



Charters Towers School of
Distance Education

Student Code of Conduct

2020-2023

Every student succeeding

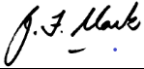

Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2023

Contact Information

| | |
|-------------------------|--|
| Postal address: | PO Box 685 Charters Towers Queensland 4820 |
| Phone: | 07 4754 6888 |
| Email: | principal@charterstowerssde.eq.edu.au |
| School website address: | www.charterstowerssde.eq.edu.au |
| Contact Person: | John Clark (Principal) |

Endorsement

| | |
|---------------------------------|---|
| Principal Name: | John Clark |
| Principal Signature: |  |
| Date: | 13 May 2020 |
| School Council Chair Name: | Amanda Clark |
| School Council Chair Signature: |  |
| Date: | 13 May 2020 |

Contents

Contents

| | |
|---|----|
| Purpose | 4 |
| Principal's Foreword | 5 |
| Consultation | 6 |
| Data Overview | 7 |
| School Opinion Survey | 8 |
| School Disciplinary Absences (SDA)..... | 9 |
| Learning and Behaviour Statement..... | 10 |
| Differing Tiers of Support | 10 |
| Consideration of Individual Circumstances..... | 11 |
| Student Wellbeing..... | 12 |
| Student Support Network..... | 14 |
| Whole School Approach to Behaviour..... | 16 |
| Expectations | 17 |
| Differentiated and Explicit Teaching..... | 20 |
| Focused Teaching | 20 |
| Intensive Support..... | 21 |
| Legislative Delegations..... | 22 |
| Legislation | 22 |
| Delegations..... | 22 |
| Behavioural Consequences | 23 |
| Differentiated | 24 |
| Focused..... | 25 |
| Intensive | 25 |
| School Policies | 26 |
| Temporary removal of student property | 26 |
| Use of mobile phones and other devices by students..... | 28 |
| Preventing and responding to bullying | 30 |
| Appropriate use of social media | 36 |
| Behavioural Response - Flowchart | 38 |
| Restrictive Practices | 39 |
| Critical Incidents | 40 |
| Related Procedures and Guidelines..... | 42 |
| Resources | 43 |
| Conclusion..... | 44 |

Purpose

Charters Towers School of Distance Education is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Charters Towers School of Distance Education's Student Code of Conduct sets out the responsibilities and processes used in our school to promote a productive, effective whole school approach to discipline.

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

Principal's Foreword

Charters Towers School of Distance Education has a values driven tradition of providing education pathways to students who, for whatever reasons, are unable to access or work within mainstream school contexts. Our school community believes that positive relationships between all members of our school are the foundation to engaging students in learning programs that build their success in life.

Charters Towers School of Distance Education believes in:

- Building relationships between the school and its students and the community
- Developing young people's potential to the fullest
- Each young person experiencing many and varied forms of success
- Enjoyable and purposeful learning
- Excellence in teaching
- Active parent and community involvement in the education process
- Realistic standards of achievement for each student
- The principles of inclusivity and justice
- Developing each individual's sense of responsibility to the communities, in which he/she lives and works

These beliefs underpin this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and engaged young people. Our school staff believe that their role is to contribute to the engagement of young people with their broader society and to work in assisting them become productive citizens of the future.

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

This Code of Conduct provides a clear explanation of what our community expects from students and how we will support them to meet those expectations.

Consultation

The consultation process used to inform the development of the Charters Towers School of Distance Education's Student Code of Conduct occurred in three phases.

Phase 1

A survey of our community to identify the expectations with regard to the behavioural standards of students.

Phase 2

Targeted consultations with community and agency groups as to expectations of and standards to apply to differing groups of students.

Phase 3

Formal input and debate at compilation level by the School Council and Parents and Citizens Association.

Review Statement

The Charters Towers School of Distance Education's Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A full 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 reports on our school's key data relating to discipline and satisfaction with the school's services and approaches. It makes use of the existing data sets available to all state schools. By having this data accessible to our school community the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences becomes transparent.

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 three relevant confidential surveys seeking responses from parents, students and staff.

