



SOUTHPORT
STATE SCHOOL

Empowering Learners • Enriching Futures

Southport State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

At Southport State School, we respectfully acknowledge the traditional custodians of the land, the Yugumbeh language group and the Kombumerri peoples, and recognise that this area has always been a place of teaching and learning. We extend our respect to Elders past, present and emerging for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Island Peoples.

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Endorsement

Principal Name: Andrew Stewart

Principal Signature:



Date: 30/01/2023

P/C President and-or School Council Chair Name: Abby Howard

P/C President and-or School Council Chair Signature:



Date: 30/01/2023

Contents

Purpose	6
Principal's Foreword	7
P&C Statement of Support	8
School Captains' Statement	9
Consultation	10
Data Overview	11
School Opinion Survey	12
School Disciplinary Absences (SDA)	13
Learning and Behaviour Statement	14
Consideration of Individual Circumstances	15
Student Wellbeing	15
Student Support Network	17
Whole School Approach to Discipline	19
PBL Expectations	19
Differentiated and Explicit Teaching	26
Focussed Teaching	27
Intensive Teaching	27
Legislative Delegations	29
Legislation	29
Delegations	29
Disciplinary Consequences	30
School Policies	32
Temporary removal of student property	32
Use of mobile phones and other devices by students	34
Preventing and responding to bullying	36
Appropriate use of social media	46
Restrictive Practices	48
Critical Incidents	50
Related Procedures and Guidelines	51
Resources	52
Conclusion	53

Purpose

At Southport State School, we respectfully acknowledge the traditional custodians of the land, the Yugumbah language group and the Kombumerri peoples, and recognise that this area has always been a place of teaching and learning. We extend our respect to Elders past, present and emerging for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Island Peoples.

Southport State School is committed to providing quality education for all in a safe, respectful and disciplined learning environment. Our school is working with our community to promote:

- the best learning outcomes for every student
- each student reaching his/her potential
- multiculturalism
- the development of individual talents
- learning through living
- the advancement of individuals through independent learning
- success

Southport State School strives to create positive, predictable environments for all students at all times during the day. The Student Code of Conduct is designed to facilitate high expectations and high standards of behaviour through:

- achieving high outcomes, including the effectiveness and efficiency of our student support procedures,
- raising achievement and attendance,
- promoting inclusion, and
- ensuring the safety and well-being of all members of the school community.

Principal's Foreword

Southport State School was established in 1880 and boasts a proud heritage. The original school site was on the corner of Lawson and Scarborough Streets Southport. Originally our P&C were very guarded in moving from this site to its present location in Queen Street. However, we all understood at the time that the move to the old Gold Coast trotting track was going to provide more playing space for children and in 1991 our new school was occupied and classes were under-way.

Southport State School aims to provide a warm and supportive environment in which every child can grow with confidence. All members of our learning community are committed to helping young people reach their potential and achieve success at school and make a successful transition to further study.

Our students are encouraged to enjoy their learning through the delivery of a quality curriculum that is specific to all phases of learning. Our school engages fully in the Australian Curriculum providing high quality educational experiences for our students in an environment which is safe and holds very high expectations for both students and staff. We want our students to be successful people who can function in our society as individuals and as team players. Academically we have strong processes for identifying the needs of individuals and implement intervention programs and high performance strategies, in conjunction with personal goals in Literacy and Numeracy, in order to assist students achieve continuous growth at a high standard.

Catering to students' interests is a focus at our school, students have opportunities to participate in a wide-range of extra-curricular activities. These clubs vary from year to year and are organised and run by staff either during school breaks or outside of school hours. We have an active and successful Instrumental Music Program, a comprehensive classroom Music Program, Chinese lessons commencing in Year 5 and Year 6, a wide variety of sporting offerings and our Year 4 and Year 6 students have access to our exciting camp program on an annual basis.

Choosing a school for your child is one of the most important decisions you will ever make and we strongly believe Southport State School has the right combination of academic, sporting and cultural experiences for your child and family.

Regards,

Andrew Stewart

Principal

P&C Statement of Support

As president of the Southport State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Mary Targus 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 Southport State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Southport State 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 flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

School Captains' Statement

On behalf of the student body at Southport State School, we support the Student Code of Conduct for 2023. We have represented students on the discussion 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 Southport State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration to ensure the school is a happy, positive and safe environment for our community.

Any student who has questions or issues they would like raised by the School Captains are encouraged to approach any of us directly.

Captain: Cecilia Goldie

Date: 30.01.23

Captain: Clara Cakar

Date: 30.01.23

Consultation

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

In the first phase, the executive leadership team held a series of internal meetings between May and July 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 consulted with all staff on school culture and climate. This included a request to respond to key themes addressed throughout the code of conduct and facilitated discussions about strengths and areas for further development. A similar process was engaged with during a P&C meeting, where we asked our committee and members 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 November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association unanimously endorsed the Southport State School Student Code of Conduct for implementation in 2020.

A communication strategy has been developed to support the implementation of the Southport State School Student Code of Conduct, including parent information evenings, promotion through the school website, weekly newsletter and email footer links of staff emails. The Southport State School Student Code of Conduct has also been translated and is available in Korean and Japanese upon request, our two largest cohorts of non-English speaking families. Any families who require assistance to access a copy of the Southport State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal or utilise Google Translate.

<https://translate.google.com.au/>

Review Statement

The Southport State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. The latest review has occurred at the end of 2022. 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:	2017	2018	2019	2019 State Ave
their child is getting a good education at school (S2016)	79%	96%	96%	94%
this is a good school (S2035)	82%	94%	96%	93%
their child likes being at this school* (S2001)	90%	96%	96%	94%
their child feels safe at this school* (S2002)	86%	88%	98%	94%
their child's learning needs are being met at this school* (S2003)	79%	89%	96%	91%
their child is making good progress at this school* (S2004)	82%	89%	96%	92%
teachers at this school expect their child to do his or her best* (S2005)	87%	92%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	82%	92%	91%	91%
teachers at this school motivate their child to learn* (S2007)	84%	94%	96%	91%
teachers at this school treat students fairly* (S2008)	79%	83%	98%	89%
they can talk to their child's teachers about their concerns* (S2009)	86%	92%	98%	94%
this school works with them to support their child's learning* (S2010)	94%	94%	91%	91%
this school takes parents' opinions seriously* (S2011)	77%	86%	95%	87%
student behaviour is well managed at this school* (S2012)	79%	78%	94%	84%
this school looks for ways to improve* (S2013)	84%	94%	96%	91%
this school is well maintained* (S2014)	87%	92%	98%	92%

Student opinion survey

Performance measure				
Percentage of students who agree# that:	2017	2018	2019	2019 State Ave.
they are getting a good education at school (S2048)	89%	93%	94%	93%
they like being at their school* (S2036)	82%	89%	86%	88%
they feel safe at their school* (S2037)	80%	82%	81%	91%
their teachers motivate them to learn* (S2038)	84%	97%	94%	91%
their teachers expect them to do their best* (S2039)	97%	98%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	94%	94%	98%	90%
teachers treat students fairly at their school* (S2041)	76%	85%	84%	81%
they can talk to their teachers about their concerns* (S2042)	66%	81%	78%	80%
their school takes students' opinions seriously* (S2043)	73%	78%	81%	80%
student behaviour is well managed at their school* (S2044)	63%	67%	55%	73%
their school looks for ways to improve* (S2045)	94%	88%	91%	91%
their school is well maintained* (S2046)	80%	86%	85%	87%
their school gives them opportunities to do interesting things* (S2047)	87%	87%	86%	89%

