Queensland Government

Atherton State High School

2021-2023

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,

Queensland Department of Education
State Schools Strategy 2020-2024

Contact Information

Postal address:	Maunds Road Atherton Queensland 4883
Phone:	07 4030 5222
Email:	principal@athertonshs.eq.edu.au
School website address:	https://athertonshs.eq.edu.au/
Contact Person:	Leanne Knight-Smith (Principal)

Endorsement

Principal Name:
Principal Signature:
Date:

P/C President Name:
P/C President Signature:
Date:

Contents

Purpose	5
Principal's Foreword	6
P&C Statement of Support	7
Consultation	8
Review Statement	8
Learning and Behaviour Statement	9
Multi-Tiered Systems of Support	9
Consideration of Individual Circumstances	11
Student Wellbeing	11
Student Support Network	14
Whole School Approach to Discipline	16
PBL Expectations	17
Differentiated and Explicit Teaching	19
Focused Teaching	20
Intensive Teaching	20
Legislation	24
Disciplinary Consequences	26
School Policies	28
Temporary removal of student property	29
Use of mobile phones and other devices by students	32
School Representation Policy	34
Student Dress Code	35
Preventing and responding to bullying	37
Appropriate use of social media	44
Restrictive Practices	46
Critical Incidents	47
Related Procedures and Guidelines	48
Resources	49
Conclusion	50

Queensland Government

Purpose

The Queensland Department of Education is committed to ensuring every state school is a nurturing safe, supportive and disciplined environment, where all students can learn, achieve and reach their full potential. This approach underpins the work of staff at Atherton State High School, who are committed to providing education that is responsive to the needs of all learners in our school community.

Our aim is to create and sustain the best possible environment for effective teaching and learning. Within this environment, it is anticipated that:

- Staff are consistently prompting for, teaching and reinforcing the development of self-discipline for all students
- All school community members are taking responsibility for their behaviour and respecting the rights of others

We believe that keeping parents and carers informed of our standards and processes is an important factor in working in partnership for the benefit of our students. Therefore this Student Code of Conduct has been developed to outline our systems for teaching positive behaviours, preventing problem behaviour, and responding to unacceptable behaviour.

Our ongoing aim is to enable our students to learn and demonstrate behaviours that are reflective of our four key values:

1. **we are Respectful**
2. **we are Responsible**
3. **we are Successful**
4. **we are Safe**.

Keeping a strong focus on these core values will support the following desired outcomes:

- A quality curriculum that meets and responds to the diverse needs of all students
- High standards of work habits, manners and personal presentation
- Continuous improvement through innovative, responsive and accountable leadership
- Positive management practices which empower students to accept responsibility for their learning and behaviour
- The development of self-esteem, team work, respect and positive interpersonal relationships
- Innovative critical and creative teaching and learning practices incorporating new technologies
- The enhancement of learning opportunities through productive community partnership

Queensland Government

Principal 's Foreword

Atherton State High School has a long and proud tradition of providing high quality education to students from the Atherton Tablelands communities and beyond. We believe strong, positive relationships between all members of our school are the foundation to support successful outcomes for all students.

Atherton State High School has four core focus areas linked to Positive Behaviour for Learning: Respect, Responsibility, Success and Safety

These areas have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

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

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

Queensland Government

P&C and School Council Statement of Support

Members of both, the P&C and the School Council, have discussed and provided feedback and suggestions on this Student Code of Conduct. The development of the code has met with unanimous approval and support from the parents, students, teachers, and staff involved.

The Atherton State High School P&C completed a significant body of work ensuring that we had clearly identified and agreed to expectations for our school culture. This code of conduct is a significant and natural progression of that work and will serve to add extra clarity and detail. Examples of the cultural expectations that we agreed to then, that are relevant here, include the following:

- We speak to and about each other with respect and dignity
- Our behaviours are fair
- We respect diversity and reject discrimination
- Our behaviours are consistent with authorised school systems
- We are involved in decision making and our contributions are valued

The P&C and Student Council appreciate the efforts made by Atherton State High School, to engage and involve all members of the school community in the development and review of this Code of Conduct. We want students to be clear about how to conduct themselves and feel supported by their peers, their parents, and their teachers. We want that support and guidance to be consistent across all parts of the community and we want a clear reference point to support that consistency . This Code provides that, and the P&C particularly applauds the clear and concise matrix of behavioural expectations presented in this Code, as well as the clear policies and protocols on particular areas (e.g. mobile phones), and the consequences associated with breaching school policy.

