



# Capella State High School

# Student Code of Conduct 2020-2023



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## Endorsement

|                          |   |
|--------------------------|---|
| Principal Name:          | Gerowyn Lacaze  |
| Principal Signature:     |  |
| Date:                    | 01/12/20  |
| P/C President Name:      | Naomi Randles   |
| P/C President Signature: |  |
| Date:                    | 01/12/20  |

# Contents

|  |    |
|--|----|
| Purpose  | 5  |
| Principal's Foreword                               | 6  |
| P&C Statement of Support                           | 7  |
| School Captains' Statement                         | 7  |
| Consultation                                       | 9  |
| Data Overview                                      | 10 |
| Review Statement                                   | 11 |
| School Opinion Survey                              | 12 |
| School Disciplinary Absences (SDA)                 | 13 |
| Learning and Behaviour Statement                   | 14 |
| Multi-Tiered Systems of Support                    | 15 |
| Consideration of Individual Circumstances          | 15 |
| Student Wellbeing                                  | 16 |
| Student Support Network                            | 17 |
| Whole School Approach to Discipline                | 19 |
| PBL Expectations                                   | 20 |
| Differentiated and Explicit Teaching               | 22 |
| Focussed Teaching                                  | 23 |
| Intensive Teaching                                 | 23 |
| Legislative Delegations                            | 24 |
| Legislation  | 24 |
| Delegations  | 24 |
| Disciplinary Consequences                          | 25 |
| School Policies                                    | 30 |
| Temporary removal of student property              | 30 |
| Use of mobile phones and other devices by students | 32 |
| Preventing and responding to bullying              | 34 |
| Appropriate use of social media                    | 42 |
| Restrictive Practices                              | 44 |
| Critical Incidents                                 | 45 |
| Related Procedures and Guidelines                  | 46 |
| Resources  | 47 |
| Conclusion   | 48 |

## Purpose

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

The Capella State High 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.

## Principal's Foreword

Capella State High School has a long and proud tradition of providing high quality education to students from Central Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Capella State High School has four core STAR values, Success, Teamwork, Attitude and Respect.

|                 |  |
|-----------------|--|
| <b>Success</b>  | I achieve my goals. I strive to new heights. |
| <b>Teamwork</b> | I consider others. I show support.           |
| <b>Attitude</b> | I am enthusiastic and ready to learn.        |
| <b>Respect</b>  | I respect self, others and property.         |

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. Our role is to help all members of the community to live more respectful, purposeful lives, to develop integrity and compassion within students, and lay foundations for a safe and caring school community. We strive to promote the ideals of co-operation, self-respect, respect for and tolerance of others.

Behaviour development is the responsibility of all members of the school community including students, teachers, administration, support staff and parents.

Capella State High School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Capella State High School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## P&C Statement of Support

As president of the Capella State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Gerowyn Lacaze and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Capella State High School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Capella State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Capella State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the included flowchart provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Capella State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact me or to join the Capella State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

President: Naomi Randles

Date: 1/12/2020

## School Captains' Statement

On behalf of the student body at Capella State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Capella State High School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

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

**Junior Secondary Captain:** Maccalyn Langtry

**Date:** 26/10/2020

**Junior Secondary Captain:** Sarah Beer

**Date:** 26/10/2020

**Senior School Captain:** Jack Probert

**Date:** 26/10/2020

**Senior School Captain:** Emma Walsh

**Date:** 26/10/2020

## Consultation

The consultation process used to inform the development of the Capella State High School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff during 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we held community consultation events, linked with the two local primary schools. The reason for this is that the students at both the primary schools and the high school are part of the local community and the three schools share similar values and the same approach to student conduct. As well, a survey was provided to all students and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in Term 4 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting for endorsement. The P&C Association unanimously endorsed the Capella State High School Student Code of Conduct for implementation in 2020.

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

### Review Statement

The Capella State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals

For more information, refer to [frequently asked questions](#) page.