Staff opinion survey

Performance measure				
Percentage of school staff who agree# that:	2017	2018	2019	2019 State Ave.
they enjoy working at their school (S2069)	96%	98%	89%	94%
they feel that their school is a safe place in which to work (S2070)	96%	96%	93%	93%
they receive useful feedback about their work at their school (S2071)	87%	94%	82%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	92%	84%	87%
students are encouraged to do their best at their school (S2072)	94%	100%	98%	96%
students are treated fairly at their school (S2073)	94%	100%	94%	92%
student behaviour is well managed at their school (S2074)	79%	80%	67%	81%
staff are well supported at their school (S2075)	77%	89%	71%	82%
their school takes staff opinions seriously (S2076)	77%	96%	85%	81%
their school looks for ways to improve (S2077)	98%	98%	94%	92%
their school is well maintained (S2078)	92%	100%	100%	90%
their school gives them opportunities to do interesting things (S2079)	96%	94%	85%	87%

* Nationally agreed student and parent/caregiver items

'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.

SOUTHPORT STATE SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	22	47	54
Long Suspensions – 11 to 20 days	0	5	0
Charge related Suspensions	0	0	0
Exclusions	0	1	0

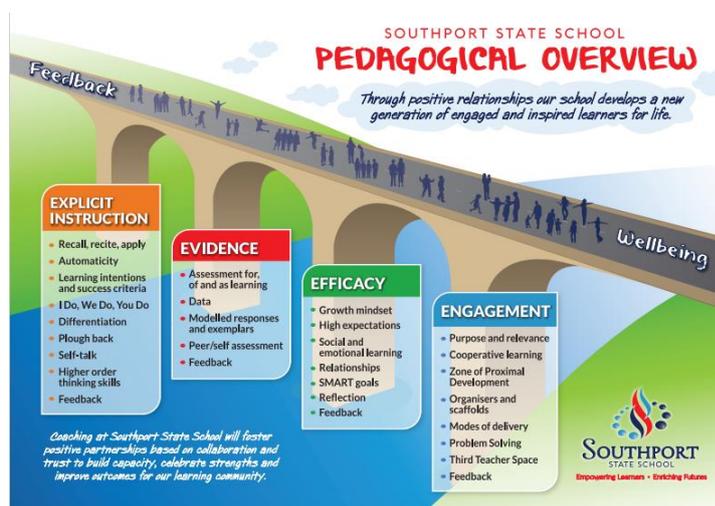
Learning and Behaviour Statement

At Southport State School, our mission is to prepare all to contribute positively at school and in life to enhance their happiness and wellbeing as global citizens through:

- Effective communication
- Problem solving
- Cooperation with others
- Appreciation and care for the world and themselves
- Being a lifelong learner

To do so, Southport implements the following methods & programs that are underpinned by a philosophy that students do well if they can (provided with the means to do so).

1. Education Queensland's Positive Behaviour for Learning (PBL)
2. Reboot: Trauma-informed Practice
3. Anita Archer's Explicit Instruction
4. Kagan's Cooperative Learning



Note: The development of the Southport State School Student Code of Conduct is an opportunity to explain the inner workings of the school with parents and students, and gain their support to implement a consistent approach to learning. The language and expectations can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal or Deputy Principal.

Consideration of Individual Circumstances

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

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters 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

Southport State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer or SSET Teacher 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](#).

Southport State School acknowledges 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 Southport State School, we provide an age-appropriate life education program to all Prep to Year 6 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.

Life education and intervention

Southport State School implements a P-6 Life Education program for all students. Topics range from knowing and understanding your body, online safety and early drug and alcohol awareness.

Specialised health needs

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

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

Medications

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

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

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

Mental health

Southport State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Safety Plan](#).

Suicide prevention

Southport State School staff who notice suicide warning signs in a student should seek help immediately from the principal, school guidance officer, or other appropriate staff. ([Southport State School's Suicide Risk Continuum](#).)

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, Southport State School staff follow suicide intervention and prevention advice by ensuring:

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Southport State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected through LifeWorks. Queensland Department of Education staff and immediate family members wishing to access free, confidential, face-to-face or telephone counselling services for

work or non-work related issues are encouraged to contact the department's external Employee Assistance Provider, LifeWorks by Morneau Shepell's (LifeWorks) on **telephone 1800 604 640**.

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

Student Support Network

Southport State 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.

Role	What they do
Principal	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • responsible for student welfare at all levels of the school • monitors attendance, behaviour and academic data to identify areas of additional need • lead role for implementation of Positive Behaviour for Learning (PBL) • ensures students feel safe and comfortable and want to come to school.
Deputy Principal Junior School: Prep – Year 3	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need. • lead role for implementation of Positive Behaviour for Learning (PBL)
Deputy Principal Senior School: Year 4 – Year 6	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need • lead role for implementation of Positive Behaviour for Learning (PBL).
Head Of Personalised Learning	<ul style="list-style-type: none"> • leadership of Student Support Network to promote an inclusive, positive school culture • monitors attendance, behaviour and academic data to identify areas of additional need and reasonable adjustments • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised needs • provides assessment, health management planning, training and ongoing support for students with specialised needs.
Guidance Officer	<ul style="list-style-type: none"> • 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 • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external service providers as needed as part of the counselling process.
Psychologist	Psychologists can help students with:

	<ul style="list-style-type: none"> • anxiety, depression • eating disorders • personal relationship difficulties • stress and crisis management • recovering from trauma • assess and support at risk of harm <p>Psychologists can help within the school setting:</p> <ul style="list-style-type: none"> • work with other wellbeing and school staff to ensure strategies developed for the student can be put in place in the classroom and wider community. • attend and advocate for the referred student during stakeholder meetings. • ensure safety plans for the school context are implemented for students who are at risk of harm. • assist with referrals to external agencies. • liaise with existing external agencies engaged with the student. • facilitate group programs regarding mental health wellbeing.
Student Service & Engagement Teacher (SSET)	<ul style="list-style-type: none"> • lead role for implementation of Positive Behaviour for Learning (PBL) • ensures students feel safe and comfortable and want to come to school • provides individual and, at times, group support to students to assist their engagement with education • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ suspension/exclusion/referral for behaviour support ○ relationships/social skills ○ conflict with peers/teachers ○ social/emotional/physical wellbeing.
Chappy	<ul style="list-style-type: none"> • supports students to feel safe, comfortable and motivated to attend school • nurtures a sense of belonging to the class, year level and school • provides individual and, at times, group support to students to assist their engagement with education • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with peers/teachers ○ social/emotional/physical wellbeing ○ Financial hardship.
Indigenous Teacher Aide	<ul style="list-style-type: none"> • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students • embeds indigenous perspectives throughout the school.