The P&C encourages parents to familiarise themselves with the key matrix of expectations and use this code as a reference to check and reinforce the behavioural expectations agreed to by the community, school, and students.

Consultation

Consultation

This policy has been developed in consultation with:

- School Council
- P&C
- Student representatives on the School Council
- Staff

Review Statement

The Atherton State High School Student Code of Conduct will undergo initial regular reviews,then annual updates to reflect changing circumstances, data and staff. Annual reviews are conducted at the school's Internal School Review and a full review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

To support everyone's awareness of the Atherton State High School Student Code of Conduct, opportunities to provide information will be included as part of the enrolment pack, within the school website, and via the school's newsletter and Facebook page.

Queensland Government

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Atherton State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem- solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • 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	• Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. • Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of

Queensland Government

	Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of studen-tsmay require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Queensland Government

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

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

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

Queensland Government

Curriculum and pedagogy

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

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

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

Atherton State High School 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

Atherton State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Atherton State High School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or Principal.

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

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

Suicide postvention

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

Where a suicide has occurred on school grounds or at a school event, Atherton State High School staff immediately enact the School Postvention 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

Atherton State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the

Queensland Government

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 Atherton State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Services Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Deputy Principal on 40 305 222.

Role	**What they do**
Community Education Counsellor	• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Student Support Officer	• Monitors behaviour and engagement in classes, re-teaches positive behaviour, contacts parents and facilitates return to class
Transitions Pathways Officer	• Successfully facilitates transition of identified senior students (at risk of not completing Yr 12) into emoloyment or further training
Chaplain	• Provides spiritual and social support for students
Vocational Education and Training Co-ordinator	• Provides a highly effective Vocational Education Services to Atherton State High School staff, students and parents • Facilitates vocational education and training for identified students
Guidance Officer	• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • Assists students with specific difficulties, acting as a mediator or providing information on other life skills • Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Senior or Junior Support Teacher	• Monitors the social and emotional wellbeing of senior students • Supports HOD Senior and Junior to deliver programs for students
Head of Junior Secondary	• Contributes to the implementation of Positive Behaviour for Learning (PBL) with Junior Secondary students • Monitors student attendance data, arranges intervention for students in Years 7 to 9. • Case Managers required students • Leads the Junior Student Support Team meetings

Queensland Government

Head of Senior Secondary	• Coordinates transition to secondary for students moving from Year9 to Year 10 and post Year 12 • Contributes to the implementation of Positive Behaviour forLearning (PBL) with Senior Secondary students • Monitors student academic, attendance and QCE data, arrangesintervention for students in Years 10 to 12. • Case Managers required students • Leads the Senior Student Support Team meetings
School-Based Youth Health Nurse	• Provides individual health consultations with assessment,support, health information and referral options related to: o healthy eating and exercise o relationships o personal and family problems o feeling sad, worried and angry o sexual health o smoking,alcohol and other drugs.
Youth Support Coordinator	• Provides individual and, at times, group support to students toassist their engagement with education and training • Support students to overcome barriers to education o relationships/social skills o conflict with family/peers/teachers o social/emotional/physical wellbeing.

It is also important for students and parents to understand there are regional support services also available to supplement the school network. These include:

- Principal Advisor Student Protection
- Principal Advisor – Restrictive Practices
- Mental Health Coach
- Autism Coach
- Inclusion Coach
- Advisory Visiting Teachers
- Senior Guidance Officers.

Queensland Government

Whole School Approach to Discipline

Atherton State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole- school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Respect, Responsible and Successful and Safe.

Below are examples of what these PBL expectations look like for our community nts across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Atherton State High School.

These expectations are communicated to students through a range of strategies, including but not limited to:

Positive behaviour lessons conducted by classroom teachers - social skill lessons, Health lessons, Senior Social Program.

Reinforcement of learning from behaviour lessons on School and Year level assemblies and during active supervision by staff during classroom and non- classroom activities.

