



Chevallum State School Student Code of Conduct

2023 – 2026

**Equity and
Excellence**

*A progressive, high performing education
system realising the potential of every student*



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PURPOSE

Our Vision

The Chevallum School community is committed to providing a cooperative learning culture in order to foster innovative, life-long learners who are resilient and compassionate in an ever changing world.

Our Values And Beliefs

Inclusion, Respectful Relationships, Empowerment, High Expectations, Integrity.

Our Mission

To cater for the learning needs of the individual child by providing an environment that will enable each child to develop:

- The skills needed for academic, physical and social/emotional learning.
- A desire to learn, born of natural curiosity and supported by a community of learners.
- A knowledge of how to learn and nurture life-long learning.

In developing this environment one must consider:

- The different learning styles of individuals
- The importance of relationships in the learning process.

The Child as a Learner

Research has shown how important it is to develop the whole child because of the impact physical and social emotional development has on cognitive development. It is essential that these three areas provide the basis for a balanced curriculum.

All children are born with an innate desire to learn. Children more in their first five years of life than any other five year period. It is our challenge to provide a learning environment in the school setting where this natural desire to learn will facilitate a love of learning not only throughout schooling, but throughout life.

With knowledge expanding at an ever increasing rate, it is vital that children learn how to access information and how to discriminate, organise and apply the information. Learning how to learn is central to our school's vision and values - It is essential for children living in an ever evolving modern world.

CONTACT INFORMATION

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Contact Person:	Linda Short - Principal

ENDORSEMENT

Principal Name:	Linda Short
Principal Signature:	<i>L. Short</i>
Date:	9/11/23

P/C President and-or School Council Chair Name:	Kellie Jarrett
P/C President and-or School Council Chair Signature:	<i>K. Jarrett</i>
Date:	9/11/23

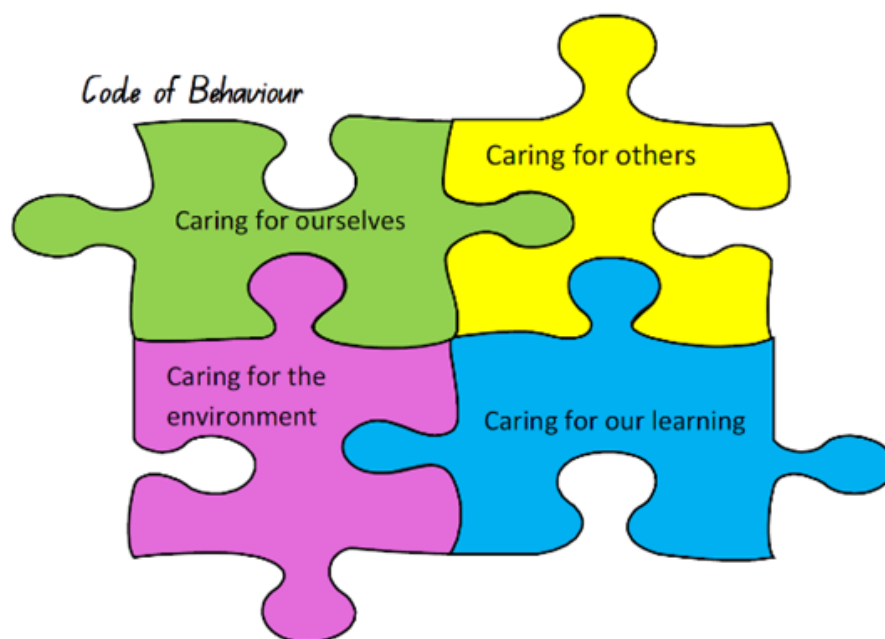
PRINCIPAL'S FOREWORD

Chevallum State School has approximately 480 students from Prep to Year 6. It is the only community building in Chevallum and its multi-age philosophy and practices attract families from all parts of the Sunshine Coast. Chevallum State School is focussed on developing a community of learners. In a caring, inclusive climate children take responsibility and become autonomous learners. In the cooperative, multi-age grouped classroom, continuity facilitates an individualised, child-responsive approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural difference.

Our efforts at Chevallum State School are directed towards providing children with a creative, stimulating learning environment that will foster positive self-esteem, a desire to learn, the confidence to take risks and the skills and knowledge necessary to achieve their full potential as a life-long learner in an ever-changing world.

At Chevallum State School we believe there is no such thing as an 'average' child, and are committed to the development of the whole child. We aim to provide a curriculum that is responsive to the needs of each individual student. In providing such a curriculum we have structured our multi-age classrooms to allow for more flexibility than is possible with traditional age grouping. Age appropriate play-based pedagogy is embedded in every Early Years classroom. The Australian Curriculum is delivered with a focus on intellectually rigorous, transdisciplinary curriculum, preparing learners for the future.