Students can approach any trusted school staff member at Southport State 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 Guidance Officer on 07 5531 9111.

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 school Guidance Officer

Whole School Approach to Discipline

Contrary to popular belief, discipline means to teach, and at Southport that's exactly how we approach behaviour.

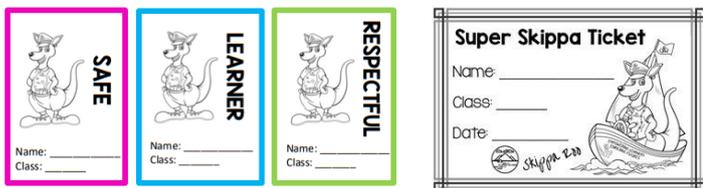
Education Queensland's Positive Behaviour for Learning (PBL)

PBL is a whole school framework for behaviour support which has been adopted by many schools across Queensland. Southport State School is a verified Positive Behaviour for Learning school. We use evidence-based research and student behaviour data to drive best practice across all year levels. PBL in its truest form is simple; having high expectations, teaching staff and students how to meet those expectations and re-teaching where needed. At Southport State School, we expect our staff, students, parents and community members to be safe, be respectful and be learners, whilst on our school grounds. Below you'll find our teaching matrix of more specific behaviours that we expect to see at Southport State School. This matrix is malleable to suit our ever-changing dynamics at Southport. For the latest copy, please ask the school administration who can provide you with one.

	All Settings	Learning Time	Break Time/Playground	Other Areas
We are RESPECTFUL	<ul style="list-style-type: none"> Communicate kindly and respectfully Respect all property <ul style="list-style-type: none"> Be kind to the environment 	<ul style="list-style-type: none"> Allow teachers to teach and students to learn 	<ul style="list-style-type: none"> Show compassion and respect 	<ul style="list-style-type: none"> Space and privacy in toilets Transition swiftly, safely and silently
We are SAFE	<ul style="list-style-type: none"> Keep hands, feet & objects to yourself Be an upstander Right place, right time, right way Resolve conflict peacefully (agree to disagree) 	<ul style="list-style-type: none"> Follow routines and transitions 	<ul style="list-style-type: none"> Sit & eat in designated area <ul style="list-style-type: none"> Hats on heads 	<ul style="list-style-type: none"> Follow the before and after school procedures
We are LEARNERS	<ul style="list-style-type: none"> Follow instructions Be a positive role model 	<ul style="list-style-type: none"> Participate in learning Be an active listener 	<ul style="list-style-type: none"> Ask for help to solve speedbumps Follow the rules of the game 	

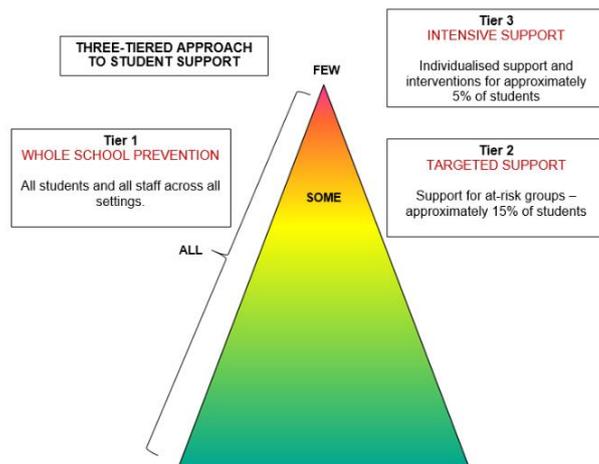
Each Monday morning, our school chooses to focus on one of the above expectations and explicitly teach it across our campus. This is the 1st Tier to implementing PBL. 80% of our students should be able to meet these expectations by ensuring we have an engaging environment, effective instruction and pedagogy, best teaching practices and the explicit teaching of expected behaviours.

When students meet these expectations, they are provided with a 'Skippa' token matched to our values as pictured below. Staff will explicitly praise students providing a reason for why they received their token. Students record these tokens in their PBL Passport. Once they reach certain milestones, they are entitled to our school rewards including a collection of safe, respectful and learner certificates, pencils, wrist bands and badges. These milestones reset each term and occur at 20, 40, and 60. When students achieve 10 Skippa tokens, they will receive a "Super Skippa" ticket (pictured below) which will go into the draw fortnightly for a chance to receive a Snack Shack voucher. All students will participate in a termly celebration day where students will have a chance to voice what they'd like to do.



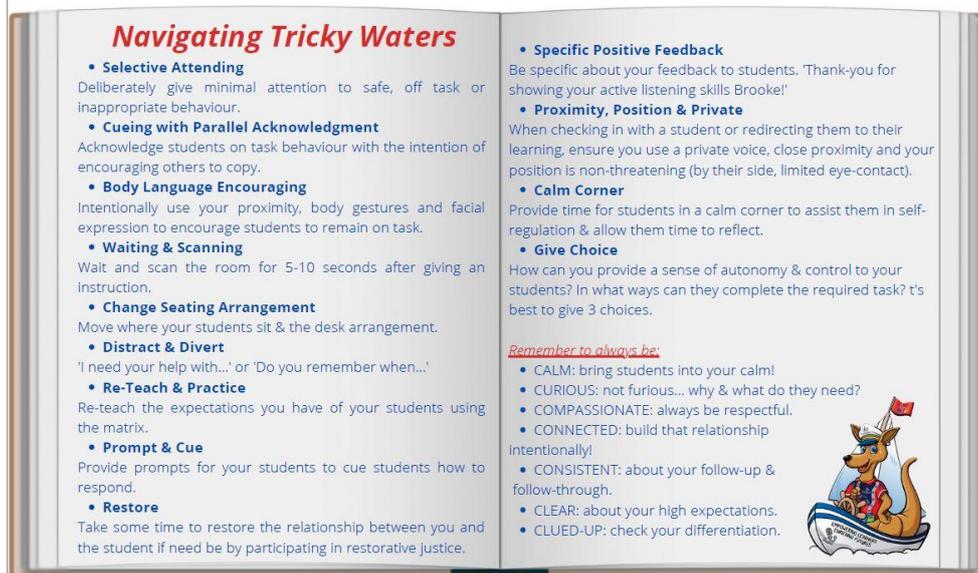
At Tier 2, 15% of students may need extra support to meet these expectations and that can be in the form of social skills lessons, access to our rebooting room, check in/check out (CICO) and reasonable adjustments.

The top tier, Tier 3, has 5% or less of students. These students may require intensive interventions such as specialist or interagency support, functional behaviour assessments (FBA) to inform Individual Behaviour Support Plans (IBSP) as well as major academic restructuring (Individual Curriculum Plans – ICP) to promote positive behaviour choices.



When responding to behaviours in the classroom, our staff are trained in current best practice. At Southport State School, those behaviours identified as 'minor' will be dealt with at the classroom level by either a classroom teacher, teacher aide or specialist teacher. We use the *Southport Skipper Guide* & the *Six Fish* to guide us when responding to minor behaviours. Those behaviours identified as 'major' will be dealt with by our administration (Head of Personalised Learning, Deputy Principal or Principal).

