



Harristown State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024



**Queensland
Government**

Purpose

Harristown State School is committed to providing a safe, respectful and well-managed learning environment for all students, staff, parents and visitors.



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

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

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Endorsement

Principal Name:	Jonathan Druce
Principal Signature:	
Date:	20 th October 2020
P/C President and-or School Council Chair Name:	Rodney Lindsay-Holley
P/C President and-or School Council Chair Signature:	
Date:	20 th October 2020

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PRINCIPAL'S FOREWORD

On behalf of the school staff, students and community, we welcome you to our great school. We are sure that you will find Harristown State School provides a well-rounded and supportive education for your child/ren to work 'towards excellence together'.

Through our school values of Learning, Respect, Responsibility and Safety we encourage all students to reach their full potential. We acknowledge that the education of each child is based on a partnership between students, parents/ carers and school.

We encourage all students to have a sense of responsibility, self-confidence and enjoyment while at the same time striving to reach their potential in all aspects of their education. Students' wellbeing is very important to the staff and we work with parents/ carers and external agencies to ensure we provide a supportive educational environment.

The Student Code of Conduct shows our educative approach to discipline, and highlights our belief that behaviour can be taught and that mistakes are opportunities for everyone to learn.

If you have any queries or concerns you are welcome to contact the school.

Kind Regards



Jonathan Druce
Principal



LEARNING AND BEHAVIOUR STATEMENT

Beliefs About Student Learning and Behaviour

At Harristown State School we have the shared vision of 'Success for all through Learning, Respect, Responsibility and Safety'. This vision is supported by the common understanding that **all** students can achieve success, whether it be socially, emotionally, behaviourally or academically, when given the right time and the right supports. We recognise that high behavioural expectations and early, ongoing interventions are essential to student progress.

Explicit Teaching and Support of Expected Behaviours

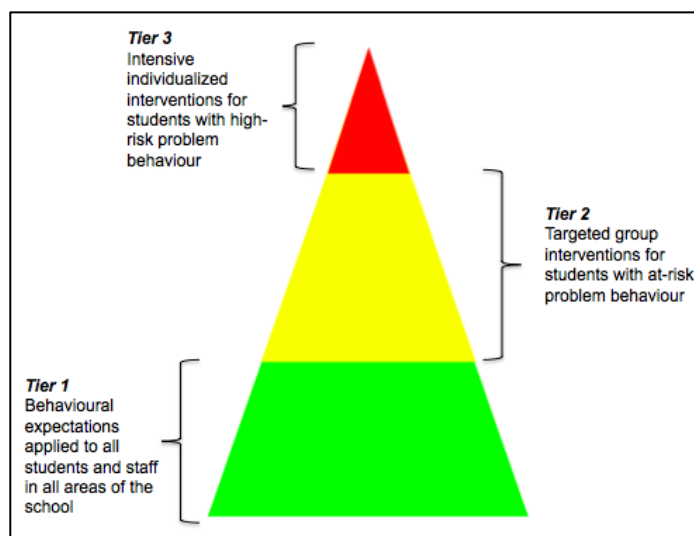
As a Positive Behaviour for Learning (PBL) school, Harristown uses an instructional approach to support the behavioural choices made by students. Teaching expected behaviours combines what we want students to know and do, with how we will support them to do it, through explicit teaching, practice and reinforcement.

Harristown staff recognise that behavioural errors most likely occur because students:

- **DO NOT** have appropriate skills – skills deficit
- **DO NOT** know when to use skills
- **HAVE NOT** been taught specific procedures and routines
- **ARE NOT** taught skills in context

Behavioural incidents are used as opportunities to re-teach, supporting students in learning from their mistakes.

Harristown use a multi-tiered approach to support students. This tiered system of prevention contains universal, targeted and intensive levels of support. Each level increases in intensity, with a goal of providing more focused intervention for students in need of targeted assistance as determined by school-wide data. The interventions are layered or scaled up to meet student needs, but are not used in lieu of lower intensity supports.



Our School-Wide Values and Expectations

Harristown State School has a set of four values that underpin the shared vision of the school. The values identify the 'what' or the outcomes of positive behavioural choices. The expectations define 'how' the values are then enacted throughout the school. The values are characterised by our Harristown Heroes.