School Opinion Survey

Parent opinion survey

| Performance measure | | |
|--|-------|-------|
| Percentage of parents/caregivers who agree [#] that: | 2018 | 2019 |
| their child is getting a good education at school (S2016) | 92.1% | 89.6% |
| this is a good school (S2035) | 93.1% | 97.9% |
| their child likes being at this school* (S2001) | 95.5% | 89.4% |
| their child feels safe at this school* (S2002) | 98.8% | 100% |
| their child's learning needs are being met at this school* (S2003) | 91% | 87.5% |
| their child is making good progress at this school* (S2004) | 91% | 91.7% |
| teachers at this school expect their child to do his or her best* (S2005) | 95.5% | 95.8% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 93.8% |
| teachers at this school motivate their child to learn* (S2007) | 89.9% | 83.3% |
| teachers at this school treat students fairly* (S2008) | 93% | 93.3% |
| they can talk to their child's teachers about their concerns* (S2009) | 97.8% | 91.5% |
| this school works with them to support their child's learning* (S2010) | 90.9% | 91.7% |
| this school takes parents' opinions seriously* (S2011) | 84.7% | 90.2% |
| student behaviour is well managed at this school* (S2012) | 93.5% | 92.7% |
| this school looks for ways to improve* (S2013) | 88.9% | 92.9% |
| this school is well maintained* (S2014) | 98.5% | 97.1% |

Student opinion survey

| Performance measure | | |
|---|-------|-------|
| Percentage of students who agree [#] that: | 2018 | 2019 |
| they are getting a good education at school (S2048) | 89.1% | 95.5% |
| they like being at their school* (S2036) | 88.95 | 91.3% |
| they feel safe at their school* (S2037) | 94.1% | 100% |
| their teachers motivate them to learn* (S2038) | 92.6% | 90.9% |
| their teachers expect them to do their best* (S2039) | 94.5% | 95.5% |
| their teachers provide them with useful feedback about their school work* (S2040) | 90.9% | 95.5% |
| teachers treat students fairly at their school* (S2041) | 92.5% | 95.5% |
| they can talk to their teachers about their concerns* (S2042) | 88.9% | 81.8% |
| their school takes students' opinions seriously* (S2043) | 88.2% | 95.5% |
| student behaviour is well managed at their school* (S2044) | 84% | 100% |
| their school looks for ways to improve* (S2045) | 90.2% | 100% |
| their school is well maintained* (S2046) | 88.9% | 95.2% |
| their school gives them opportunities to do interesting things* (S2047) | 84.3% | 90.5% |

Staff opinion survey

| Performance measure | | |
|--|-------|-------|
| Percentage of school staff who agree [#] that: | 2018 | 2019 |
| they enjoy working at their school (S2069) | 100% | 93.2% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 96.6% |
| they receive useful feedback about their work at their school (S2071) | 93.7% | 84.1% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 88.3% | 90.3% |
| students are encouraged to do their best at their school (S2072) | 98.7% | 95.3% |
| students are treated fairly at their school (S2073) | 98.7% | 97.7% |
| student behaviour is well managed at their school (S2074) | 100% | 94.9% |
| staff are well supported at their school (S2075) | 93.7% | 85.2% |
| their school takes staff opinions seriously (S2076) | 92.2% | 85.7% |
| their school looks for ways to improve (S2077) | 97.5% | 92.9% |
| their school is well maintained (S2078) | 98.7% | 97.7% |
| their school gives them opportunities to do interesting things (S2079) | 94.8% | 94.3% |

* 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 generally 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 in 'mainstream' schools.

In our school, school discipline arising from behaviour at school field events or virtual lessons are not structured to provide time away from learning but make use of a process that restricts access to the services where the discipline breach occurred, i.e. restrict access to virtual lessons tools for a specified period.

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.

These strategies are not used in our school.

It is an expectation that the principal of our school will balance individual circumstances and the actions of the student with the needs and rights of school community members.

Our school does not use school disciplinary absence as part of its behaviour adjustment program. There were no disciplinary absences in the following areas:

- Short Suspensions – 1 to 10 days
- Long Suspensions – 11 to 20 days
- Charge related Suspensions
- Exclusions

Learning and Behaviour Statement

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

Our school is often the school for students that have become disengaged from mainstream schooling through difficulties with a school (i.e. bullying, anti-social behaviour, etc.) or through other personal or social issues (e.g. mental health, family crisis, etc.). This has resulted in a skewed catchment towards young people who may have or been impacted by a diverse range of challenges. This in turn impacts on the numbers of students who may need additional support or adjusted learning pathways.