Southport's Skipper Guide





To determine the difference between minor & major behaviours, our PBL PLC (Professional Learning Community) created the document below. Please note that this is not an exhaustive list.

Incident Category	Minor	Major
Bullying/Harassment	Actions which are intended to humiliate or embarrass another.	Purposefully seek to harm or intimidate someone.
Examples:	<ul style="list-style-type: none"> • Shaming someone • Teasing • Following another 	<ul style="list-style-type: none"> • Inappropriate/derogatory comments towards another • Consistently seeking out another student and using verbal or physical misconduct towards them
Defiant	Resisting against tasks/activities.	Resisting against adult instruction.
Examples:	<ul style="list-style-type: none"> • Saying 'No', 'You can't make me!' • Not completing assigned tasks or activities appropriate for their level & understanding 	<ul style="list-style-type: none"> • Not following instructions from a staff member, despite being provided with many opportunities to engage. • 'I'm going to get my dad/mum to...' • Arguing with staff member regarding consequences
Disruptive	Actions which are disruptive in nature but mean no harm.	Actions which are loud or disruptive prevent the learning and teaching from continuing.
Examples:	<ul style="list-style-type: none"> • Tapping on furniture • Calling out during instruction 	<ul style="list-style-type: none"> • Wandering/walking around the classroom without permission • Slamming doors

	<ul style="list-style-type: none"> • Speaking when roll is being marked • Making inappropriate noises (eg 'hoiya!', moaning and groaning) • Loud throughout transitions • Talking or laughing with others 	<ul style="list-style-type: none"> • Kicking doors/windows • Yelling
IT Misconduct	Using IT in an inappropriate manner.	Using IT in an inappropriate manner which will inflict emotional pain onto others
Examples:	<ul style="list-style-type: none"> • Using other websites/apps than originally agreed upon • Using other's log in details • Changing software (flipping screens, different language, wrong keyboard) • Possession of a mobile phone or other unauthorised digital device during the school day • Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation • Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> • Causing damage to the laptop or iPad. • Naming files inappropriately • Sharing inappropriate content with other students • Accessing inappropriate websites • Sending inappropriate/unkind emails to each other • Filming teacher or students without permission from the teacher. • Inappropriate, directed language used online towards a staff member or student • Offensive, aggressive language directed at a student or staff member used online • Verbal abuse, threats, harassment or sexual harassment directed to a student when online • Unauthorised recording or photos of any person
Lying/Cheating	A dishonest statement/action that doesn't inhibit or involve anyone else.	A dishonest statement or action that involves others.
Examples:	<ul style="list-style-type: none"> • Refusing to admit part in incident • Changing stories 	<ul style="list-style-type: none"> • Cheating on standardized tests (eg NAPLAN) • Lying about involvement in misconduct • Lying about others involvement in incidents • Dishonestly recounting incident facts
Misconduct involving object	An inappropriate action using an object.	An inappropriate action using an object which inflicts pain.
Examples:	<ul style="list-style-type: none"> • Misuse of an object (eg using water bottle to wet the ground pretending to wee) 	<ul style="list-style-type: none"> • Object hits teacher or students eg: desk, books, stationery, with an intent to harm others

Non-compliant with routine	Unwilling to participate in normal school routine.	Unable to comply with standard practice, procedure and processes at school.
Examples:	<ul style="list-style-type: none"> • Stating 'not doing it' • Not following a teacher's instruction 	<ul style="list-style-type: none"> • Not following instructions from multiple staff members
Other conduct prejudicial to the good order and management of the school	Other conduct that is detrimental to the order of the school	
Examples:	<ul style="list-style-type: none"> • Out of bounds but still in school grounds • Complaints from community 	<ul style="list-style-type: none"> • Looking into another student's toilet cubicle • Urinating or defecating in other places than a toilet • Damaging staff vehicles • Leaving school grounds • Possession or selling of tobacco and/or drugs • Possession or participation with vaping paraphernalia • Possession of weapons including knives and any other items which could be considered dangerous or a weapon • Inappropriate or offensive content included in student work
Physical Misconduct	Physical contact without intent to injure or harm (the act is impulsive or brief).	Physical contact with intent to harm (the act is sustained or intense).
Examples:	<ul style="list-style-type: none"> • Indirectly throwing small objects • Rough & age-appropriate play (play fighting, pushing, shoving) • Swinging objects (hats, bags etc) • Tripping in jest • Spitting on the ground 	<ul style="list-style-type: none"> • Fighting • Vandalism of school property or facilities • Physically attacking staff • Tripping with intent to injure • Indecent exposure (pulling the pants down of another) • Spitting at/on others • Sexual Misconduct (sack whacking, inappropriate touching) • Physically aggressive behaviour
Property Misconduct	Throwing an item or object with no intent to harm others.	Throwing an item with intent to harm others or break the object.
Examples:	<ul style="list-style-type: none"> • Drawing on tables with pencils • Breaking pencils/rulers • Misuse of resources (paint/pens on hands/nails, 	<ul style="list-style-type: none"> • Stealing other's belongings • Smashing windows • Throwing objects directed at others

	filling up gloves with water etc) <ul style="list-style-type: none"> Ripping books 	<ul style="list-style-type: none"> Breaking/damaging others property Graffiti of large area (paint, pens, permanent marker) Kicking holes in walls
Refusal to participate in program of instruction	Not participating in activities or tasks despite adequate support & re-direction.	
Examples:	<ul style="list-style-type: none"> Non-participation 	
Threat to other/s	A statement to inflict emotional pain.	A statement to intended to hurt or inflict pain.
Examples:	<ul style="list-style-type: none"> 'I'm not friends with...' 'I'm going to get you!' Organising to fight/attack/harass another student 'If you play with them, I will...' 	<ul style="list-style-type: none"> Making threatening gestures (eg: hand slicing against throat) 'I have a (weapon) and I'm going to hurt you!'
Truant/Skip Class	Not attending class.	Leaving class/school grounds without permission.
Examples:	<ul style="list-style-type: none"> Late to class 	<ul style="list-style-type: none"> Leave classroom without permission Leave school grounds without permission
Verbal Misconduct	Inappropriate words used indirectly in everyday language.	Inappropriate words used towards staff or students.
Examples:	<ul style="list-style-type: none"> Swearing indirectly (eg after being hurt, losing a game, struggling to complete work) Name calling (not swear words or racial slurs) 	<ul style="list-style-type: none"> Swearing directly at another student or staff member Name calling that includes swear words or racial slurs

Major behaviours may result in the following consequences:

- Alternate program (session or day) provided in office
- Alternate class or space
- Alternate lunchtime activities (play pass)
- Loss of privilege
- Loss of break times (restorative conversation)
- Warning regarding future consequence for repeated offence
- Referral to support personnel, parent contact, individual behaviour plan drafted in consultation with class teacher
- Suspension (1 – 20 days)
- Recommendation for exclusion in extreme or frequently recurring circumstances
- Referral to guidance officer or chaplain.

Students who engage in very serious problem behaviours such as major violent physical assault, legal charges, sexual assault or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

Sarah Ralston's Reboot Framework: Trauma-informed Practice

Southport State School integrates the Reboot Framework into our daily routine & everyday conversation.