Queensland Government

Atherton State High School
On Eagles' Wings

School Vision: *Every Student Succeeding*

Atherton SHS Expectations Matrix for our Community

School Purpose: *With our Atherton High community, we provide exceptional education that enables success for all students*

	We are RESPECTFUL	We are RESPONSIBLE	We are SUCCESSFUL	We are SAFE
ALL SETTINGS	• Follow staff instructions • Embrace diversity and accept difference • Use appropriate language and speak to each other with respect and dignity • Model the use of good manners, courteous behaviour, appropriate measured tone at all times • Show courtesy and consideration for others, their property and the school environment • Have your hat off when indoors • Respect the rights of others, their equipment and activities • Respect the privacy of others	• Take ownership of every behaviour and accept consequences/outcomes. • Show pride in our school and represent it positively • Wear the correct uniform with pride every day • Be in the right place at the right time • Stay in approved areas during school time • Use bins for their intended use • Carry approval slip if out of classroom during class time • Report any damage to a teacher or a member of staff as soon as possible • Arrive on time	• Observe and model behaviours every lesson that enables exceptional teaching and successful learning • Arrive on time with a positive attitude and give your best effort • Be prepared with all necessary equipment • Be courageous by attempting all activities and supporting others • Organise your time so that you meet all set timelines • Complete all required tasks and seek help if unsure	• Look out for others and seek help • Keep our hands and feet to ourselves • Use equipment for intended purpose • Keep valuables in a safe place • Look after property and our environment • Show self-control • Follow the safety rules of activities and wear the required safety equipment when required. • Show sensitivity to the needs and feelings of others • Sit, stand and move in a calm orderly manner.
LEARNING AREAS	• Actively listen and participate in all learning experiences • Respect others right to learn and teach	• Keep learning areas neat and tidy • Use learning areas for their intended purpose	• Actively participate in all learning experiences • Set goals for learning, effort and behaviour and regularly review and check to monitor progress • Enact feedback provided	• Treat all equipment with care as demonstrated • Place bags in the designated area
PARADE/ASSEMBLY	• Actively listen to presenters • Stand and sit quietly when instructed • When appropriate, use respectful applause • Enter and exit the hall in an orderly fashion	• Sit with your timetabled class in the allocated position	• Be an active participant where appropriate • Note announcements and take appropriate action to participate in future activities	• Leave your school bag and other belongings in the classroom, or if late, up against the wall
SCHOOL GROUNDS AND WALKWAYS TOILETS AND WATER TAPS	• Use toilets and drinking facilities appropriately	• Return any borrowed equipment to the correct location • Play fairly and participate in only school approved games • Move between learning areas efficiently and follow all directions from supervising teacher/s	• Demonstrate teamwork by inviting others to participate in activities • Use break time effectively to go to the toilet or get a drink	• Keep walkways clear and make space for others • Use appropriate game behaviours, • Wear a school hat • Report unauthorised visitors and/or incidents to the office or teacher on Playground Duty. • Wash hands and practise good hygiene
ELECTRONIC DEVICES AND ONLINE	• Respect the school's electronic devices policy, ensuring devices are silent and out of sight • Only take or share images or recordings of others with permission or under staff direction • Only share appropriate and considered material.	• Follow the E-Safety Principles when using electronic devices • Only use electronic devices at school in approved areas or under teacher supervision • Reference material accessed online appropriately	• While in computer labs, sit in allocated seating plan • Use to your time online appropriately and efficiently to add to your learning	• Only post appropriate images and nothing that can identify you or your address. • Report anything concerning or upsetting to a trusted adult • Keep personal details off the internet at all times • Keep your log in and password secure • Use the school network appropriately and maintain the security of the network.

Queensland Government

Our schoolwide values apply to all members of the school community, The table below explains how these values apply to parents when visiting our school and the standards we commit to as staff.

	What we expect to see from you	***What you can expect from us***
Respectful	You make an appointment to speak with relevant school staff or principal 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 the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
	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 attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive 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 historical events.

	What we expect to see from you	***What you can expect from us***
Responsiblle	You support your child to meet the learning and behavioural expectations at 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 and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
	You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

	What we expect to see from you	***What you can expect from us***
Successful	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 at school.
	You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
	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.

Queensland Government

	What we expect to see from you	*What you can expect from us*
Safe	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 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

Atherton State High School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

There are three main layers to this process of differentiation. These are:

1. Differentiated and explicit teaching – schoolwide processes that apply to all students
2. Focussed Teaching – targeted processes that apply to students requiring additional support
3. Intensive Teaching – highly individualised processes for a smaller number of students

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

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

Queensland Government

Focused Teaching

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

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

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

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

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

- ARTIE program
- Cognitive Assessments
- Functional Based Assessment.