Differing Tiers of Support

Charters Towers School of Distance Education uses differing levels of support to enhance our approaches to learning, social connectedness and behaviour.

| Level | Prevention Description |
|-------|--|
| 1 | <p>All students (100%) in the school receive support for their academic and social growth. Our school focus is on the whole-school implementation of both the Australian Curriculum, Senior Secondary Curriculum, ASDAN and positive social expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |
| 2 | <p>Targeted instruction and supports for some students (20 - 25%) are more intense than Level 1 services, providing more time and specialisation in services from a range of school-based staff (i.e. Guidance officers, learning support teachers, pastoral care teachers, etc.) to enable students to meet the required academic and social standards.</p> |

| | |
|-----------------|---|
| | <p>Level 2 supports build on the lessons provided at Level 1, and may prevent the need for more intensive interventions. Level 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on their specific curriculum and learning pathway. The types of interventions offered at this level will vary according to the needs of each student, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations; • interventions require little time of classroom teachers and are easy to sustain; • variations within each intervention are limited; • interventions have a good chance of working (e.g. they are “evidence-based” interventions that are matched to the student’s need); and, • the activities are part of a planned, coordinated response to the need. |
| <p>3</p> | <p>Individualised services for few students (up to 10%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Level 3 supports continue to build on the lessons and supports provided at Level 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Level 3 supports are based on the underlying reasons for a student’s behaviour and are focused on the individual. The core of these interventions would include strategies to:</p> <ul style="list-style-type: none"> • Prevent problem behaviour • Teach the student an acceptable replacement behaviour • Reinforce the student’s use of the replacement behaviour • Minimise the payoff for problem behaviour. <p>Level 3 supports exist along a continuum.</p> |

Consideration of Individual Circumstances

Staff at Charters Towers School of Distance Education 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 equitable. 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. These are all matters

that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences 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 behavioural 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 or other member of the school's management team to discuss the matter.

Student Wellbeing

Charters Towers School of Distance Education 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 a guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their mental and emotional health 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 positive learning environments, curriculum and pedagogy, policies, procedures and partnerships within the context of each student's learning.

Our school runs a number of wellbeing initiatives for our students.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

Charters Towers School of Distance Education 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 while physically attending our 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

Charters Towers School of Distance Education 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 or who are attending a field service activity, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

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

Mental health

Charters Towers School of Distance Education implements early intervention measures and support for students where there is a diagnosis that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Charters Towers School of Distance Education school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officers or other appropriate staff.

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

- the student is not left alone (either physically or in terms of maintaining a form of communication such as chatrooms, telephone, etc.)
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- existing service providers are notified
- all actions are documented and reported.

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Charters Towers School of Distance Education 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

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

Students can approach any trusted school staff member at Charters Towers School of Distance Education 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 staff person.

Parents who would like more information about the student support are invited to contact their respective Deputy Principal.

| Role | What they do |
|---|--|
| Deputy Principal - Primary | <ul style="list-style-type: none"> • co-ordinates transition to primary for students moving from Preparatory year to Year 1 • lead role for implementation of the school's social and behavioural programs • monitors student engagement data, arranges intervention for students in Years 1 to 6 |
| Deputy Principal - Junior Secondary | <ul style="list-style-type: none"> • co-ordinates transition to secondary for students moving from Year 6 to Year 7 • lead role for implementation of the school's social and behavioural programs • monitors student engagement data, arranges intervention for students in Years 7 to 10 |

| | |
|---|--|
| Deputy Principal – Senior Secondary | <ul style="list-style-type: none"> • co-ordinates transition to secondary for students moving from Year 10 to Year 11 • lead role for implementation of the school's social and behavioural programs • monitors student engagement data, arranges intervention for students in Years 11 to 12 • monitors and guides students in specific learning pathways to QCE, QCIA or other appropriate forms of accreditation |
| Year Level Coordinators | <ul style="list-style-type: none"> • responsible for student welfare at each year level • provides continuity of contact for students and their families through the six years of schooling • ensures students feel safe and comfortable and want to come to school • nurtures a sense of belonging to the home group, year level and school |
| Guidance Officer | <ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering short term 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 health providers as needed as part of the counselling process |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. For more information about these services and their roles, please speak with the appropriate Deputy Principal.