Learning

- Have a go
- Try your best
- Actively participate
- Learn from your mistakes



Respect

- Follow all adult directions quickly
- Use whole body listening
- Respond to cues for attention (e.g. 3, 2, 1 SHELL, hands up or clapping)
- Use your manners
- Use kinds words, kind voice and kind actions



Responsibility

- Be a role model
- Be ready and on time
- Wear the correct school uniform
- Accept the consequences of your actions
- Care for all property



Safety

- Keep hands, feet and mouth to yourself
- Wear a broad brimmed hat when outside
- Walk on hard surfaces
- Use equipment as intended




Student Wellbeing

Harristown State School offers a range of services and programs to support the wellbeing of students in our school. Our approach to student wellbeing incorporates:

- Creating a safe, supportive and inclusive environment
- Building the capability of staff, students and the school community
- Developing strong systems for early intervention

We recognise that learning and wellbeing are clearly linked and acknowledge that students learn best where their wellbeing is optimised. The Harristown student wellbeing supports are provided in three layers that increase in intensity in response to student need. These supports are facilitated through early identification and effective case management.

PREVENTATIVE SUPPORTS (All students)	EARLY INTERVENTION SUPPORTS (Identified students)	INTENSIVE SUPPORTS (Small number of students)
<ul style="list-style-type: none"> • PBL • Zones of Regulation • Resilience, Rights and Respectful Relationships Program • High 5 Strategies • C2C Health Units • Life Education Van • Whole school participation in the National Day Against Bullying and Violence • Safety Contacts • Classroom Calming Kits • Supported Play • School Breakfast Club 	<ul style="list-style-type: none"> • Student Support Officer – Transition, Engagement and Attendance • Chaplaincy Support • Hope Mentors • School Based Therapy Dog • Drumbeat • Girl Wise • Seasons • Rock and Water • DKC Electives • Social Skills – SkillStreaming • Heroes Academy • International Heroes Headquarters • Behaviour Hub 	<ul style="list-style-type: none"> • Guidance Officer Testing • GP and Paediatric Referrals • Education Support Plans • Behaviour Risk Assessments – Safety or Wellbeing • Suicide Risk or Self Harm Plans • Mental Health Plans • Complex Case Management • External Agency Referrals • Wrap Around Services <div style="text-align: center; margin-top: 20px;">  </div>

Student Wellbeing Networks

Our internal student support network includes the school based personnel of the Guidance Officer, Head of Special Education, Behavioural Support Teacher, Student Services Officer, School Chaplain, Indigenous Support Teacher and Yazidi Family Liaison Officer. Regional and state-wide support services are also available to supplement the school support network as required.

The school maintains positive external networks with a diverse range of agencies to directly benefit the students of our school. Our networks currently include local Women's Refuges, Carbal, DVAC, QPASST, Family and Child Connect, Child Youth and Mental Health, Child Safety, Goolburri and the Toowoomba Base Hospital. We view parents and carers as partners in education and work towards actively building community engagement in learning.

WHOLE SCHOOL APPROACH TO DISCIPLINE

Positive Behaviour for Learning is a whole school approach that ensures all students are explicitly taught the expected behaviours and clear and consistent boundaries are established. Staff take a positive, proactive and preventative approach to ensure that all students receive appropriate levels of support to be successful at school. Student outcomes are monitored so that identified students receive additional supports when needed, and a small portion of students access intensive supports to enable them to engage successfully at school.

Clearly Defined Behavioural Expectations and Routines

The Harristown Values Matrix defines the expected behaviours for each of the four school values arranged by common settings. These positively defined expectations identify the behaviours we want to see throughout the school. The Harristown Routines Matrix defines the regular routines of the school. Teachers are required to introduce, model, reinforce and regularly revisit both matrices throughout the school year.

Explicit Teaching of Expected Behaviours

Each classroom has a consistent display of the Harristown Values and Expectations on their behaviour walls. These displays support teaching and learning and identify the targeted value and expectation of the week. The weekly value and expectation is introduced and reinforced during daily messages from the Principal, the weekly parade and through fortnightly newsletters home. All teachers explicitly teach the targeted behaviour lesson to their class at the beginning of the week. This expectation is then reinforced by all staff throughout the week. School based resources such as lesson prompts, posters and student based clips are made to support each value and expectation.