Chevallum State School's Student Code of Conduct is underpinned by the principles of Restorative Practice. Restorative Practice encourages students to learn social and emotional skills they will use throughout their lives such as: active listening, problem-solving, expressing emotion appropriately, developing personal awareness, empathy and taking responsibility. Our school follows the four Cs in our code of behaviour – Care for ourselves, Care for others, Care for our learning and Care for our environment.



STATEMENT OF INCLUSIVITY

At Chevallum State School we welcome all students and value the diversity everyone brings. We recognise and understand that the diversity of our staff, students and school communities is our greatest strength. By valuing culture and creating inclusive teaching and learning environments, we are driving equity and excellence across the school. We embrace diversity by creating welcoming, inclusive and accessible educational settings where children take responsibility and become autonomous learners. Further we value student, parent/carers, community and stakeholder voice in our approach to teaching and learning.



Our School has cooperative, multi-age grouped classrooms referred to as family groups. We facilitate an individualised, child-responsive approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural difference.

Our school is committed to building teacher capacity to develop, implement and embed Universal Design for Learning (UDL) framework and practices to enable equitable access for all students.

Our commitment



We have high expectations of all students, recognising that with the right support, all students can succeed. We aim to address the unique needs of students to ensure successful participation in all aspects of school life.

Our commitment means that students from all social, cultural, community and family backgrounds and of all identities and all abilities are able to:



Attend consistently with a sense of belonging, social connectedness and cultural safety.



Learn in a safe and supportive environment, free from bullying, discrimination or harassment.



Achieve academically and socially with reasonable adjustments and supports tailored to meet their learning needs.



Access and participate in high quality instruction and fully engage in the curriculum alongside their similar-aged peers. Learn from others.

P&C STATEMENT OF SUPPORT

On behalf of the Parents and Citizens Association, welcome to Chevallum State School.

Our P&C Association is committed to ensuring all our endeavours support the values and mission of the school, therefore benefiting the educational experience of each and every student at Chevallum. Involvement in the P&C also provides a lasting positive example to children on the value and fulfilment of volunteering within your community.

Our parents take pride in the distinctive learning environment of Chevallum and our Parent's and Citizens Association looks forward to welcoming you and making you feel at home in our school community.

We are fortunate to have a highly motivated, active and skilled P & C dedicated to working in support our school community and students. P&Cs provide an opportunity for the school community to become actively involved in the operations, development and improvement of their school. The positive influence of parent involvement in education is well documented and cannot be underestimated. We encourage parents to extend their involvement through joining the P&C, helping in the classroom, volunteering in the Café or Uniform Shop, assisting in the Stephanie Alexander Kitchen Garden and participating in Strawbfest, our annual fundraiser.

Chevallum State School Parents & Citizens Code of Conduct

This Code of Conduct clarifies the expected standards of all P&C Association members. It has been adopted to aid all members of our school community to work as a cohesive group in partnership with the school.

The Code is intended to promote and maintain the highest standard of ethical behaviour by P&C Association Members. Members of a P&C Association should adhere to the Code of Conduct at all times. This Code applies to each member of a P&C Association.

P&C Association members are to:

- act in the best interest of the whole school community at all times
- act in compliance with the Constitution
- act and work within the boundaries of the Education (General Provisions) Act 2006, the Education (General Provisions) Regulation 2017 and the Department of Education's policies and procedures relevant to P&C Association operations
- conduct and present themselves in a professional manner and act ethically and with integrity at all times
- act with courtesy and demonstrate respect for all persons, whether fellow P&C Association members, school staff, parents/carers, students, community members
- remain objective and avoid personal bias at all times
- represent all members of the school community
- engage the school and wider community in developing and effecting school priorities, policies and decisions in a manner that is consultative, respectful and fair
- declare any conflicts of interest and not misuse their office to advance individual views or for personal gain
- make fair, transparent and consistent decisions
- provide objective and independent advice
- listen and be tolerant of the views and opinions of others, even if those views and opinions differ from their own
- treat official information with care and use it only for the purpose for which it was collected or authorised
- respect confidentiality and information privacy (about the school, community members, staff or students) at all times and not disclose confidential information
- not use confidential or privileged information to further personal interests
- be responsive to the requirements of the school community
- seek to achieve excellence in educational outcomes for all students at the school
- listen and respond to issues and concerns regarding strategy and policy.

P&C members (including Executive Committee members) should also abide by all expectations outlined in the school's Parent and Community Code of Conduct if the school has one.

SCHOOL AMBASSADORS/LEADERS STATEMENT

Student leadership is an integral part of being a life-long learner. We consider all year 6 students to be leaders and uphold these values. Students in Year 5 are encouraged to apply for leadership positions to undertake in Year 6. The application process involves outlining previous leadership experience and the ability to demonstrate good role-modelling. Students are required to be self-managing and accept personal responsibility for their actions. They are required to show integrity, initiative and respect for others. Leaders of Chevallum State school represent their school proudly and support established programs within the school. They care for the environment and for their learning.

