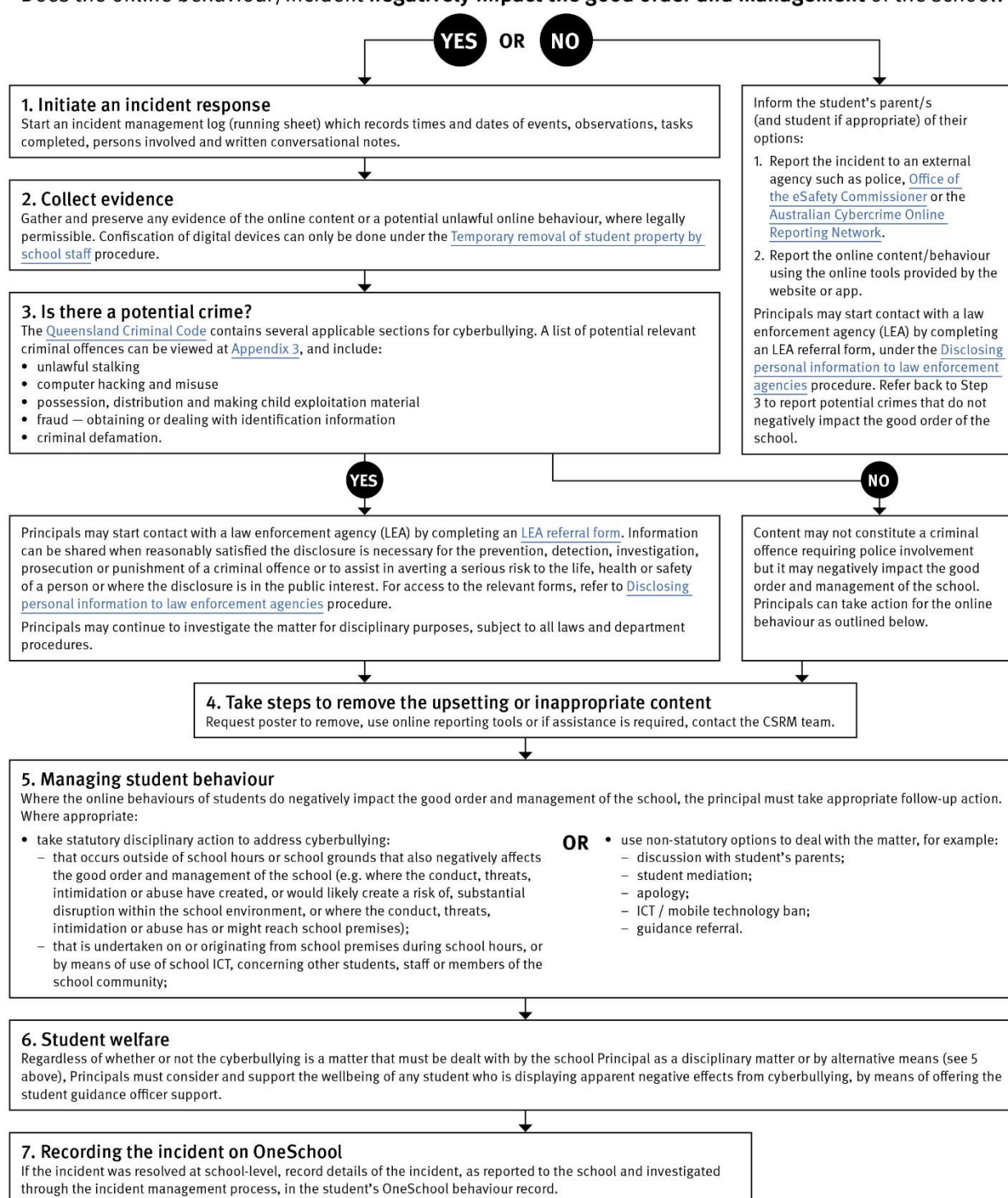
### Explicit images

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](#).

### 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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Restrictive Practices (Mandated)

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.

School staff at Park Avenue 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.

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 Departmental policies and procedures.

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 (Mandated)

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 issue consequences 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.

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

## Related Procedures and Guidelines (Optional)

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

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

## Resources (Optional)

This section of the plan should describe or link to government resources and supports that may assist staff, students and parents in the area of student behaviour or wellbeing.

## Conclusion (Optional)

Include a brief conclusion about the purpose of the Student Code of Conduct, its role in the whole school culture and support approach. A section on how parents can progress a complaint should be incorporated, referring to the Department of Education's *Customer complaints management framework, policy and procedure*.