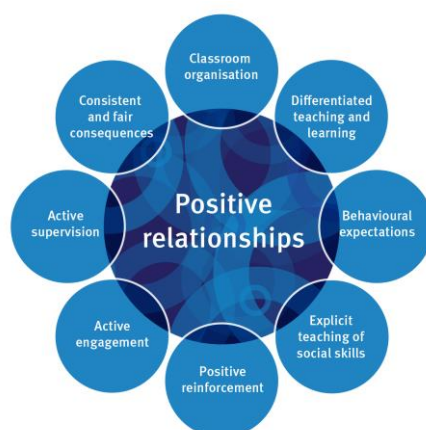
Acknowledgement of Expected Behaviours

The Harristown Acknowledgement System is designed to recognise and encourage students in making positive behavioural choices. Reinforcing behaviour means strengthening the behaviour or increasing the chances that it will occur again. Staff aim to provide a positives to correctives ratio of 4:1.

SHORT TERM (Daily)	MID TERM (Weekly/Fortnightly)	LONG TERM (Term Based)
<ul style="list-style-type: none"> • Non-Verbal Praise • Verbal Praise • Hero Tokens 	<ul style="list-style-type: none"> • Super Student of the Week Certificates • Parade Certificates • Parade Super Student • Welcome to Harristown Certificates • Positive Postcards • Positive Phone Calls Home • Class Based Hero Shop Menu • Golden Ticket Rewards for Specialist Based Lessons 	<ul style="list-style-type: none"> • Hero Day Activities

Prevention of Problem Behaviours

Our teachers recognise the importance of creating and maintaining a supportive and safe learning environment as per the Australian Professional Standards for Teachers. They take a proactive approach to support student participation and engagement using a range of differentiated and inclusive strategies. Staff effectively manage classroom activities through professional organisation, workable routines and clear, scaffolded instructions. They manage challenging behaviours by establishing clear expectations and addressing discipline issues in a prompt, fair and respectful manner.



Source: *Guide to Classroom PBL, Education Queensland*

Our staff understand that a positive relationship between teachers and students can have a meaningful impact upon a students' outcomes. This success can be further strengthened through the proactive support of parents/carers in taking an active role in their child's/children's education. At Harristown we recognise that education works best when there is a clear partnership and positive communication between both home and school.

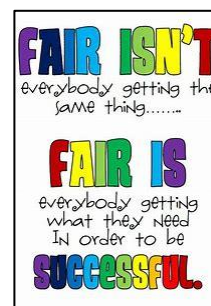
Regular Review of Data to Make Informed Decisions

OneSchool is used as a means for staff to collect, record and analyse behavioural data on a regular basis. Behavioural data includes minor and major referrals, positive behaviour reports, report card based behavioural marks and attendance data. Data collected is used to analyse and improve behaviour and learning outcomes, select evidence-based practices for student support and intervention and provide support to staff.

Consideration of Individual Circumstances

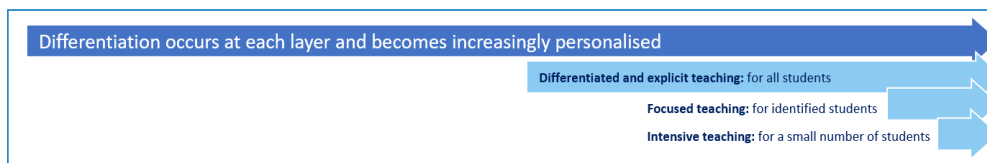
Harristown staff take into account a students' individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when responding to inappropriate behaviour. In considering the individual circumstances 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.

Our staff are 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 the 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.



Differentiated and Explicit Teaching

PBL provides a model of support for all Harristown students, consisting of three tiers of intervention. The tiers represent scaled levels of support given through differentiation. Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students.



In the PBL framework, the Tier 1 or universal support is the differentiated and explicit teaching of all students, Tier 2 is targeted intervention or focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students.