## School Opinion Survey

### Parent opinion survey

| Performance measure  |       |       |       |
|--|-------|-------|-------|
| Percentage of parents/caregivers who agree# that:  | 2018  | 2019  | 2020  |
| their child is getting a good education at school (S2016)  | 94%   | 98%   | 94%   |
| this is a good school (S2035)  | 77.8% | 92.9% | 100%  |
| their child likes being at this school* (S2001)  | 88.9% | 93.3% | 84.6% |
| their child feels safe at this school* (S2002)   | 88.9% | 80%   | 76.9% |
| their child's learning needs are being met at this school* (S2003)                                     | 88.9% | 86.7% | 92.3% |
| their child is making good progress at this school* (S2004)  | 88.9% | 86.7% | 100%  |
| teachers at this school expect their child to do his or her best* (S2005)                              | 88.9% | 100%  | 100%  |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 75%   | 93.3% | 92.3% |
| teachers at this school motivate their child to learn* (S2007)   | 77.8% | 80%   | 84.6% |
| teachers at this school treat students fairly* (S2008)   | 75%   | 66.7% | 76.9% |
| they can talk to their child's teachers about their concerns* (S2009)                                  | 77.8% | 93.3% | 100%  |
| this school works with them to support their child's learning* (S2010)                                 | 88.9% | 93.3% | 84.6% |
| this school takes parents' opinions seriously* (S2011)   | 75%   | 93.3% | 90%   |
| student behaviour is well managed at this school* (S2012)  | 66.7% | 66.7% | 61.5% |
| this school looks for ways to improve* (S2013)   | 75%   | 93.3% | 81.8% |
| this school is well maintained* (S2014)  | 77.8% | 80%   | 100%  |

### Student opinion survey

| Performance measure   |       |       |       |
|---|-------|-------|-------|
| Percentage of students who agree# that:   | 2018  | 2019  | 2020  |
| they are getting a good education at school (S2048)                               | 83.5% | 91.7% | NA    |
| they like being at their school* (S2036)  | 75.9% | 73.2% | 77.5% |
| they feel safe at their school* (S2037)   | 82.1% | 78.3% | 84.1% |
| their teachers motivate them to learn* (S2038)                                    | 92.4% | 94%   | 88.8% |
| their teachers expect them to do their best* (S2039)                              | 89.9% | 97.6% | 93.3% |
| their teachers provide them with useful feedback about their school work* (S2040) | 89.9% | 89.3% | 87.8% |
| teachers treat students fairly at their school* (S2041)                           | 68.4% | 67.1% | 72.7% |
| they can talk to their teachers about their concerns* (S2042)                     | 79.7% | 78.3% | 77.5% |
| their school takes students' opinions seriously* (S2043)                          | 77.2% | 74.1% | 75%   |
| student behaviour is well managed at their school* (S2044)                        | 86.1% | 68.7% | 58.9% |
| their school looks for ways to improve* (S2045)                                   | 93%   | 86%   | 89.7% |
| their school is well maintained* (S2046)  | 88.6% | 87.3% | 86.4% |
| their school gives them opportunities to do interesting things* (S2047)           | 81%   | 78.3% | 84.1% |

## Staff opinion survey

| Performance measure  |       |       |       |
|--|-------|-------|-------|
| Percentage of school staff who agree <sup>#</sup> that:  | 2018  | 2019  | 2020  |
| they enjoy working at their school (S2069)   | 100%  | 89.5% | 89.5% |
| they feel that their school is a safe place in which to work (S2070)   | 100%  | 89.5% | 62.5% |
| they receive useful feedback about their work at their school (S2071)  | 94.1% | 78.9% | NA    |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 77%   | 81%   | 66.7% |
| students are encouraged to do their best at their school (S2072)   | 100%  | 100%  | NA    |
| students are treated fairly at their school (S2073)  | 94.1% | 89.5% | NA    |
| student behaviour is well managed at their school (S2074)  | 82.4  | 57.9  | NA    |
| staff are well supported at their school (S2075)   | 88.2% | 73.3% | NA    |
| their school takes staff opinions seriously (S2076)  | 94.1% | 89.5% | NA    |
| their school looks for ways to improve (S2077)   | 94.1% | 100%  | NA    |
| their school is well maintained (S2078)  | 94.1% | 94.7% | NA    |
| their school gives them opportunities to do interesting things (S2079)   | 88.2% | 89.5% | NA    |

\* Nationally agreed student and parent/caregiver items

In 2020, due to COVID – 19 , a shortened survey was offered and there is no data for some questions

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## School Disciplinary Absences (SDA)

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

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

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

| CAPELLA STATE HIGH SCHOOL DISCIPLINARY ABSENCES |      |      |      |
|---|------|------|------|
| Type  | 2017 | 2018 | 2019 |
| Short Suspensions – 1 to 10 days                | 30   | 41   | 30   |
| Long Suspensions – 11 to 20 days                | 0    | 1    | 0    |
| Charge related Suspensions                      | 0    | 0    | 0    |
| Exclusions                                      | 0    | 0    | 1    |

## Learning and Behaviour Statement

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

### Positive Behaviour for Learning

Capella State High School uses Positive Behaviour for Learning (PBL) as the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

We are all responsible for a consistent approach to managing student behaviour within the school. If our expectations are shared, communicated and explicitly taught, we should be able to build a safe, respectful and ordered environment.