Reboot uses the neuroscience work of Dan Siegel and others to teach staff & students alike about how their brain works, what their needs are and how to meet these through self-regulation.

Whilst the brain is infinitely complex, the Reboot Program refers to 3 different parts of the brain; wild brain, emotional brain and smart brain.



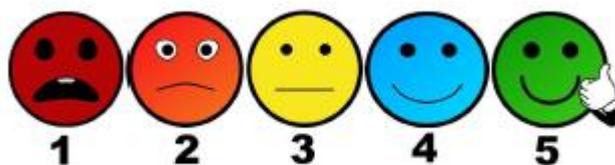
The first part of our brain to develop is our **wild brain**. Our wild brain is in charge of keeping us safe and monitoring all of our bodily functions (body temperature, balance, heart rate, etc). This brain can activate our flight, fight or freeze response when it senses that danger may be imminent.

The next part of our brain to develop is our limbic system. This is our control centre for our memory & emotions. Whatever emotion you might be feeling is being sent from the amygdala AKA **emotional brain**.



Lastly, our pre-frontal cortex forms at the front and top of our brain. In Reboot terms, we refer to this as our **smart brain**. It's in charge of all our thoughts, our decisions and higher-order thinking skills.

As part of our investment in the Reboot Program, our teachers are teaching students about their 'three' brains and how they can work together and sometimes, against each other when a speedbump or roadblock arise. Along with this, our staff are checking in with our students' multiple times a day using the 5 faces of reboot.

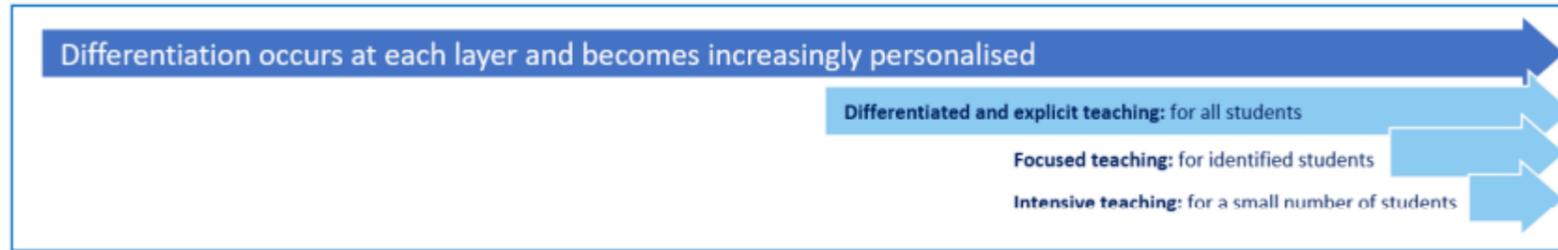


These 5 faces are a crucial part to integrating trauma-informed responses at Southport State School and **it is** also the first step to learning how to self-regulate. It's an embedded practice here & a part of each classroom's morning routine. Whilst it's normal to go through each emotion and ok to feel like a 1 or a 2, **it is** part of our process to teach students to use strategies (through co-regulation and self-regulation) to get themselves back up to a 4 or 5 (optimal learning zone).

Teaching our students about their brain, how it works, strategies to keep all three of their brains working cooperatively, emotional literacy, responding to speedbumps and keeping their 'power' is all an essential part in ensuring that Southport State School creates a positive learning culture.

Differentiated and Explicit Teaching

Southport State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected learning behaviours, provide feedback and correction, and opportunities for practise. Teachers at Southport State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning.



There are three main layers to differentiation, as illustrated in the diagram to the left. This model is the same used for academic and pedagogical differentiation. These three layers map directly to the tiered approach discussed earlier in the Whole School Approach to Discipline 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.

At Southport State School, our staff use a Differentiation Planner (right) to guide their termly planning when differentiating for the diverse needs in their classroom. This creates a line of sight for our administration team (DPs & Principal) to clearly see how our teaching staff are accommodating to the requirements of our students' learning and provides opportunities for our teaching staff to share any academic, behavioural or wellbeing concerns they have for students in their class with their appropriate line manager.

At the beginning of each semester, year level teams meet to discuss what support & intervention they require from our Personalised Learning Team. Once their 'wish list' has been created, our Head of Personalised Learning & Deputy of Personalised Learning meet with our Teachers & Teacher Aides of Personalised Learning to create our support & intervention timetables across each semester.