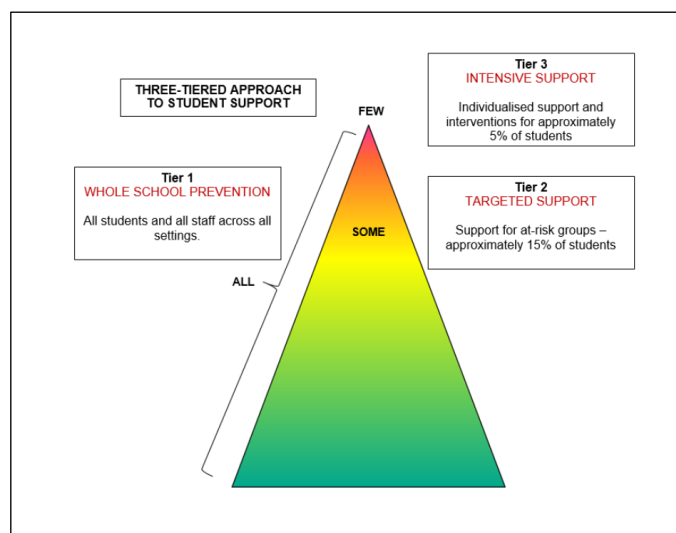
Focussed Teaching

Tier 2 or 'focussed teaching' interventions supports approximately 15% of students who are not successfully responding to Tier 1 and who have moderate, ongoing behaviours of concern. Focussed teaching provides additional support and opportunities to revisit key behavioural concepts and/or skills through explicit and structured teaching strategies.

Tier 2 processes at Harristown are supported through the Classroom Problem Solving (CPST) and Tier 2 Teams. CPST meetings facilitate teacher collaboration to address low-level behaviours by analysing data, examining teaching practice, striving to understand the reasons for problem behaviour, and identifying strategies of support. Behaviour Profiles are completed as part of the CPST process. Tier 2 meetings facilitate the identification of the function of behaviour and the allocation of social skilling, check in/check out or academic restructuring supports.

Intensive Teaching

Tier 3 or 'intensive' interventions support approximately 5% of students who have not successfully responded to Tier 1 and Tier 2 interventions. Supports involve highly individualised plans through the provision of wraparound services that may include both internal and/or external services and agencies. This team based approach seeks to address the acute impact of barriers to learning and participation faced by students who are negotiating complex issues.



LEGISLATIVE DELEGATIONS

Legislation

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

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

Delegations

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

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

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

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

DISCIPLINARY CONSEQUENCES

Through PBL, Harristown staff take a positive, proactive and preventative approach that helps students develop and extend their capabilities in self-management and personal responsibility. Staff recognise that the purpose of a consequence is to correct and teach; therefore the provision of a consequence should always contain an opportunity to reteach the expected behaviour. Consequences are selected to fit the individual student, the specific behaviour, the context or setting, and the frequency and the severity of the behaviour.

The majority of students will be confident and capable in meeting the Harristown values and expectations through Tier 1 supports. Some will need additional support, time and opportunities to practise expected behaviours. While a small number of students will need a high level of additional support or intensive teaching. These supports may be needed throughout the year on a continuous basis.

Behaviours at Harristown are defined as minors or majors. Minors are minor breaches of the school values and expectations that do not seriously harm others or cause suspect that harm to others may occur. They do not violate the rights of others in any serious ways and are not part of a pattern of problem behaviours. Minor behaviours do not require involvement of Administration. Major behaviours significantly impede the rights of others, put others or self at risk of harm and require the involvement of Administration.

Our school seeks to ensure that responses to unacceptable behaviours are consistent and proportionate to the nature of behaviours, whether they are minor or major. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

Minor problem behaviours are handled by staff members at the time they occur. This may include but is not limited to:

PREVENTATIVE AND PROACTIVE SUPPORTS	CONSEQUENCES
<ul style="list-style-type: none"> • Pre-correction • Prompting • Parallel cueing • Tactical ignoring • Proximity control • Redirecting • Giving choices • Modelling and reteaching • Individual conferencing • Breaking task down into smaller chunks • In class calming time • Buddy class calming time 	<ul style="list-style-type: none"> • Completion of set tasks • Make up of lost time • Clean, fix, mend, tidy • Mediation with peers • Communication with parents/ carers