Positive Behaviour for Learning:

- Aims to **build effective environments** in which positive behaviour is more effective and efficient than problem behaviour
- Is a **collaborative, evidenced based approach** to developing effective interventions for problem behaviour
- Emphasises the use of **preventative, teaching and reinforcement based strategies** to achieve meaningful and sustainable behaviour outcomes.

“A focus on engagement rather than punishment is likely to lead to better learning and behaviour.” (Sullivan, Johnson, Owens & Conway, 2014)  
Setting clear expectations for student behaviour provides students with specific guidelines and an understanding of what constitutes productive and unproductive classroom behaviours.

| Tier | Prevention Description   |
|------|--|
| 1    | <p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul> |

2

Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

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

3

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

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

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

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

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

## Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment 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.

## Student Wellbeing

Capella State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-

management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Capella State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

### **Policy and expectations**

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

#### *Drug education and intervention*

Capella State High School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

#### *Specialised health needs*

Capella State High School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

#### *Medications*

Capella State High School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the College can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Capella State High School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

#### *Mental health*

Capella State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a

mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

#### *Suicide prevention*

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Capella State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

#### *Suicide postvention*

In the case of a suicide of a student that has not occurred on school grounds, Capella State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Capella State High School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support Network**

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

Students can approach any trusted school staff member at Capella State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Head of Department for Junior School or Senior School, on the school phone number: 4988 7333.

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

| Role                               | What they do   |
|------------------------------------|--|
| Community Education Counsellor     | <ul style="list-style-type: none"> <li>• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.</li> </ul>  |
| Head of Junior Secondary           | <ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>• coordinate transition to secondary for students moving from Year 6 to Year 7</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors student attendance data, arranges intervention for students in Years 7 to 9.</li> </ul>   |
| Head of Senior Secondary           | <ul style="list-style-type: none"> <li>• leadership of Student Support Network to promote an inclusive, positive school culture</li> <li>• monitors attendance, behaviour and academic data to identify areas of additional need.</li> <li>• coordinate transition to Senior Schooling for students moving from Year 9 to Year 10</li> <li>• lead role for implementation of Positive Behaviour for Learning (PBL)</li> <li>• monitors student attendance data, arranges intervention for students in Years 10 to 12.</li> </ul>   |
| Head of Special Education Services | <ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment</li> <li>• links students with required specialist services outside the school</li> <li>• provides individual education pathways for students requiring these</li> </ul>   |
| Guidance Officer                   | <ul style="list-style-type: none"> <li>• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting</li> <li>• assists students with specific difficulties, acting as a mediator or providing information on other life skills</li> <li>• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> <li>• Mentors students re academic issues e.g. achieving QCE</li> </ul>   |
| Year Level Form Teachers           | <ul style="list-style-type: none"> <li>• responsible for student welfare at each year level</li> <li>• provide a contact point for students and their families</li> <li>• ensure students feel safe and comfortable and want to come to school</li> <li>• nurture a sense of belonging to the home group, year level and school.</li> </ul>  |
| Youth Support Coordinator          | <ul style="list-style-type: none"> <li>• provides individual and, at times, group support to students to assist their engagement with education and training</li> <li>• support students to overcome barriers to education such as <ul style="list-style-type: none"> <li>○ attendance at school</li> <li>○ drug and alcohol support needs</li> <li>○ QCE/learning support</li> <li>○ suspension/exclusion/referral for behaviour support</li> <li>○ relationships/social skills</li> <li>○ conflict with family/peers/teachers</li> <li>○ social/emotional/physical wellbeing.</li> </ul> </li> </ul> |

## Whole School Approach to Discipline

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

The development of the Capella State High 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.

### PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being STARS – being Successful, demonstrating Teamwork, displaying a positive Attitude and acting with Respect at all times.

#### Students

Below are examples of what these PBL expectations look like for students across the school. Each classroom will have a set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Capella State High School.