Whole School Approach to Behaviour

Charters Towers School of Distance Education uses a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all activities/events (i.e. virtual lessons, field events, inreach etc.)

Using an evidence-based framework the approach endeavours to:

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

At Charters Towers School of Distance Education we believe discipline is not just about punishment; discipline is a term that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach core social expectations.

The development of the Charters Towers School of Distance Education's Student Code of Conduct is an opportunity to explain our approach to parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations used in our school can be used in any environment, including the home setting for students by their tutors and/or parents. Doing everything we can do to set students up for success is a shared goal of every parent, tutor and 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 relevant Deputy Principal.

Expectations

Our staff are committed to delivering a quality of education for every student, and believe all persons in our school, should meet the five following expectations.

Thoughtful

- Listen to fellow students' questions in class.
- Maintain equipment resources in good condition.
- Use appropriate public language.
- Follow the simple rules when visiting our school or participating in field services.
- Use simple social courtesies (i.e. 'thank you' / 'please').
- Respectful to peers, staff and community members.

Responsible

- Be prepared for lessons.
- Complete your assigned work as per the Returned Work calendar.
- Follow teacher directions.
- Ask for help when you need.
- Be engaged in your learning (i.e. attend virtual lessons, be on time).

Accountable

- Do your own work, do not plagiarise.
- Use your mistakes as the start of further learning.
- Be honest.

Cooperative

- Look for opportunities to help others.
- Take different roles for group work activities.
- Respect others space and belongings.
- Encourage fellow students to do their best.

Kind

- Support others in social situations.
- Be active in supporting other students in their transition into our school.
- Value others.

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Thoughtful

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|--|
| You make an appointment to speak with the class teacher or member of the school management team to discuss any matters relating to your child. | We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. |
| You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |
| You leave and collect your child from school events using the designated protocols that are established. | We will give clear guidance about the designated protocols for parents to leave and collect students from school events. |

Responsible

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|---|---|
| You respect the obligation of staff to maintain student and family privacy. | We will maintain confidentiality about information relating to your child and family. |
| You ensure your children engage with school initiated learning programs every day and notify the school promptly of any changes in contact details. | We will create a safe, supportive and inclusive learning environment for every student. |
| You recognise people are different and will be non-judgemental, fair and equitable to others in the school community. | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and community events. |

Accountable

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|---|---|
| You support your child to meet the learning and behavioural expectations of your school. | We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. |
| You stay informed about school news and activities by reading the school newsletter (DIRT), emails and other materials sent home by school staff. | We will use the digital school newsletter (DIRT) and digital weekly notices (email) as the primary means of notifying parents about school news, events or other relevant activities. |

| | |
|---|---|
| You approach the class teacher or relevant team leader if you are concerned about the behaviour of a staff member, another student or parent. (Refer to our school's Expressing Concerns procedure) | We will work with every family to quickly address any concerns about the behaviour of staff, students or other parents. |
|---|---|

Cooperative

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|---|---|
| You share relevant information about your child's learning, social and behavioural needs with school staff. | We will share relevant information with you about your child's learning, social and behavioural progress as expressed in their school interactions and learning progress. |
| You take a positive, solution-focused approach to resolving concerns. | We will establish a contact person and process to resolve a school related concern. |
| You respect school, student and staff privacy in your online communications. | We will act quickly to address social media issues that affect staff, students or families. |

Kind

| <i>What we expect to see from you</i> | <i>What you can expect from us</i> |
|--|--|
| You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. | We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure. |
| You help your child to see the strengths and benefits in diversity and difference in their classmates. | We will promote every child's individuality and build a cohesive, inclusive classroom and school culture. |
| You notice when others need help, parents, staff and students, and ask if there is anything you can do to assist. | We will check in with you about your child's needs or any support your family may require. |

Differentiated and Explicit Teaching

Charters Towers School of Distance Education provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Charters Towers School of Distance Education vary within the followed curriculum framework what students are taught, how they are taught and how students can demonstrate what they know. These decisions about differentiation are made in response to data that indicates the learning needs of students. This enables our teachers to use evidence based decision making to plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning. This differentiated approach includes the learning of expected behaviours.

Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet expectations of student behaviour, 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 Charters Towers School of Distance Education to provide focused teaching.

Charters Towers School of Distance Education has a range of 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 students:

- ASDAN
- Wellbeing programs

Intensive Support

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5 - 10% of the student population who require intensive support to achieve expectations of student behaviour. Intensive support 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 support for a short period, for particular behaviour skills. Other students may require intensive support for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned a 'case manager' 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 Charters Towers School of Distance Education's Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

Behavioural Consequences

The disciplinary consequences model used at Charters Towers School of Distance Education follows the same differentiated approach used in the teaching and support of student expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 20 - 25% of the student population in our school may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level challenges or disengagement with learning. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team for determination of a consequence.

For a small number of students, approximately 5 - 10% in our school, a high level of differentiated support or intensive teaching may be required to enable them to meet the expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that a suspension from school services such as field events, virtual lessons, etc. is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (Remember to ask your partner before writing the response.)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Use the correct tool in our virtual lesson to gain my attention".)
- Rule reminders (e.g. "When lunch is over, return the sports equipment to the trailer".)
- Explicit behavioural instructions (e.g. "Place your bags outside".)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from virtual class)

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Guidance Officer for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with selected staff members and external agencies to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents/assigned caregivers and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Policies

Charters Towers School of Distance Education 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 our school's staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, 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 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 Charters Towers School of Distance Education and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, ammunition, 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, 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 for a specific study or field service event, 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

School staff at Charters Towers School of Distance Education:

- 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 or the student's parents will be called to make such a determination.

Parents of students at Charters Towers School of Distance Education:

- ensure their children do not bring property onto schools grounds or other settings used by the school (e.g. field services, sporting venues) that:
 - is prohibited according to the Charters Towers School of Distance Education's 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 school staff that the property is available for collection.

Students of Charters Towers School of Distance Education:

- do not bring property onto school grounds or other settings used by the school (e.g. field services, mini-schools, camps, sporting venues) that:

- is prohibited according to the Charters Towers School of Distance Education's 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 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, Charters Towers School of Distance Education 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 time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Use of mobile telephones by students must only occur at the times and locations deemed acceptable by the school staff, i.e. outside of class hours. Students will be informed of these times and are expected to adhere to this arrangement.

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 Charters Towers School of Distance Education to:

- use mobile phones or other devices at designated times as set by school staff 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
- contacting family members
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning or it is during a designated time as set by school staff
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Charters Towers School of Distance Education to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in designated 'phone free' times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-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 phone (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 Charters Towers School of Distance Education's Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and expectations of student 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

Charters Towers School of Distance Education 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 contribute to improved student self-esteem, regular attendance at lessons and positive behaviour.

Charters Towers School of Distance Education has a **Student Council**, with diverse representatives from across year levels meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

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 Charters Towers School of Distance Education 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 our school staff 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.

Charters Towers School of Distance Education - Bullying response flowchart for teachers