Focussed

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

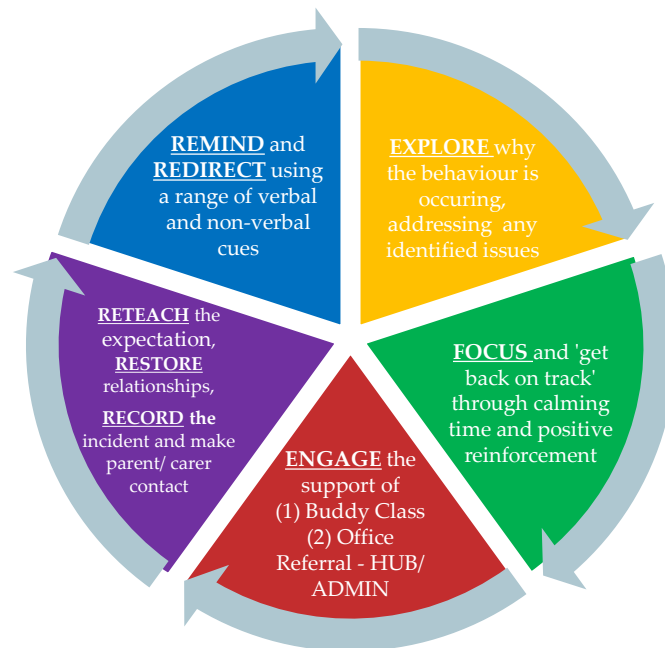
PREVENTATIVE AND PROACTIVE SUPPORTS	CONSEQUENCES
<ul style="list-style-type: none"> • Behavioural contract • Self-monitoring plan • Teacher coaching and debriefing • Referral to the Classroom Problem Solving Team • Behavioural Profile • Referral to the Tier 2 Team • Functional Behaviour Assessment • Targeted skills teaching in small groups - SkillStreaming • Check-in Check-out strategy • Academic restructuring • Discipline Improvement Plan • Counselling and Guidance support • Stakeholder meeting with parents and external agencies 	<ul style="list-style-type: none"> • Reflection time in the SSC • Restitution or school community service • Loss of privilege • In school suspension • Short term suspension

Intensive

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

PREVENTATIVE AND PROACTIVE SUPPORTS	CONSEQUENCES
<ul style="list-style-type: none"> • Individual Behaviour Support Plan • Risk Assessment and Safety Plans • Restart referral • Positive Learning Centre referral • Complex case management and review • Stakeholder meeting with parents and external agencies including regional specialists 	<ul style="list-style-type: none"> • Temporary removal of student property • Short/ long term suspension • Charge related suspension • Suspension pending exclusion • Exclusion

Responding to Behaviours



The **REFER** process outlines the steps that staff follow to address behaviours within the classroom.

Calming Time

Calming Time in the classroom is a positive, respectful and supportive teaching strategy used to help students self-regulate. Calming Time allows the rest of the class to continue learning when a student is misbehaving or upset. It gives students 'space' where they can regroup while still seeing and hearing what the class is doing. The objective of Calming Time is for students to think, regroup and 'get back into the game'. Calming Kits are available in each classroom to support a repertoire of calming strategies. The use of Calming Time is explicitly taught, practised and revised throughout the year.

Buddy Classroom Calming Time

The use of Buddy Classrooms is a means of stopping a negative cycle of behaviour. A change of scenery to another class can help students to focus upon themselves and the choices they have made away from familiar distractions, giving them every opportunity to get themselves 'back on track'. Where possible, students complete a reflection form before their return to class and/or use agreed school based calming strategies. Buddy Class time is only for a short period of time of 10–15 minutes. Classroom Teachers reteach the related expectation to students upon their return and re-engage them in learning. Parents/carers are advised of Buddy Classroom use for their child by SMS or direct phone calls made by the Classroom Teacher.



SSC Reflection Time

SSC Reflection Time is provided as a behavioural consequence during both first and second breaks. Students are removed from play by the Behaviour Support Teacher, Deputy Principal or Principal to complete a reflection for a major incident. Students are required to detail the chosen behaviours, identify the school based values not followed, self-identify the Zone of Regulation at the time of the incident and provide alternative strategies to deal with the situation in a more positive manner. Reflection Time is limited to 20 minutes. Students are then supported to practise social skills within the context of inside play. Parents are advised of SSC Reflection Time by SMS or direct phone calls made by the Behaviour Support Teacher, Deputy Principal or Principal. Failure to attend Reflection Time may be considered as disobedience.

Out of School Hours School Based Community Service

Out of school hours community service can only be issued by the Principal. The Principal is to consider whether the student's behaviour constitutes grounds for use of this consequence. At least 24 hours before the community service, the Principal is to notify parents to negotiate the day, time, duration, and responsibilities of the student, parent and school in relation to supervision and transport arrangements. Out of school hours community service activities are generally based upon restitution.

In-School Suspension

In-School Suspension is the removal of students from the classroom environment to work in the alternative supervised area of the Office. Supervision is directly provided by the Deputy Principal and Principal. Work booklets that are a revision of basic literacy and numeracy concepts are completed. Classroom Teachers are invited to supply additional work that requires completion or 'catch up'. Students who attend In-School Suspension participate in play time in the SSC and eat in the Office.