For more information about these programs, please speak with Deputy Principal or specialist staff.

Intensive Teaching

Intensive teaching is offered to support students who demonstrate ongoing and/or challenging behaviour, particularly where there is a distinct risk of learning disengagement and/or serious injury to the student or to others.

This level of support generally occurs when focused support strategies have been used but have not been entirely successful in changing behaviour.

Some students may require intensive teaching for a short period, to help them develop and/or demonstrate particular behaviour skills in a specific setting (e.g. with peers or within a particular subject area). Other students may require intensive teaching for a more prolonged period.

Decisions about the approach will be made based on information collected from staff (including school behaviour records) and after conversation's with the student's family.

At this level, individualised behaviour assessments are typically conducted and support plans are developed. At times this will also involve collaboration with external support agencies, who provide additional services for these students. This kind of approach aims to address the barriers to learning and participation faced by students who may also be experiencing a number of complex personal issues.

Queensland Government

At a school level, we may modify the student's timetable and monitor the progress of these adaptations.

This may include providing parents with viable alternative options for their child's learning, including vocational pathways.

Queensland Government

Student Behaviour & Staff Actions

	Example Student Behaviour	Possible Actions	Possible Staff Follow-Up
POSITIVE Level 0	• Attending every day • Arriving on time • Prepared for learning (eat breakfast, bring equipment) • On time to every class • On task & giving your best effort • Following staff directions • Using appropriate language • Being honest and taking responsibility • Showing courtesy & consideration • Participating in activities • Sharing with others • Wearing the uniform correctly • Representing the school positively • Modelling positive behaviours • Following class & school expectations	**Staff actions may include:** • Praise, encouragement & positive feedback • Trust • Rewards and vouchers • Certificates • Stickers • Recognition on parades, newsletters & newspaper • Displays of student work / achievement • Leadership opportunities • Positive feedback to parents • Postcard home • Extra-curricular activities • High Flyers • House Cup Points	**On OneSchool:** ✓ **Record Positive** ✓ **Print OneSchool Certificate** ✓ **Record Parent Contact** You may ask one of the Leadership Team to present these rewards on Parade
MINOR Level 1	• Late for class/leaving without permission • Not meeting uniform / hair / makeup expectations • Off task / work incomplete • Calling out • Not meeting assessment deadlines • Failing to bring equipment (e.g. pens, textbook) • Disrupting learning • Rude to others • Littering • Not following minor health and safety requirements • Eating and drinking in the classroom (water OK) • Not following teacher instructions • Making undue noise (e.g. tapping pencils) • Using inappropriate language (e.g. conversational swearing) • Moving around the school in an unsafe manner (e.g. running) • Using aerosol deodorant, chewing gum, permanent pen or white out, energy drinks and laser pointers, • Missing class detention/consequence	**Teacher/Teacher Aide actions should include a process to de-escalate the behaviour and may include:** • ESCM's (Micro skills) • Give choice / warning • Verbal correction • Apology • Post lesson discussion • Contact/phone parents • Verbal negotiation • Reminder of classroom expectations • In-class seating plan • In-class detention • Litter duty with a teacher on PGD • Buddy Class (after actions above tried), (You must contact home if using this option).	**On OneSchool:** ✓ **May record the Incident (Do not refer to anyone)** ✓ **Record Parent Contact if made** **May seek advice from:** • Colleagues • HOD / HOSES • PGD HOD JNR/SNR