	Below year level expectations	At year level expectations	Above year level expectations
If I use these strategies:	<p>Content: What the students will learn. Links to the Australian curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Write about senses <input checked="" type="checkbox"/> State/maintain a topic <input checked="" type="checkbox"/> Use punctuation correctly <input checked="" type="checkbox"/> Use everyday language to write simple sentences about the topic <input checked="" type="checkbox"/> Identifies language features, (onomatopoeia, rhyme, repetition etc) <input checked="" type="checkbox"/> Use emotive language <input checked="" type="checkbox"/> Use noun groups <input checked="" type="checkbox"/> Presents poem to with emotions when presenting poem <input checked="" type="checkbox"/> Grades other presentations 	<p>Content: What the students will learn. Links to the Australian curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> How to engage a reader <input checked="" type="checkbox"/> Write cohesively <input checked="" type="checkbox"/> use an extensive range of verbs <input checked="" type="checkbox"/> selects language to express emotions and senses <input checked="" type="checkbox"/> uses noun groups <input checked="" type="checkbox"/> Identifies language features and patterns <input checked="" type="checkbox"/> Use sentence variety <input checked="" type="checkbox"/> Presents poem to class expressing emotions using voice. (pace, pitch, Volume) <input checked="" type="checkbox"/> Responds to poems presented by peers and gives feedback <input checked="" type="checkbox"/> Uses voice to provide emotions when presenting poem 	<p>Content: What the students will learn. Links to the Australian curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use extended vocabulary to create imagery <input checked="" type="checkbox"/> Use expanded noun groups <input checked="" type="checkbox"/> Write to entertain an audience <input checked="" type="checkbox"/> Presents poem using expression, tone and pitch for effect <input checked="" type="checkbox"/> Responds to poems presented by peers and gives feedback <input checked="" type="checkbox"/> Uses voice and gestures when presenting a poem <input checked="" type="checkbox"/> Edits work to improve <input checked="" type="checkbox"/> Identifies language features and patterns (onomatopoeia, rhyme, repetition etc) in poems and explains the effect and purpose. <input checked="" type="checkbox"/> Writes with compound, complex and simple sentences
	<p>Processes: How the students will learn. Signature pedagogies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use of graphic organisers <input checked="" type="checkbox"/> Use of and creation of exemplars <input checked="" type="checkbox"/> Assistive technologies <input checked="" type="checkbox"/> Chunking/ scaffolding <input checked="" type="checkbox"/> Targeted small group intervention <input checked="" type="checkbox"/> Additional processing time <input checked="" type="checkbox"/> Altering topics to cater for interest levels <input checked="" type="checkbox"/> Goal setting <input checked="" type="checkbox"/> Sentence starters <input checked="" type="checkbox"/> Modified worksheets <input checked="" type="checkbox"/> Concrete materials <input checked="" type="checkbox"/> Creating and engaging with learning walls (targeted to level) <input checked="" type="checkbox"/> Unpack and use child-friendly GTMJ <input checked="" type="checkbox"/> Teacher conferencing 	<p>Processes: How the students will learn. Signature pedagogies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Use of graphic organisers <input checked="" type="checkbox"/> Repetition <input checked="" type="checkbox"/> Peer feedback <input checked="" type="checkbox"/> Checklists <input checked="" type="checkbox"/> Targeted small group intervention <input checked="" type="checkbox"/> Goal Setting <input checked="" type="checkbox"/> Sentence building based on need <input type="checkbox"/> Note taking <input checked="" type="checkbox"/> Identify key information <input checked="" type="checkbox"/> Creating and engaging with learning walls (targeted to level) <input checked="" type="checkbox"/> Unpack and use child-friendly GTMJ <input checked="" type="checkbox"/> Teacher conferencing 	<p>Processes: How the students will learn. Signature pedagogies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Word hippo - vocab <input checked="" type="checkbox"/> Small group writing <input checked="" type="checkbox"/> Checklists for sentence variety <input checked="" type="checkbox"/> Creation of sentence-type posters <input checked="" type="checkbox"/> Creating and engaging with learning walls (targeted to level) <input checked="" type="checkbox"/> Use of graphic organisers <input checked="" type="checkbox"/> Research other persuasives to identify features <input checked="" type="checkbox"/> Use of digital technology - AI <input type="checkbox"/> Mind mapping to support paragraphs <input checked="" type="checkbox"/> Targeted small group intervention <input type="checkbox"/> Unpack and use child-friendly GTMJ <input checked="" type="checkbox"/> EI in use of dictionary and thesaurus
	<p>Product: How students demonstrate what they know and can do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assess handwriting separate to genre <input checked="" type="checkbox"/> Assistive technologies <input checked="" type="checkbox"/> Scribes <input checked="" type="checkbox"/> Read text aloud <input checked="" type="checkbox"/> Additional time <input checked="" type="checkbox"/> Presentation options <input checked="" type="checkbox"/> Graphic organisers <input checked="" type="checkbox"/> Cut and paste <input checked="" type="checkbox"/> TA support <input checked="" type="checkbox"/> ICP targeted support <input checked="" type="checkbox"/> Multiple opportunities to demonstrate learning 	<p>Product: How students demonstrate what they know and can do</p> <ul style="list-style-type: none"> <input type="checkbox"/> Scribes <input checked="" type="checkbox"/> Assistive technologies <input checked="" type="checkbox"/> Graphic organisers <input checked="" type="checkbox"/> Read text aloud <input checked="" type="checkbox"/> Presentation options <input type="checkbox"/> Cut and paste <input checked="" type="checkbox"/> TA support <input checked="" type="checkbox"/> Multiple opportunities to demonstrate learning 	<p>Product: How students demonstrate what they know and can do</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Graphic organisers with extension opportunity <input checked="" type="checkbox"/> Read text aloud <input checked="" type="checkbox"/> Independent study and options to extend task (Bloom's, adapt to real life contexts) <input type="checkbox"/> Assistive technologies <input checked="" type="checkbox"/> Presentation options <input checked="" type="checkbox"/> Multiple opportunities to demonstrate learning
	<p>Environment: Physical locations, contexts, cultures where students learn.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fidget tools <input checked="" type="checkbox"/> Preferential seating (front, back, etc) <input checked="" type="checkbox"/> Close proximity <input checked="" type="checkbox"/> Visible access the learning goals <input checked="" type="checkbox"/> Sitting in horseshoe <input checked="" type="checkbox"/> Group front/centre <input checked="" type="checkbox"/> Seated with buddy or support cluster when needed 	<p>Environment: Physical locations, contexts, cultures where students learn.</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Buddy higher/ middle with a top <input checked="" type="checkbox"/> Seated with buddy or support cluster when needed <input type="checkbox"/> Fidget tools <input type="checkbox"/> Preferential seating (front, back, etc) <input checked="" type="checkbox"/> Visible access the learning goals 	<p>Environment: Physical locations, contexts, cultures where students learn.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Preferential seating (front, back, etc) <input checked="" type="checkbox"/> Seated with buddy or support cluster needed <input checked="" type="checkbox"/> Visible access the learning goals <input type="checkbox"/> Fidget tools <input type="checkbox"/> Assistive technologies <input type="checkbox"/> Presentation options <input type="checkbox"/> Multiple opportunities to demonstrate learning

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 Southport State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Southport State School has a range of Personalised Learning Support 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:

- Trauma informed practice (Reboot)
- Talk, walk, report strategy
- Restorative justice processes
- Individualised case management support
- Small group social skills lessons

Note: Teachers refer student to the Student Identification Pathways Committee (SIP) for additional support in the areas of social skilling and key behavioural concepts.

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 connected to our Student Service and Engagement Teachers (SSET) 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 Southport State School Student Code of Conduct, there are links to legislation which influences forms and content of the Queensland state schools 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. Although the principal is responsible for the decision, the principal may delegate responsibility to other staff to inform student and parent/care giver of the decision.

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

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

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

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

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

Re-entry following suspension

All students who are suspended from Southport State School will 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 consequence 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, however at Southport State School it is strongly encouraged. It is used as a support for the student to assist in their successful re-engagement to school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing through the suspension paperwork. Re-entry meetings are short, taking less than 15 minutes, and kept small with only the principal or their delegate attending with the student and their parent/s or caregivers.

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

Structure

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

Possible agenda:

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Southport State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- drug paraphernalia (eg vapes)
- alcohol
- permanent markers not on SRS
- 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 Southport State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent, student 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 Southport State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Southport State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Southport State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Southport State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Southport State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that unless arranged in advance then the use of mobile phones, smart watches or other digital devices are not permitted between 8:55am and 2:55pm, as students are encouraged to engage in other social learning and development activities. These devices must be handed into the Attendance Officer window upon arrival to school and collected when leaving. Mobile phones and smart watches must be switched off when entering the school grounds and can only be switched back on when exiting the school grounds.

Responsibilities

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

It is **acceptable** for students at Southport State School to:

- *use mobile phones or other devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects

- communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
 - be courteous, considerate and respectful of others when using a mobile device
 - switch off when arriving and place the mobile device in the school office during the school hours of 8:55am – 2:55pm, unless the device is being used in a teacher directed activity to enhance learning
 - seek teacher's approval where they wish to use a mobile device under special circumstances.
- *use of mobile phones or smart watches during the school day will be arranged and approved by the classroom teacher and school administration.

It is **unacceptable** for students at Southport State School to:

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Southport State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities

- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Southport State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

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

Southport State 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:

Prep to Year 6 – Class teacher

Prep – Year 3 Deputy Principal – Miss Gabrielle Baldwin

Year 4 – Year 6 Deputy Principal – Mrs Megan Hay and Miss Amanda Fry

Principal – Mr Andrew Stewart

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

Southport State School acknowledges the growing popularity of social media, both as a communication and educational tool, and supports its age appropriate use. We acknowledge the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. If the student is under age, students and parents must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

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

What are eSmart Schools?

eSmart is a guiding framework for schools to implement a whole school culture and behaviour change relevant to the smart, safe and responsible use of digital technologies. The eSmart program provides support to teachers, students and the whole school community to reduce exposure to cyber safe risks such as cyberbullying, identity theft, online predators and inappropriate images and content. The program also ensures that everyone can embrace the benefits of technology.