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

| At Capella SHS   | At All Times   | In the Learning Environment   | In the School Grounds and Wider Community  |
|--|--|---|--|
| <p><b>Success</b></p> <p>We aim for <b>excellence</b></p>  | <ul style="list-style-type: none"> <li>• Build positive relationships</li> <li>• Be motivated to achieve goals</li> <li>• Ask for help when needed</li> <li>• Embrace opportunities</li> <li>• Celebrate success</li> <li>• Always put in your best effort</li> <li>• Reflect on what you have learned</li> <li>• Complete all activities</li> <li>• Be a resilient member of the school community</li> <li>• Uphold Capella State High School's values and beliefs</li> <li>• Follow safety procedures</li> </ul> | <ul style="list-style-type: none"> <li>• Attend every lesson, every day, on time</li> <li>• Follow bookwork expectations</li> <li>• Use your student diary</li> <li>• If absent, see your class teacher for missed work</li> </ul>  | <ul style="list-style-type: none"> <li>• Walk safety and quietly between classes</li> <li>• At assembly, enter promptly and quietly</li> <li>• Wait safely and patiently for buses / parents</li> <li>• Use modes of transport appropriately</li> <li>• Represent the school with pride and uphold school expectations</li> <li>• Walk bikes and scooters on the school grounds</li> <li>• Observe all road rules when traveling to and from school</li> </ul> |
| <p><b>Teamwork</b></p> <p>We work with others, are <b>responsible</b> and <b>safe</b></p>              | <ul style="list-style-type: none"> <li>• Follow all instructions from staff</li> <li>• Use polite and appropriate language</li> <li>• Care for the environment</li> <li>• Follow all school expectations</li> <li>• Use personal electronic devices in line with school policy</li> <li>• Build respectful relationships with others by showing patience and valuing other's opinions and beliefs</li> <li>• Seek to resolve any conflicts responsibly – abuse or violence are not option</li> </ul>               | <ul style="list-style-type: none"> <li>• Recognise that not everyone is the same, support everyone</li> <li>• Stay seated unless otherwise directed</li> </ul>  | <ul style="list-style-type: none"> <li>• Protect and care for the school grounds</li> <li>• Work together to keep our school clean, tidy and clear of rubbish</li> </ul>   |
| <p><b>Attitude</b></p> <p>We are learners</p> <p>We <b>accept</b> and respect the rights of others</p> | <ul style="list-style-type: none"> <li>• Take pride in your work</li> <li>• Own your behaviour</li> <li>• Be safe and report injury, hazards, inappropriate behaviour or damage</li> <li>• Look out for others</li> <li>• Meet deadlines</li> <li>• Project a positive school image</li> <li>• Hands off</li> <li>• Be prepared and prompt - have necessary equipment</li> <li>• Wear the uniform with pride</li> <li>• Maintain personal hygiene and presentation</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Stay on task and be an independent and resilient learner</li> <li>• Seek and act upon feedback</li> <li>• Respect the rights of others to learn and teach</li> <li>• Be inclusive of all class members</li> <li>• Ensure all work is completed to the best of your ability</li> </ul>  | <ul style="list-style-type: none"> <li>• More directly to classes</li> <li>• Stay in designated areas</li> <li>• Ensure your activity is occurring in the appropriate area</li> <li>• Be courteous to all community members</li> <li>• Line up correctly and wait patiently when at the tuckshop</li> <li>• Be sun smart</li> </ul>  |
| <p><b>Respect</b></p> <p>We show respect for self, others and property</p>                             | <ul style="list-style-type: none"> <li>• Respect other people's property and personal space</li> <li>• Use equipment and facilities safety and for its intended purpose</li> <li>• Seek permission to leave or enter any setting and use an out of class pass</li> <li>• Value the environment, resources and contributions of others</li> </ul>   | <ul style="list-style-type: none"> <li>• Raise your hand to speak</li> <li>• Be seated correctly</li> <li>• Line up in an orderly manner before class</li> <li>• Enter class when directed by a teacher</li> <li>• Use software programs, ICT equipment and other activity specific equipment as directed by the teacher</li> <li>• Return all equipment to correct location</li> <li>• Acknowledge and respect the ideas and opinions of others</li> </ul> | <ul style="list-style-type: none"> <li>• Be a positive and respectful audience member</li> <li>• Applaud when appropriate</li> <li>• Sing National Anthem appropriately</li> </ul>   |

## Parent and School Values at Capella State High School

The table below explains the PBL expectations and the standards we commit to as staff and as parents/carers.