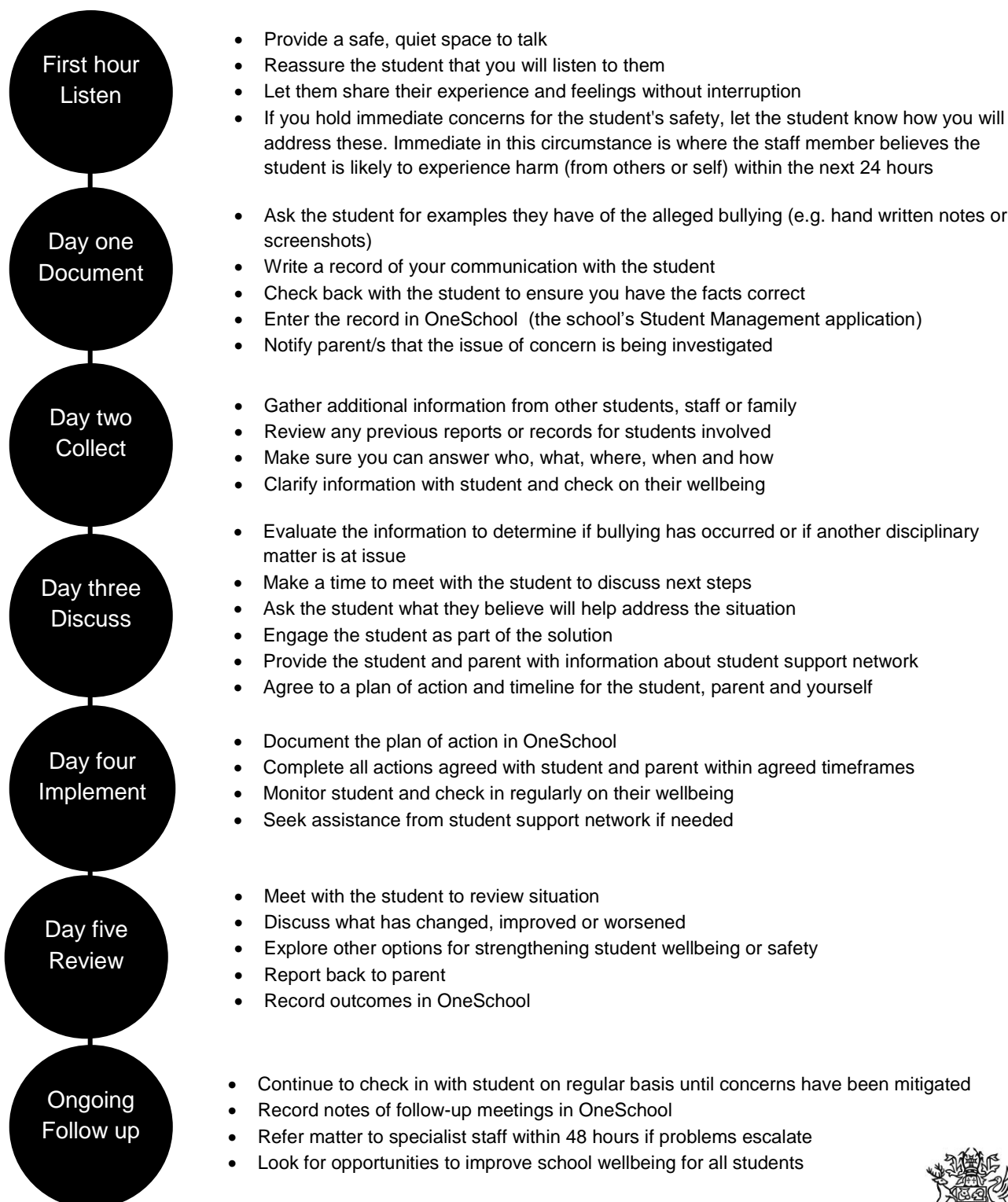
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Pastoral Care Teacher

Deputy Principals



Cyberbullying

Cyberbullying is treated with the same level of seriousness as in-person bullying. Cyberbullying, that unlike in-person bullying, follows students into their community, their homes and their personal spaces, giving little opportunity to escape the harassment or abuse.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the pastoral care teacher (for students in secondary year levels). Contact may also be made directly to the respective Deputy 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 Charters Towers School of Distance Education may face in-school disciplinary action, such as removing of privileges, or more serious consequences such as exclusion from school events 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 will be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. Recipients of such cowardly action will be encouraged to take their entitled legal response.

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 Principal.

Charters Towers School of Distance 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](#).