What is the difference between bullying and cyberbullying, and why should we be concerned about them?

Bullying is when an individual or a group of people with more power, repeatedly and intentionally cause hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults, and will probably continue if no action is taken.

While the bullying definition is broad and can occur in a variety of environments, it usually is a relationship problem and requires relationship-based solutions. These are best solved in the social environment in which they occur. In a child or young person's life, this is most often the school.

Cyber bullying is a type of bullying that takes place via digital technologies, including hardware such as computers and smartphones or smart watches, and software such as social media, instant messaging, texts, websites and other online platforms. Cyberbullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

How is eSmart different from other bullying or cyber bullying programs?

It takes more than knowledge to change behaviour. In order to make a long-term positive change in the way people behave, the environment needs to be created in which the right behaviour is the easy choice.

Bullying is a complex issue and unfortunately there is no "silver bullet". Reducing bullying and cyberbullying requires all members of the school and broader community to participate. eSmart includes six areas focusing on teaching parents, students and teachers the right behaviours relating to bullying, cyberbullying and cybersafety whilst also focusing on creating a culture where bullying and cyberbullying is never ok. Starting young, reinforcing kindness and ethical behaviour. Bullying and cyber bullying thrive when children feel left out.

Southport State School will focus on the following six focus areas:

1. **The structure of the school** - schools set up a group to oversee the program in the school, and a system is set up for recording bullying complaints and how they are responded to. Schools regularly review the information collected to make sure they know if the actions they are taking to stop bullying and cyber bullying are working.
2. **Policies and procedures** - schools look at their existing policies and procedures to make sure they describe exactly what the school is doing to stop bullying and cyber bullying, as well as having a step by step guide for teachers, parents and students to follow when seeking help if bullying or cyber bullying occurs. eSmart helps schools include the right ways to prevent and respond to bullying and cyber bullying.
3. **Respectful and caring school** - students, parents and teachers work together to promote school-wide values and behaviours that describe the way they are all expected to behave. This focus area sees older students helping younger students; students acting as eSmart Leaders - helping teachers write policies, and presenting at school assemblies to their peers and parents.
4. **Teacher practices** - this area focuses on teachers by making sure they are aware of the work taking place across all focus areas. Teachers are taught how important it is to role model the right behaviours, teach bullying and cyber bullying awareness in the classroom, are provided with opportunities to input into the school s policies and procedures, and how to follow the step-by-step guide if a student or parent has concerns about bullying.
5. **eSmart Curriculum** - the focus is on teaching bullying and cyber bullying awareness in the classroom. An important aspect of this focus area is to run activities with students where they can input into the schools policies and procedures and develop anti-bullying messages in their own language.
6. **Parents and the community** - this area focuses on ensuring parents are receiving consistent and constant messages relating to all focus areas. Schools will share policies with parents, include information in their newsletter about bullying and cyber bullying, showcase students work with anti-bullying messages and run parent workshops on bullying and cyber bullying

eSmart leads schools to take action against bullying and cyberbullying that they may not have otherwise taken, thereby ensuring students, parents and teachers are all on the same page about what behaviours are acceptable and how to respond if bullying or cyberbullying occurs.

Should students experience an instance of cyberbullying, students or parents can make a report about cyberbullying either by approaching their regular class teacher or sending an email via eSmart@southportss.eq.edu.au and follow the below Incident Response Procedure Flowchart.