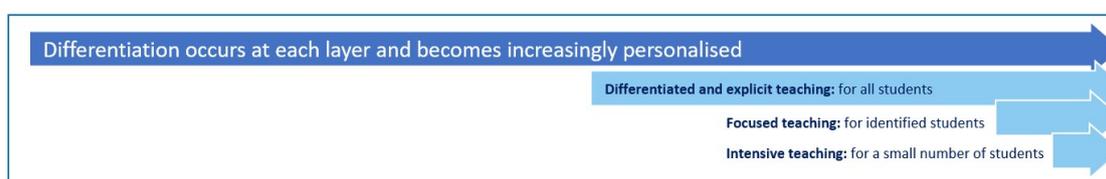
| At Capella SHS   | If parents can....  | Teachers will.....  |
|--|---|---|
| <b>Success</b><br>We aim for excellence  | <ul style="list-style-type: none"> <li>Support your child to meet the learning and behavioural expectations at school.</li> <li>Seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.</li> </ul>   | <ul style="list-style-type: none"> <li>Be clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress</li> <li>Work closely with families to accommodate their personal needs, including work commitments, finances and family structure</li> </ul>  |
| <b>Teamwork</b><br>We work with others, are responsible and safe               | <ul style="list-style-type: none"> <li>Make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.</li> <li>Share the load and support each other</li> <li>Recognise that not everyone is the same, that we may disagree but support everyone</li> </ul>  | <ul style="list-style-type: none"> <li>Respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.</li> <li>Share professional learning with others</li> </ul>   |
| <b>Attitude</b><br>We are learners, we accept and respect the rights of others | <ul style="list-style-type: none"> <li>Ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.</li> <li>Help your child to see the strengths and benefits in diversity and difference in their classmates.</li> <li>Use positive language about students and our team</li> </ul> | <ul style="list-style-type: none"> <li>Create a safe, supportive and inclusive environment for every student.</li> <li>Promote every child's individuality and build a cohesive, inclusive classroom and school culture.</li> <li>Welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.</li> <li>Use positive language about students and our community</li> </ul> |
| <b>Respect</b><br>We show respect for self, others and property                | <ul style="list-style-type: none"> <li>Respect the obligation of staff to maintain student and family privacy.</li> <li>Model respect for others in every interaction</li> <li>Be respectful in your conversations at home about school staff.</li> </ul>   | <ul style="list-style-type: none"> <li>Maintain confidentiality about information relating to your child and family.</li> <li>Model respect for others in every interaction</li> <li>Ensure positive behaviours are role modelled for all students.</li> </ul>  |

## Differentiated and Explicit Teaching

Capella State High 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 Capella State High 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.

## 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 Capella State High 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.

Capella State High School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- R.A.G.E.
- Check and Connect
- Functional Based Assessment.

For more information about these programs, please speak with the PBL Team Leader or the principal.

## 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

## Legislation

In this section of the Capella State High School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

## Delegations

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

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

## Disciplinary Consequences

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

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

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

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

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

### Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, please stay seated until you are dismissed.")
- Explicit behavioural instructions (e.g. "Please pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal to buddy class)
- Detention

## Focused

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

- Facilitated meeting to explore the issues that led to the behaviour; the harm the behaviour caused and plans to repair that harm
- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive

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

- Facilitated meeting to explore the issues that led to the behaviour; the harm the behaviour caused and plans to repair that harm
- Functional Behaviour Assessment based individual support plan
- Complex case management and review

- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Community service in or out of normal school hours
- 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.

## Detentions

A detention is a consequence that schools may use to address inappropriate student behaviour. Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Detentions may be issued by the principal or a teacher. Detentions are a context for facilitating problem solving and educating a student or students about issues that led to the behaviour; harm caused by the behaviour and plans to repair the harm. Detention is not to be a punishment but an opportunity to problem solve, remediate and continue to grow the student's ability to understand the school's values.

Teacher issued detentions will take place in school time, during scheduled breaks. The teacher will document the disciplinary consequence and reason in the individual student's OneSchool record. In school detentions issued by a teacher will run for 20 minutes if issued for first break, allowing 10 minutes for eating and toileting; or 20 minutes at second break, allowing 20 minutes for eating and toileting.