Queensland Government

	Student Behaviour	Possible Actions	Possible Staff Follow-Up
MAJOR Level 2	• Sustained repeated Minor behaviours that were documented and dealt with in Level 1 using the possible actions • Using deliberate inappropriate language (i.e. aggressive, racist, sexist) • Behaving aggressively toward others (harassment-victimisation) • Leaving the school grounds without permission • Truanting • Using ICT's & Electronic devices/Phones inappropriately • Swearing at other students • Bullying (including cyber bullying) • Repeatedly refusing to follow reasonable teacher directions • Smoking tobacco • Selling / trading items for personal profit • Inappropriate use of Social Media	**Follow up actions may include:** • Parent contact • Mediation or restorative conference • Referral for assessment and specialist support • Individual Behaviour Support Plan • Recess detention • Agency referral • Monitoring Card • Time out card • Alternative Timetable • Subject change • Possible Intervention Program • Class withdrawal	**On OneSchool:** ✓ **Record the Incident (Refer to appropriate HOD)** ✓ **HOD to record parent contact if made** **Referral Options:** • HOD Curriculum (repeated classroom issues) • HOSES for HUB Case Managed Students **PGD and other incidents:** • HOD Junior 7,8,9 • HOD Senior 10,11,12 **ONLY Refer to ONE person to action** **Only tick the Primary Behaviour**
MAJOR Level 3	• Sustained repeated behaviours that were documented and dealt with in Level 2 • Refusing to follow HOD / DP instructions • Spitting at others • Physical assault of students or staff • Inciting fights (including electronic messages) • Inappropriately touching others • Possessing pornographic images • Using electronic devices to record without permission • Possessing, supplying and / or using drugs / drug implements / alcohol • Stealing • Vandalising – wilful damage • Possessing and / or using weapons • Swearing directly at a staff member • Throwing dangerous objects at others • Threatening staff or students with violence • Charge related offence • Repeated non-compliance with consequences	**Follow up actions may include:** • Referral to relevant support team to review Support Plans • Police notification • Drug rehabilitation program • Restorative conference/meeting • Class withdrawal and/or playground withdrawal • Timetable modification • Work placement • Non-participation in extra-curricular activities • Cancelation of enrolment (Principal Decision) • Suspension 1-10 days, 11- 20 days (Principal Decision) • Charge related suspension (Principal Decision) • Suspension with recommendation for exclusion (Principal Decision)	**On OneSchool:** ✓ **Record the Incident (Refer to appropriate HOSE/DP)** ✓ **DP/HOSE to record parent contact** **Referral Options:** • HOSES for HUB Case Managed Students • Relevant DP ONLY Refer to ONE person to action

This list is not exhaustive and consequences depend upon factors such as the prior history of the student, circumstances of situation with student and impact upon the good order and management of the school

Queensland Government

Legislation Delegations

Legislation

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

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Q!gl
- 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.

Instrument of Authorisation

Requirement to 'tell' a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the Education (General Provisions) Act 2006 ('EGPA')

The Principal of Atherton State High School authorises the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension 17 has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

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

Queensland Government

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

Disciplinary Consequences

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

Atherton State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviourare consistent and proportionate to the nature of the behaviour and takes into accounts students' individual circumstances.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours. Students who follow reasonable directives of school staff will avoid being the subject of disciplinary consequences.

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)

Queensland Government

- 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
- Buddy class use
- 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
- Removal of privileges
- Detention

Focussed

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
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Atherton State High School may be invited to attend a re-entry meeting before or on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parenUs, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, and kept small with only the Principal or their delegate attending with the student and their parents. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

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

School Policies

Just like all other State Schools, AthertonState High School has a series of 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
- School Representation
- Student Dress Code
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- the good management 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 Atherton State High School and will be removed if found in a student's possession:

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

Queensland Government

- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Chewing gum

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).

The following Items are considered non-compliant with the standards of Atherton State High School:
• Mobile Phones, smart watches, peripherals and other electronic devices, if not being used under supervision and for learning purposes
• Jewellery that does not conform to the Atherton State High School Uniform Policy, or exceeds it, including but not limited to:
o Excessearrings/bars and facial piercings, necklaces, bracelets and rings
• Non uniform items not conforming to the Atherton State High School Uniform Policy including hats, caps and jumpers.

If students breach the electronic devices policy, Atherton State High School staff will ask students to hand the item to them. The temporarily removed item will have a school slip attached and the student name written on the slip. The item will be transferred to Student Services for storage and collection.

If students are found with, or choose to wear the above non-compliant items, Atherton State High School staff will ask students to remove and hand the item to them. The temporarily removed item will either have a school slip attached, or for smaller items, an envelope will be used for storage, and the student name written on the slip/envelope. The item will be transferred to Student Services for storage and collection.

Student Services staff will contact a parent and inform them that the device/item has been temporarily removed. The item will be returned to the student at the end of the school day unless they have previously had the item removed in that school term. In this instance, only parents/guardians can collect the item.
If the item is a laptop and the device is removed during a break, the item will be returned at the end of the break to the student to allow for learning to continue in the next lesson.

Responsibilities

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

Queensland Government

- Implement the removal of student property aligned with published school procedural documentation
- Mobile phones, linked peripherals and other electronic devices being used outside of school policy

Other items

- Aerosols
- Non-Uniform items not aligned to dress code
- Caps/hats
- Jumpers
- Excess jewellery including earrings/bars and facial piercings, necklaces, bracelets and rings
- Make up/nail polish may be removed by student
- Sporting equipment being used inappropriately around other students/staff or facilities

Notes on the issue of consent:

- 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;
- 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
- there may 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);

.