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials

by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Harristown 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 punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. Re-entry is offered as a support for the student to assist in their successful re-engagement in school following suspension. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

SCHOOL POLICIES

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 Harristown State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Harristown State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Harristown 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 Harristown 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 Harristown 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 Harristown 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

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School

Students must not bring valuable personal technology devices like cameras, digital video cameras, iPods® or tablets to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary actions.

Confiscation

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

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. **However, if they are brought to school, they must be signed in at the school office and collected by the student after school. Please note that this includes mobile phones.**

Recording Voice and Images

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

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

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

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording

are in breach of this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

Text Communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Assumption of Cheating

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

Recording Private Conversations and the Invasion of Privacy Act 1971

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others. Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal.

* Personal Technology Devices includes, but is not limited to, games devices (such as portable gaming devices, laptop computers, PDAs, tablets, cameras and/or voice recording

devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

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 Harristown 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

Vision: Harristown State School aspires to be an environment free of bullying, discrimination and harassment. We aim to develop the ability of all members of our school community to be resilient, empathetic and to engage in appropriate self-protective behaviours. Harristown State School acknowledges that all school community members have a responsibility to achieve this vision.

The **agreed national definition** for Australian Schools **describes bullying as:**

- Ongoing and deliberate misuse of power in relationships through repeated verbal, 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, and it can be obvious (overt) or hidden (covert)
- Having immediate, medium and long-term effects on those involved, including bystanders

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

Responsibility of the School	Responsibility of Staff	Responsibility of Students	Responsibility of Bystanders	Responsibility of Parents
<ul style="list-style-type: none"> • To make every effort to create a safe and supportive school environment for all students • To embed inclusive practices in all aspects of the school • To communicate efficiently and effectively when made aware of an allegation of bullying and/or harassment • To engage responses/ consequences outlined in the Student Code of Conduct • To provide support and intervention strategies for all students involved in incidents of bullying and/or harassment (including both victim and perpetrator) • To provide support and resources to staff to explicitly teach expected behaviours and appropriate responses 	<ul style="list-style-type: none"> • To create a safe and supportive classroom environment for all students • To embed inclusive practices within all aspects of their teaching • To actively listen to and investigate all student and/ parent complaints of bullying and/or harassment • To record all allegations of bullying and/harassment on OneSchool • To refer all confirmed or suspected instances of bullying and/or harassment to school leadership through the school's behaviour referral process • To contribute to the development, and be responsible for the implementation of support plans for all parties involved in bullying/harassment • To explicitly teach expected behaviours and appropriate responses 	<ul style="list-style-type: none"> • To interact with others in a manner that is free from bullying, harassment or violence • Engage in the school's 'High Five' strategy that involves choosing from a range of options when encountering bullying and/or harassment (ignore, talk friendly, walk away, talk firmly, report) • Report all instances of bullying and/or harassment to a staff member • Avoid responding to the bully whether it be in person or on line • Talk to an adult (teacher or parent) who can help stop the bullying or harassment • Keep asking for support until the bullying and/or harassment stops • Leave negative online conversations and block and report anyone who is engaging in bullying or harassing behaviour 	<p>At Harristown State School we encourage students to be 'Up Standers' when they witness any incidents of bullying and/or harassment. Being an Up Stander involves:</p> <ul style="list-style-type: none"> • Being a Buddy – this involves providing friendship and support to students who are experiencing bullying and/or harassment • Interrupt – try strategies to interrupt the bullying and/or harassment. This might include inviting the victim to play elsewhere or by changing the topic of conversation • Speak Out – this involves an up stander in using their voice and telling the person engaging in bullying behaviour to stop • Tell an Adult – this involves the up stander reporting incidents of bullying and /or harassment to a staff member 	<ul style="list-style-type: none"> • Listen calmly to your child and get the full story • Contact the school to discuss the concern with the Classroom Teacher or Administrative Staff • Work collaboratively with the school and respect their processes, actions and findings • Do not approach the alleged perpetrator and/or their family • Reassure your child • Check in regularly with your child

Prevention: Teaching and acknowledgement of expected behaviours through Positive Behaviour for Learning (PBL); Social skilling through Resilience, Rights and Respectful Relationships and SkillStreaming programs; Use of the High 5 strategies, 'Up Stander' resources (NED), Daniel Morcombe – Recognise, React, Report ; Use of the following websites - Bullying No Way, Kids Helpline Website, Government E-