Southport State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

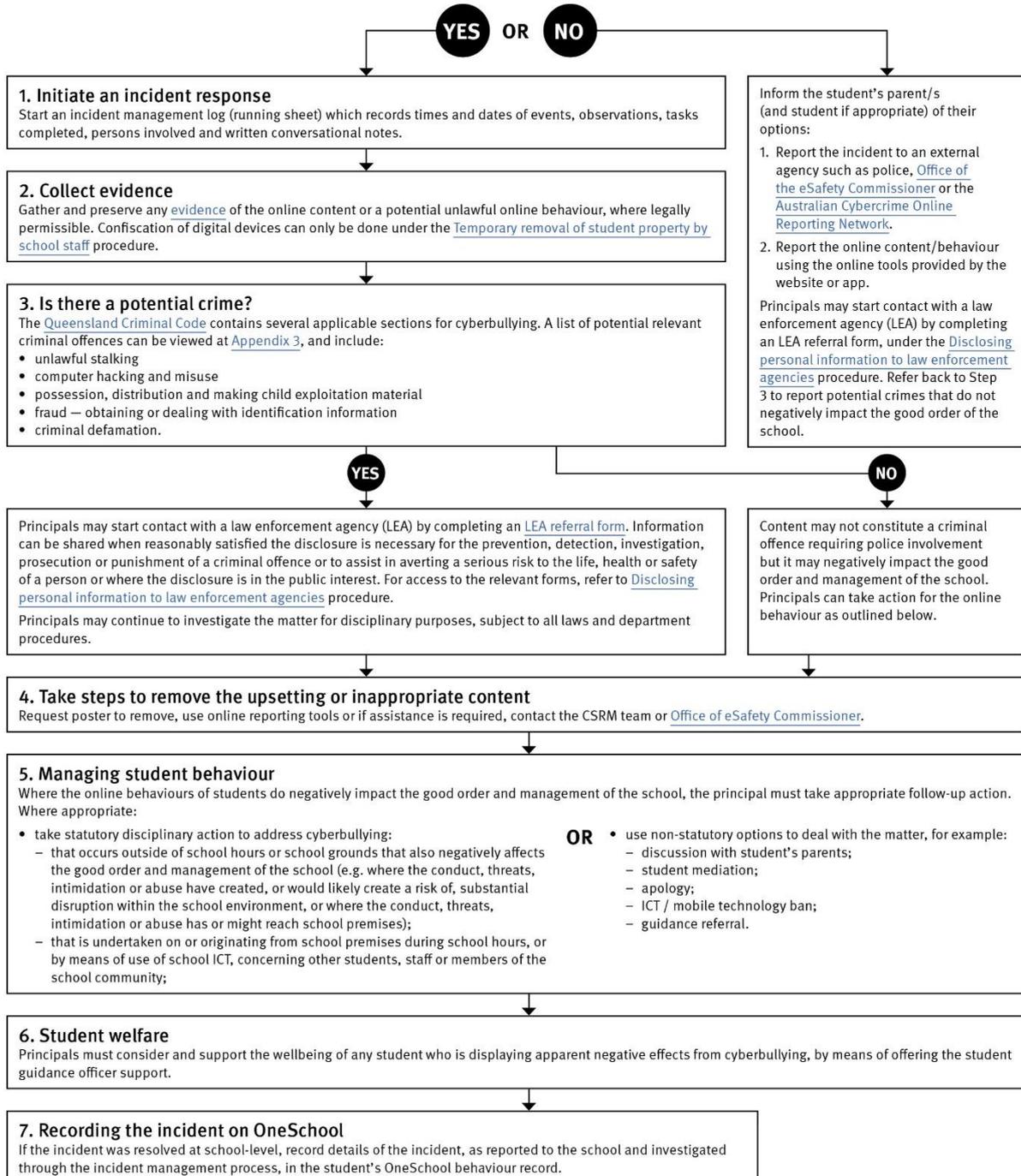
Explicit images

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

Report

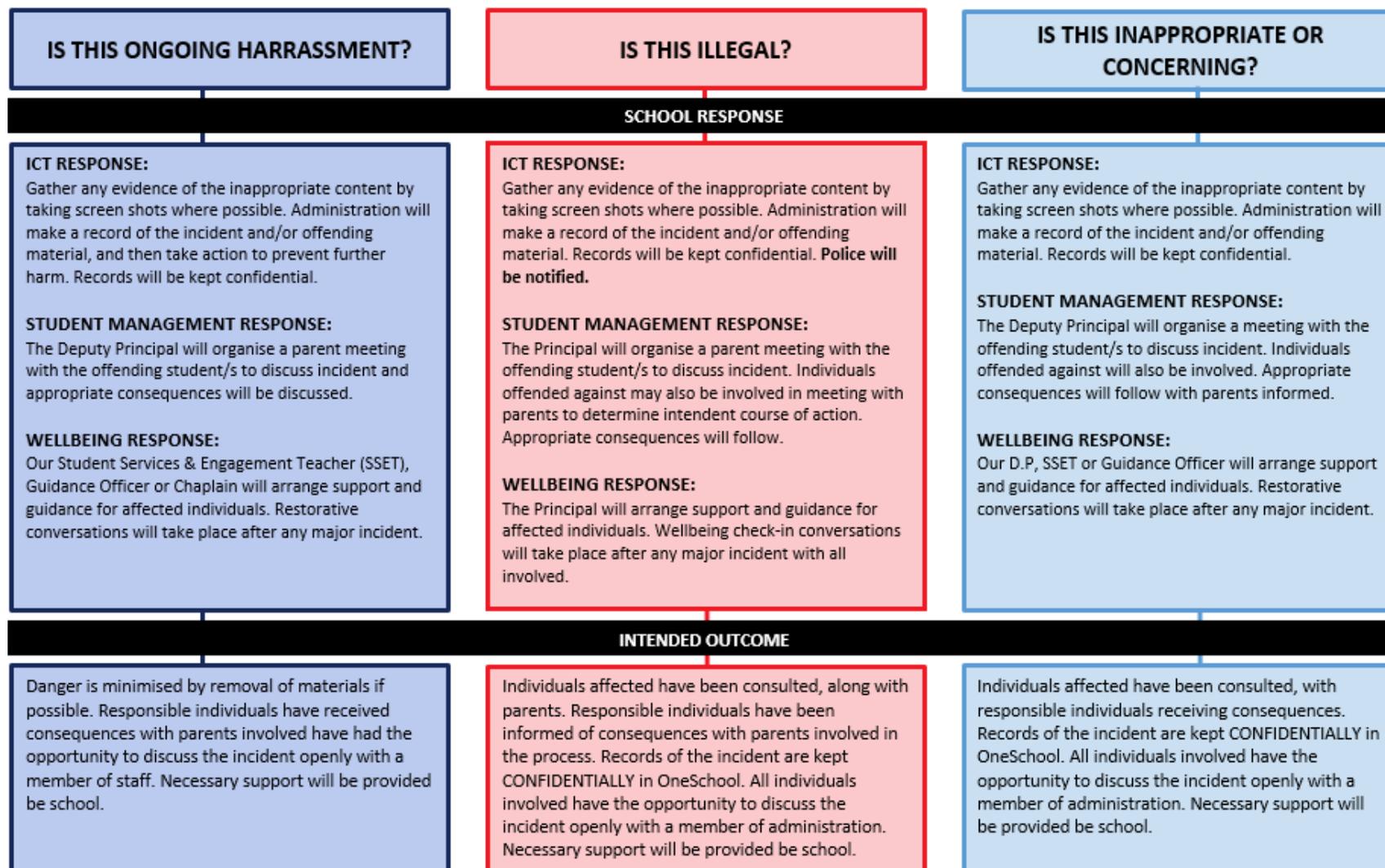
Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



COMMUNICATION INFORMATION TECHNOLOGY MISCONDUCT - INCIDENT RESPONSE PROCEDURE

When a staff member, parent or student becomes aware that an inappropriate incident involving technology has occurred, the issue should be reported immediately via email to esmart@southportss.eq.edu.au for further investigation.



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

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

The Australian Government's iParent website <https://esafety.gov.au/education-resources/iparent> can provide useful information about the digital environment and strategies to help keep young people safe online. Southport State School has also developed an eSafety section within our website at <https://southportss.eq.edu.au/> where further helpful information can be accessed.

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

Southport State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Southport State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Southport State School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Southport State School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise. We will also address and sign this form during the “Bullying No Way” day.

Southport State School – Anti Bullying Contract

We agree to work together to improve the quality of relationships in our community at Southport State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school’s anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyberbullying.
- 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 Southport State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

The use of restrictive practices will always be as a last resort, when there is no other available option for reducing immediate risk to the student, staff or other people. Restrictive practices are not used for punishment or as a disciplinary measure.

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents and carers
5. Maximises the opportunity for positive outcomes, and
6. Aims to reduce or eliminate the use of restrictive practices.

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

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

Some planned restrictive practices have been approved by the Department of Education in response to current student requirements. These include installation of; tall external perimeter fences, self-closing external perimeter gates and latches on selected doors (in direct response to agreed upon Individual Student Safety Plan).

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](#)

Conclusion

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

At Southport State School, we ask that you please follow our Communication Management Process. This process should be used by parents and caregivers and community members when they wish to communicate with the school on any issue, positive or negative. Please progress through each step as below when required:

Student progress, classroom management and/or organisation

1. Speak directly with the classroom teacher. Be aware that student learning is a priority, and teachers may not be available without notice.
2. Make an appointment with the classroom teacher to discuss concerns.
3. If the concern is not resolved, make an appointment with the Deputy Principal/Principal through the office staff (Ensure that your concern is clear and shared with the office staff when booking an appropriate time).
4. If the concern is still not resolved, contact Regional Office on 07 5656 6688 to seek assistance in communicating with the school.

Facilities or school wide management and/or organisation

1. Speak with the office staff.
2. If the concern is not resolved, make an appointment with the Deputy Principal/Principal through the office staff (Ensure that your concern is clear and shared with the office staff when booking an appropriate time).
3. If the concern is still not resolved, contact Regional Office on 07 5656 6688 to seek assistance in communicating with the school.

Practices encouraged by Southport State School community

- First seek clarity – many concerns come about through miscommunication and can be resolved simply through asking questions of the people directly involved.
- Be thoughtful and respectful when communicating.
- Write down your thoughts so you can be confident and clear when communicating.
- Look forward to ways of working productively together.

Resolution should be attempted with the principal before approaching regional office to assist in resolving the matter.

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.

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](#).