Parents of students at Atherton State High School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Atherton State High School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a safe and supportive 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 Atherton State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Atherton State High Schools Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a safe and supportive 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.

Queensland Government

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

It is also agreed that 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. Students, parents and visitors will see posters, such as the example below, at designated sites around the school that clearly identify our technology approved device zones (classrooms and library) and times. Please respect the community agreed expectations for these spaces and behaviours.

Responsibilities

It is acceptable for students at Atherton State High School to:

- Use mobile phones, linked or unlinked peripherals (e.g. headphones/smart watches) before 8:45am and after 3:00pm.
- At all other times mobile phones must be turned off/on silent and out of sight.
- Students may use a mobile phone between the hours of 8:45am and 3:00pm when directly given permission to do so by a staff member for educational purposes. Smart watches can be used to tell the time.
- Use other devices in the designated learning areas of classrooms and the library 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, researching and learning through the department's elearning, environment. Switch off and place the mobile device out of sight between the hours of 8:45am and 3:00pm unless the device is being used in a staff directed activity to enhance learning.
- Be courteous, considerate and respectful of others when using a mobile device and only take images of others with permission
- Seek staff member's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Atherton State High School to:

- use a mobile phone or other device in an unlawful manner
- use a mobile phone or a linked or standalone peripheral (e.g. headphones/smart watches* etc.) in technology-free spaces or in defined hours of 8:45am to 3:00pm. *Smart Watches must not be used in learning areas (e.g. classrooms) other than to tell the time.
- hotspot
- listen to music/video
- access any form of social media

Queensland Government

- take photos or film any other person on school grounds
- take photos or film of any student in school uniform
- upload images or video involving any person from the school, including volunteers and visitors
- use a mobile phone as a calculator
- 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 Uunk 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 Atherton State High 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 ICTfacilities 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.

Queensland Government

School Representation Policy

Rationale:

In order to maximise achievement of students, minimum benchmarks for attendance have been set for students to participate in extra or co-curricular activities or to undertake school representation. These benchmarks relate to adhering to engagement and school attendance. Breaches of these standards are evidenced by absence reports using ID Attend and information from One School.

Objectives:

This policy is designed to:

- reinforce positive expectations of students
- ensure students are provided with every opportunity to engage successfully in their academic studies
- encourage students to find a balance between their academic engagement and participation and extra-curricular involvement.

Implementation:

School Representation includes **any activity where the student represents the school.** Examples include, but are not limited to representative sport, forums, competitions and performances, school based apprenticeships and work experience.

Extra or Co-curricular activities include any activity which is additional to the core curriculum being delivered. Examples include: special events in or out of timetabled lessons, additional courses, some camps, school musicals and specialised excursions which do not relate to the direct delivery of curriculum programs. **For Year 12 students this can include the Formal.**

Curriculum activities such as subject excursions which relate to assessment, or camps where the focus is leadership and team development are not impacted by this policy.

At the beginning of each term the Student Services team will compile and publish to teachers a list of students who are not eligible to participate in extra-curricular activities or school representation. This will last for the duration of the term, or until the Student Services team is satisfied that the student has improved their attendance. Students who fall into the following categories will be notified of their ineligibility to participate in extra-curricular activities or school representation:

- Any student awarded a NA or U in effort and / or behaviour across two or more subjects
- Students returning from suspension
- Any sustained or documented behaviour by a student which is deemed **major**
- Students who fail to complete outstanding assessment
- Students who do not meet the 85% attendance requirement and / or who have unexplained absences
- Students who have records of multiple uniform breaches and continue to challenge the school's uniform policy

The school administration and Student Services team will review the list of students at the end of each term, adding or deleting students depending on their compliance with school expectations. Students will remain on the list if there is insufficient evidence of improvement in the area/s identified above. The list of students will be published to all staff at the beginning of term. A master list will also be kept in the office for checking when students make payments to the office.

Cases with exceptional circumstances will be considered on an individual basis.