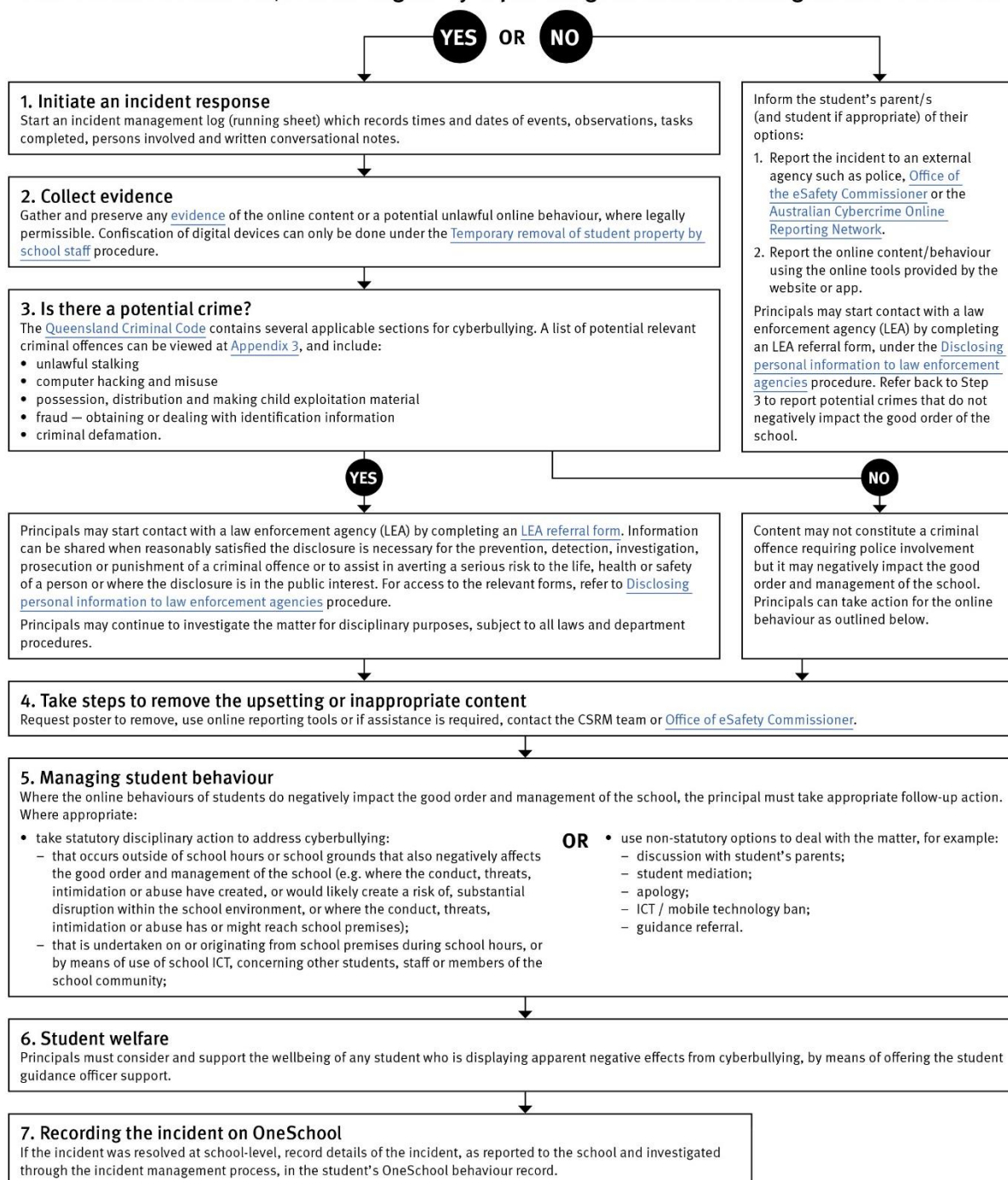
Explicit images

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](#).

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

Student Intervention and Support Services

Charters Towers School of Distance Education 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, e.g. Guidance Officers. 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 Charters Towers School of Distance Education 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 with external service providers. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from events, celebrations and school events.

Appropriate use of social media

The Internet, mobile phones and social media provide 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. It is the right of all school staff to use their legal rights to seek justice and restoration of their reputation.

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. 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, please inform our school's 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?