The principal may issue detentions for outside of school hours, including Saturday. In these cases, a risk assessment will be completed and a risk management plan developed. Parents will be notified verbally and in writing of the proposed detention at least 24 hours before the detention is scheduled to occur and will have given consent prior to the detention. Parents will be consulted about suitable times for the detention to be completed within the parameters set by the school and parents will be informed of:

- location and duration of the detention
- their responsibility to arrange travel/supervision to and from the detention, where appropriate.

If a student fails to attend a detention, this may be considered disobedience and the school principal will make a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

## 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 Capella State High 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 Capella State High School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

### Arrangements

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

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

## **Structure**

The structure of the re-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 student wellbeing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

## **Reasonable adjustments**

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

## **Major Incident Follow Up**

We need to consider the intent behind every consequence for poor behaviour. The consequence must re-educate the student about their choices and the school's Student Code of Conduct. Restorative practice may be used to remediate the situation in a series of facilitated meetings to explore the issues that led to the behaviour; the harm that the behaviour has caused and the plans to repair that harm.

If restorative practice is not implemented, students involved in a major incident may be involved in a mediation and reflection process, following completing the consequence for the behaviour.

In this process:

- An interview may be held and a teacher directly involved in the incident may be present if possible.
- A reflection activity will be completed by the student to enable them to consider the impact of their actions and what could be done differently in the future. A copy will be provided to any teacher involved in the incident.
- The student may be placed on a behaviour monitoring process. This process will involve setting goals for the student in terms of their ongoing behaviour and attitude. It will need to be signed by a parent each day.

## School Policies

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

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

## **Use of mobile phones and other devices by students**

This amendment is made in accordance with Department of Education and Training policy – *SMS-PR-003: Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

### **MOBILE PHONE POLICY**

Students may bring mobile phones to school or school events however it must be switched off or on silent in student's bag during school hours. Breach of this policy will result in phone being confiscated by school staff and handed into office, student may sign out at the end of the day. Second breach of the phone policy will result in a Parent collecting the phone from the office. Third breach may result in disciplinary action.

### **PERSONAL TECHNOLOGY DEVICES BANNED FROM SCHOOL**

Students must not bring personal technology devices like cameras, digital video cameras, multimedia players, external hard drives (USB memory sticks are permitted) or iPods to school or school events. These are often very valuable and there is a risk of damage or theft. Such devices will be **confiscated by school staff and may be collected at the end of the day from the school office**. Repeated breaches of this prohibition may result in disciplinary action.

### **CONFISCATION**

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

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

### **PERSONAL TECHNOLOGY DEVICES ETIQUETTE**

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

## **RECORDING VOICE AND IMAGES**

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, social media, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording in breach of this policy may be subject to discipline (including suspension and exclusion).

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

## **TEXT COMMUNICATION**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible police investigation. Students receiving such text messages or posts during or after school, should ensure they keep the message as evidence and bring the matter to the attention of the school office. In these cases, the matter will be investigated and may be referred to the Queensland Police Service.

## **ONLINE BEHAVIOUR INCLUDING SOCIAL MEDIA**

During or outside of school hours, students participating in public online conversations or posting comments/images which are embarrassing, defaming or denigrating to students,

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<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

staff or the school community; will have impacted on the good order and management of the school and may be subject to disciplinary action.

### **ASSUMPTION OF CHEATING**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **RECORDING PRIVATE CONVERSATIONS AND THE *INVASION OF PRIVACY ACT 1971***

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

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

### **SPECIAL CIRCUMSTANCES ARRANGEMENT**

Students who require the use of a personal technology device in circumstances that would contravene this policy should negotiate a special circumstances arrangement with the Principal or designated Officer-in-Charge.

***\* Personal Technology Devices include, but is not limited to, games devices (such as PSPs, Nintendo DS, etc) Laptop Computers, PDAs, External Hard Drives Blackberrys, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), smartphones, iPods and devices of a similar nature.***

## **Preventing and responding to bullying**

Capella State High 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.

Capella State High School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student

Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### 3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### 5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Capella State High School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

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

## Capella State High School - Bullying response flowchart for teachers

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

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

Year 7 to Year 12 – Form teacher or Year Level Coordinator

Head of Department : 07 4988 7333

First hour  
Listen

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

Day one  
Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two  
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three  
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four  
Implement

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

Day five  
Review

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

Ongoing  
Follow up

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

## Cyberbullying

Cyberbullying is treated at Capella State High 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Capella State High School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to a Head of Department or the Principal.