Queensland Government

Student Dress Code

Atherton State High School has an authorised uniform. It has been developed through consultation with the community, students and staff members. The Student Dress Code (Uniform) forms a part of the Atherton State High School identity by making identification of our students easy, limiting competition regarding dress, fostering a sense of belonging, communicating school pride and complying with workplace health and safety legislation. It is endorsed through the P&C as it promotes the objectives of the Education (General Provisions) act 2006.

All students are expected to comply and wear the Atherton State High School uniform every day.

The Everyday Uniform (unisex):

This uniform is worn every day by every student.

Hat:	Maroon bucket hat with gold piping and school logo
Shirt:	Maroon and gold in colour, embroidered school logo (no pocket) or approved senior shirt
Shorts:	Maroon parachute with pockets in sides with gold piping
Skorts:	Plain maroon skorts (appropriate length)
Socks:	Black or White ankle socks
Shoes:	Black leather shoes or black impermeable-upper joggers with black laces. (No boots or high tops)
Winter clothing:	Tracksuit pants in maroon. Plain maroon jumper without logos or approved senior jersey/jumper

Permitted Jewellery and accessories:

- Gold or silver plain sleepers or studs in ears (maximum of 2 per ear)
- A watch
- A flat gold or silver ring with no raised edges
- A chain with religious symbols or medical identifiers is worn below the collar line.
- No other visible piercings are allowed at school or whilst representing the school at events.

Queensland Government

Hair Ties:

Plain black, maroon, white and/or gold hair ties, ribbons and clips. (No decorative hair accessories).

Make-up and Nail Polish:

Visible make up or coloured nail polish is not permitted.

Uniform Variations:

- Year 12 students are allowed a senior jersey or a senior hoodie, which can only be worn in that year.

- Workplace Health and Safety requirements of high-risk subjects (e.g. engineering) require specific safety equipment to be worn. These are articulated in learning guides published yearly.

Process of Checking uniform

- At the start of the day, Care class teacher checks uniforms in class. Any student who breaches the Student Dress Code is sent to Student Services with a green slip.
- During the day, the teacher observes the student in breach of the uniform policy
    - IN CLASS: send the student to Student Services with a green slip.
    - OUT OF CLASS: escorts student to Student Services.
- The student is required to change the uniform by borrowing from the office for the day. The student is issued with a uniform slip by the DP if the uniform is unavailable. Student returns to class with uniform slip.
- End of the school day: student shows uniform slip to teacher and returns to Student Services to collect own uniform item.
- Regular breaches
    - For the first breach, parent text is sent by AO, and the breach is recorded in OneSchool.
    - DP contacts the home for subsequent breaches to advise and discuss support for preventing future breaches.

Queensland Government

Preventing and responding to bullying

Atherton State High School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Atherton State High School has a number of forums for students to be able to provide feedback to the leadership team and to promote strategies to improve student wellbeing, safety and learning outcomes. These include:

- Student Council, which meets regularly and comprises diverse representatives from each year level
- School Council, that has student representatives contributing to strategic planning
- Student Executive Meetings, where student leaders meet with the Principal to provide feedback on student issues

The agenda for each of these forums align to the core elements of the Australian Student Wellbeing Framework:

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

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

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

Queensland Government

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

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

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

Defining bullying behaviours

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 Atherton State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

The following flowchart explains the actions staff will typically take when they receive a report about student bullying, including bullying which may have occurred online or outside of the

Queensland Government

school setting. Please note that the timeframes on this flowchart will vary depending on the professional judgment of teachers (e.g. their assessment of immediate risk to student/s).

Atherton State High School- Bullying response flowchart for teachers
Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying: Year 7 to Year 12 - Classroom Teacher, Student Support Officer, Head of Junior or Senior Secondary

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

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

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

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

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

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

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

Queensland Government

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Atherton SHS - 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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Cybersafety and Reputation Management (CRM)

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

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

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

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

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

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

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

Atherton State High School- Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Atherton State High School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Atherton State High School- Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Atherton State High School. It is through intentional consideration of our behaviour and

Queensland Government

communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student’s signature

Parent’s signature

School representative signature

Date

Queensland Government

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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, in line with the expectations outlined on page 9. 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 contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

What if I encounter problem content?

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

- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider.

Queensland Government

Restrictive Practices

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

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

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

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

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

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

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

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

All incidents of restrictive practices will be recorded and reported on OneSchool

Queensland Government

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

Queensland Government

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

Queensland Government

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

Queensland Government

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.

The Atherton State High School Complaints Management Procedure is published on the school's website.

Queensland Government