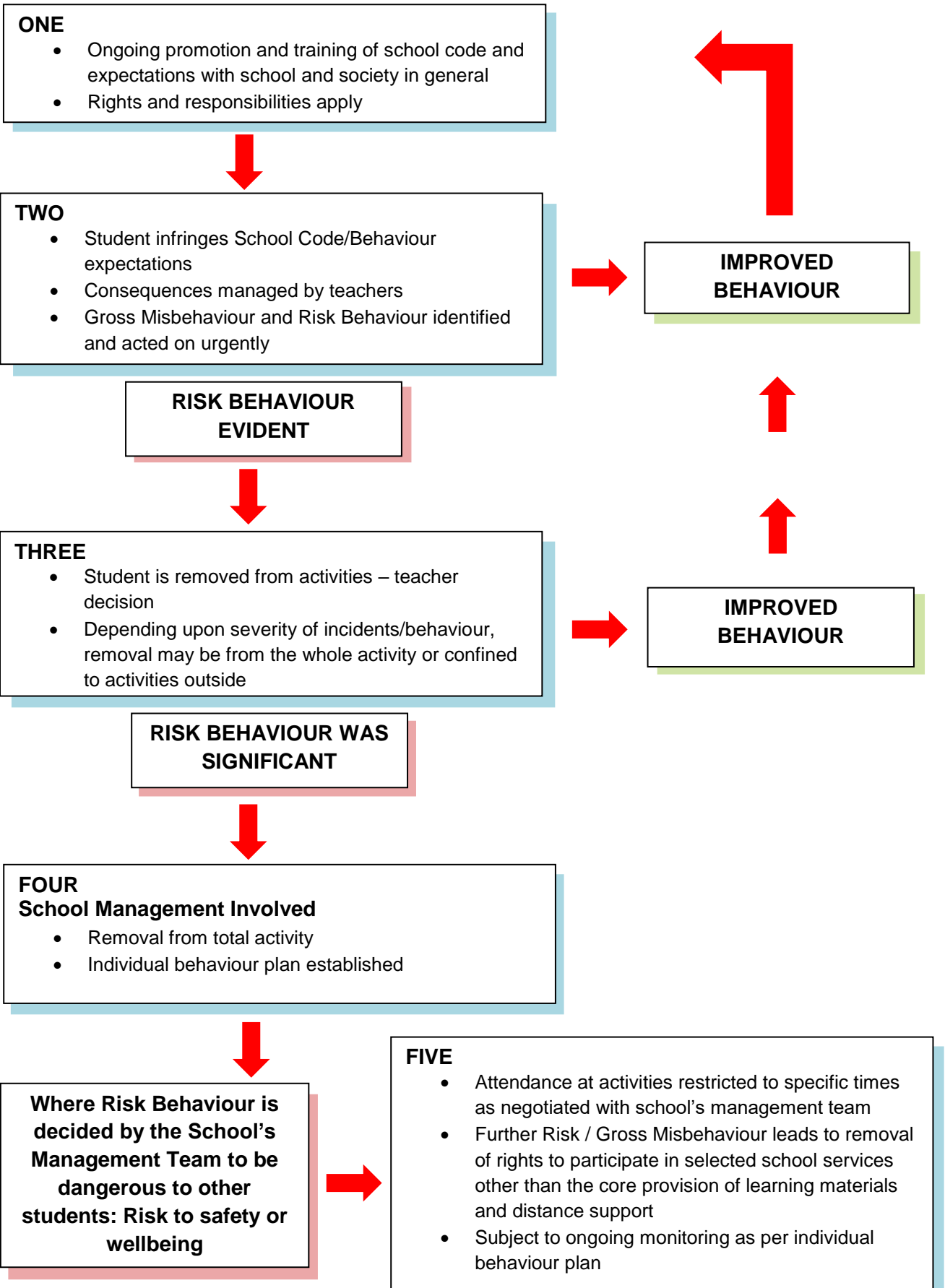
Taking the following steps may help resolve the issue in a constructive way:

- 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.

Behavioural Response - Flowchart



The Code of
School Behaviour
Better Behaviour
Better Learning



Restrictive Practices

School staff at Charters Towers School of Distance Education need to respond to student behaviour that presents a risk of physical harm to the student themselves or others; this is especially the case if the student is attending a school related activity. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

Conclusion

Charters Towers School of Distance Education staff are committed to ensuring every student is supported to feel safe, welcomed and valued in our school.

At times there may be a situation where parents need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

Our school is 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 school or 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

Learning

- contact your child's teacher, if your problem has not been solved
- contact the relevant Head of Department, if your problem has not been solved
- contact the relevant Deputy Principal, if your problem has not been solved
- contact the Principal

School's Organisation

- contact the person responsible for the area of concern, if your problem has not been solved
- contact the relevant Deputy Principal

Support Services and Tutor/Family support

- contact the Parent Liaison Officer, if your problem has not been solved
- contact the Principal

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

If, after trying to resolve your concern with the school you remain dissatisfied with the outcome 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 by the regional office, 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](#).