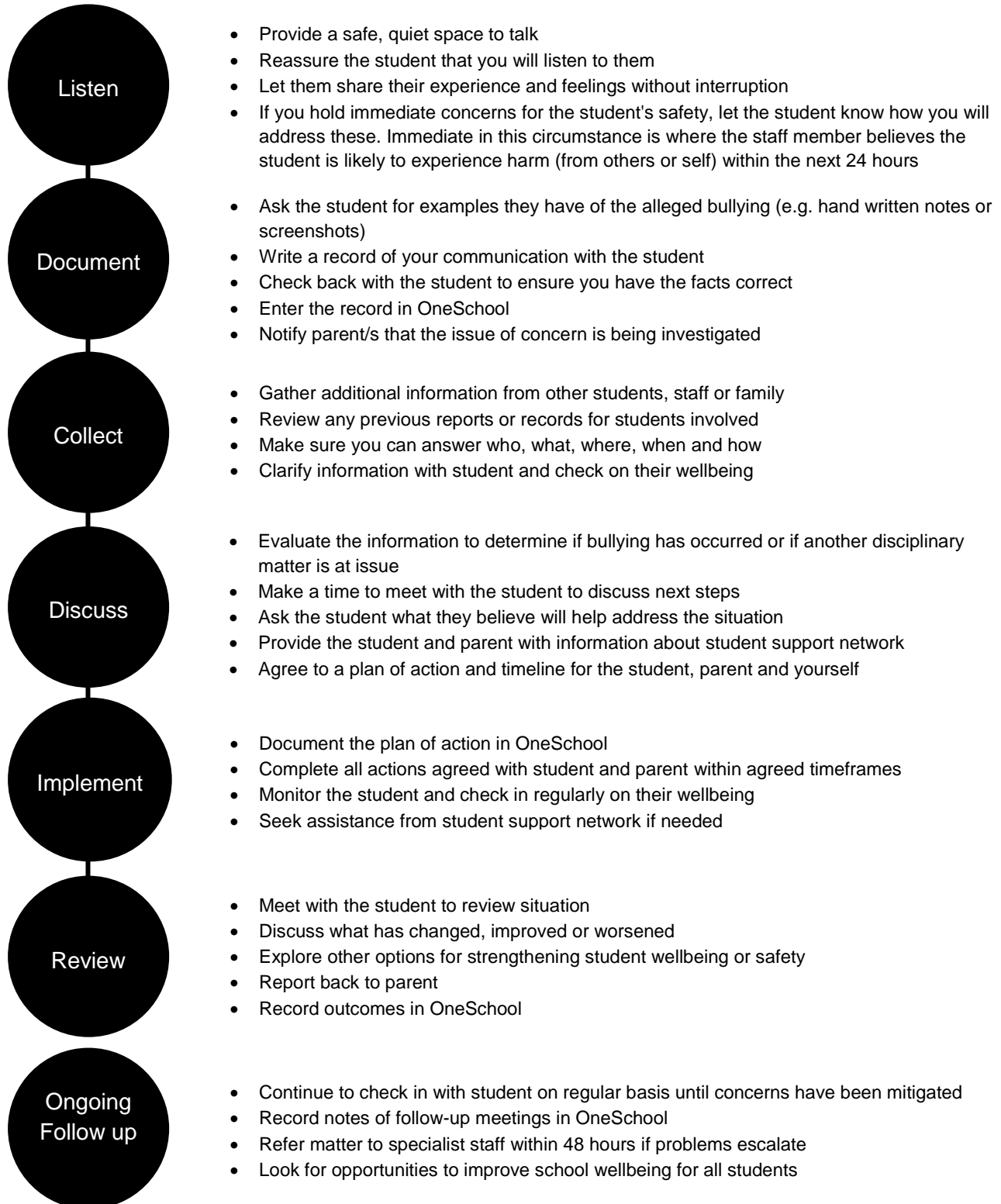
Bullying Response Flowchart for Teachers

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class Teacher

Deputy Principal – Lana Griffiths

Principal – Jonathan Druce



Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the student's Classroom Teacher. Direct reports can also be made to the Deputy Principal or Principal.