# Capella State High 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](#).

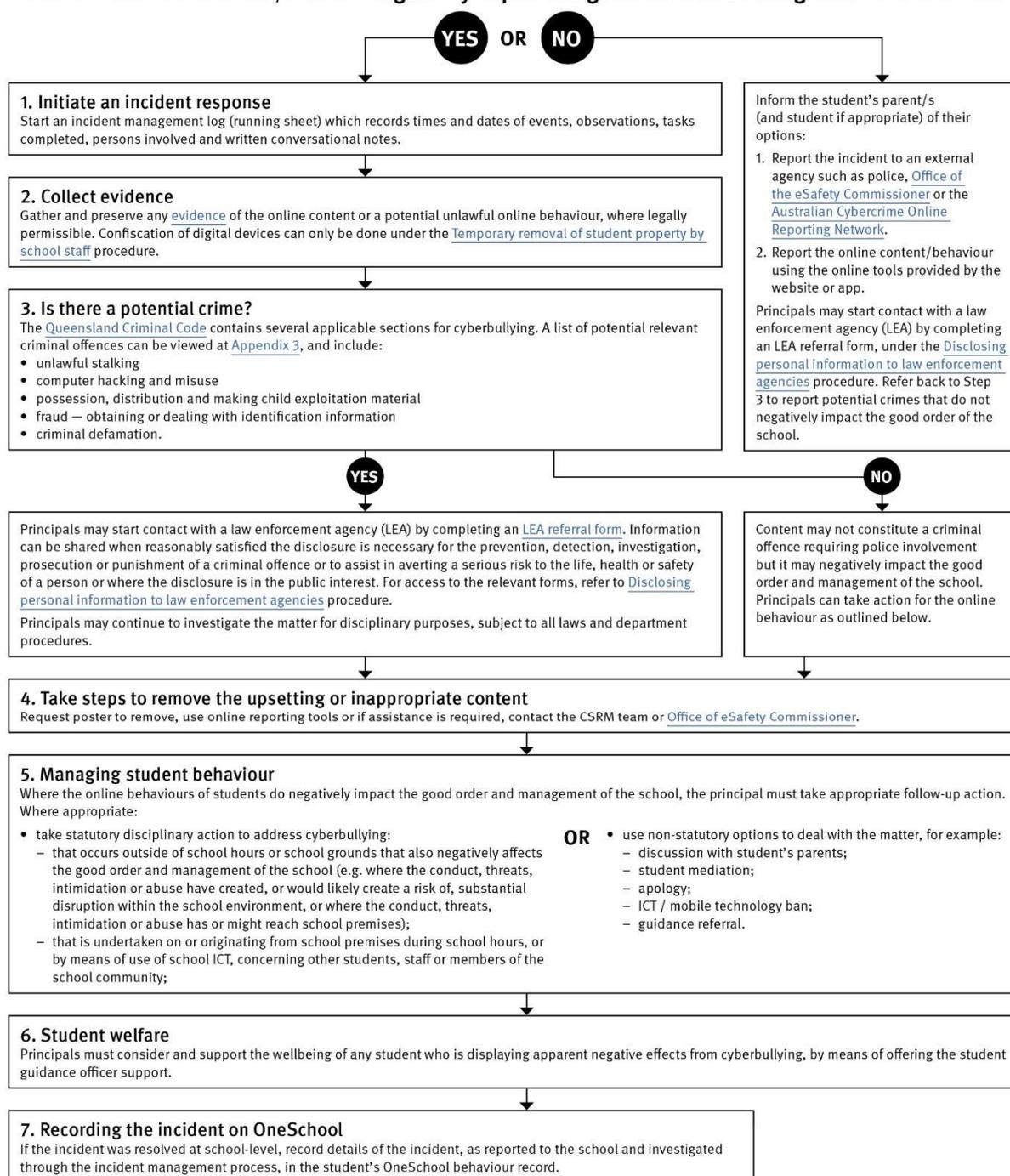
### Explicit images

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

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



## Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Capella State High 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 Capella State High 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.

## Capella State High School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Capella State High 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.

### Capella State High School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Capella State High 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 Capella State High 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.

## Related Procedures and Guidelines

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

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

## Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- Implementing Restorative Practices in Schools: A Practical Guide to Transforming School Communities by Margaret Thorsborne and Peta Blood

## Conclusion

Capella State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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

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

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