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 Harristown State School may face disciplinary action 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

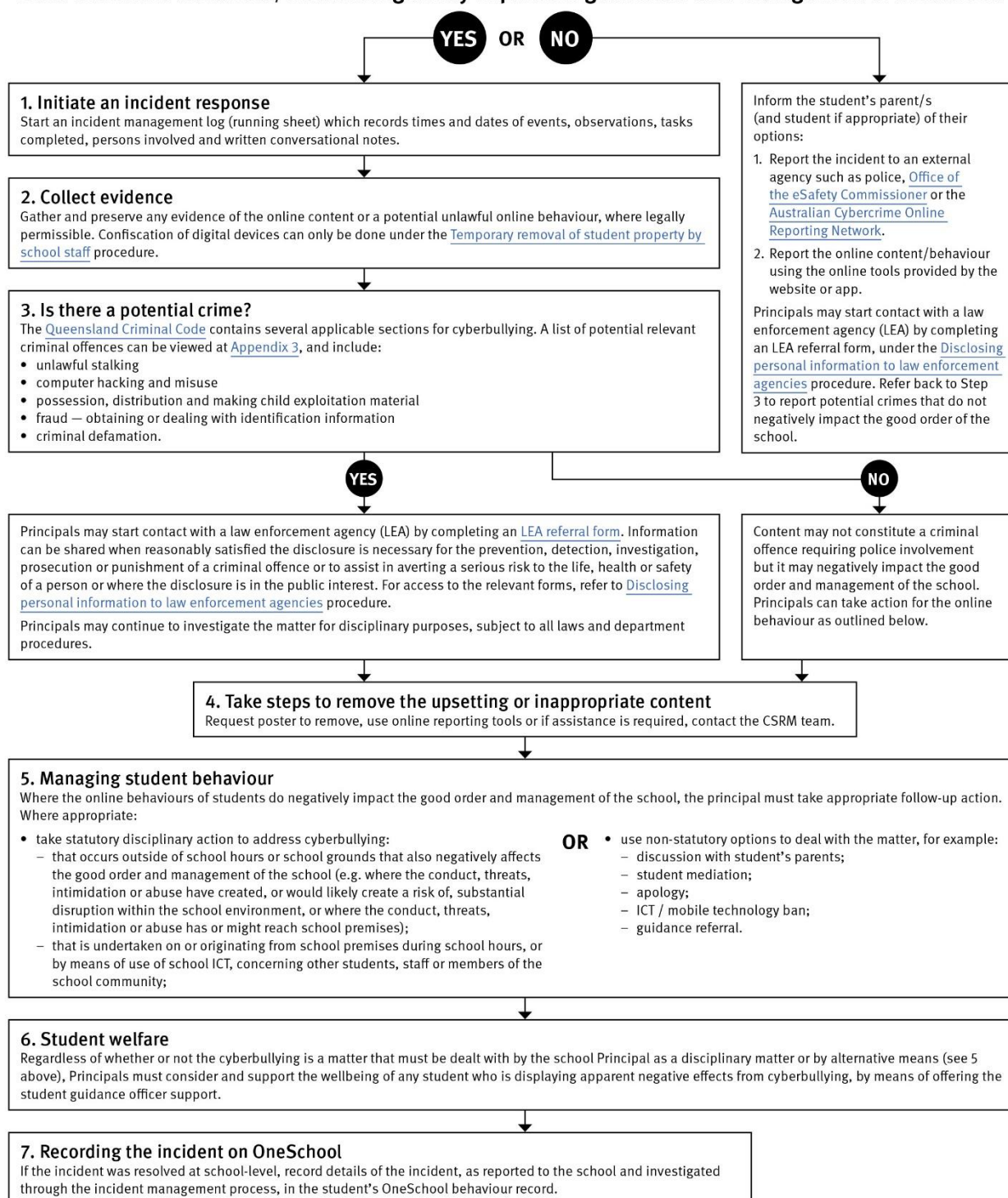
Explicit images

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

Help

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

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



RESTRICTIVE PRACTICES

Staff at Harristown State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

All incidents of restrictive practices will be recorded and reported in line with departmental procedures.

CRITICAL INCIDENTS

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

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

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

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

- 1. Avoid escalating the problem behaviour:** Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- 2. Maintain calmness, respect and detachment:** Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- 3. Approach the student in a non-threatening manner:** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
- 4. Follow through:** If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
- 5. Debrief:** At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

COMPLAINTS MANAGEMENT

Harristown 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/ carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: Discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#). Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

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

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

3. External review: Contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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](#).