Leadership positions and opportunities include:

- Ambassadors (voted in by students, peers and staff)
- First Nations Leadership
- Cultural Leaders
- Sports Captains
- Environmental Leaders
- Library Leaders
- Early Act Executive and members (Year 5 and 6 students)
- Mental Health First Aid Officer (Year 5 and 6 student)

School Leader Contact

I agree to the following conditions:

1. To conduct myself in line with Chevallum State School's 4C's:
 - Caring for others
 - Caring for our learning
 - Caring for ourselves, and
 - Caring for our environment.
2. To fulfil my responsibilities as a representative of Chevallum State School.
3. To be enthusiastic to take on new tasks and act as a positive role model for other students.
4. To assist in initiating new programs and maintain established programs within the school.
5. To be confident in approaching staff to discuss any concerns, and support others to do the same if required.
6. To be a vital player in promoting the excellence in education that is evident at Chevallum State School.

I agree with the above conditions and understand that if these conditions are not adhered to, my position as a Chevallum State School Leader may be revoked. I agree that it is my responsibility to be an active and informed Leader.

Signed : _____ Date: _____

YOUTH WORKER'S STATEMENT

The Youth Work Role has been in place at Chevallum since 2013 in response to emergent needs within the school's community. Proactive programming responses are of significant importance and provide accessible, inclusive and supportive practices that are evidence based. These strategic interventions are delivered with consistent opportunities for relationship development. As a qualified Clinical Therapist, Chevallum's Youth Worker has the capacity to respond to emerging needs within the school community in a holistic and informed manner, working in partnership with existing support services.

During the time that the Youth Work Program has been operating, there have been numerous program responses to emergent needs that utilise a wide range of resultant modalities. Data collection through teacher surveys, restorative data, community consultation and school-wide referral systems has resulted in a range of program responses that are targeted, implemented and reviewed.

The consultation process with administration, classroom teachers, P&C and the Guidance Officer assists in the development of focussed responses. Areas of potential professional development have been addressed to enhance service delivery – Restorative Practices, Functional Behaviour Analysis, Berry Street Education Model and De-escalation and trauma informed practices through MANDT. These professional development opportunities supplement existing qualifications and experience including three decades of working with children and adolescents in Private Practice and Government and Non-Government sectors. Additionally, the Youth Worker holds two Degrees in Social Science to a Post-Graduate level as well as qualifications in Musical Direction. This experience enhances the delivery of services within the Youth Work role including:

- Coordination, facilitation and training delivery of Restorative Practices
- Individual and group consultation
- Delivery of Rock and Water Programs
- Team member in restrictive practice responses
- Indigenous family liaison/ Community Engagement Counsellor (Identified)
- Mental Health First Aid Officer Program coordinator
- Transition programming and support
- Parade and Events Coordination (ie. Harmony Day, Anti-Bullying Day, NAIDOC week, ANZAC and Remembrance Day, Graduation Ceremony)
- Leadership Group mentoring
- Behaviour Support
- Student Attendance monitoring
- Chess Club facilitation
- Beyond Blue School Leader

Referral processes to the Youth Worker can occur in a number of ways. Families and self referral, administration, classroom teachers and support staff can refer verbally or through written Student Support referrals. The referrals are discussed at weekly Student Services meetings and directed to the appropriate service provider. Parents, carers and students can self-refer by contacting the school.

LEARNING AND BEHAVIOUR STATEMENT

Chevallum State School implements the Australian curriculum which is delivered with an intellectually rigorous, transdisciplinary futures orientated focus.

Chevallum State School is focused on developing a community of learners by:-

- Creating a caring, inclusive climate where children take responsibility for their own learning as they grow into autonomous learners.
- Providing cooperative family grouped classrooms, where continuity facilitates an individualised, child-responsive approach.
- Implementing multi-age family grouping which promotes learning as an enjoyable experience to be shared.
- Encouraging all members of the community to be actively involved.
- Aiming to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural differences.

Embedding Our Values

At Chevallum State School, we are committed to nurturing behaviour and dispositions that support a culture of caring.

The learning and behaviour statement contains the core values which supports our Student Code of Conduct. Parental reinforcement of the core values within the home setting, assists students to understand both the values and their implementation. By supporting the school in this way parents provide a home environment which complements school expectations and standards.



Our focus centres on the following four areas of care:-

- CARING FOR OURSELVES
- CARING FOR OTHERS
- CARING FOR LEARNING
- CARING FOR THE ENVIRONMENT

The success of any school behaviour management plan relies on the development of positive relationships, consistent approaches and effective communication involving all within the school community.

Our school strives to be a happy and safe community – a supportive school environment in which individual differences are acknowledged and valued, in which each person feels safe, happy and respected.

The Chevallum Student Code of Conduct advocates three rights that are essential for a safe and supportive environment.

- The rights of all students to learn
- The rights of all teachers to teach
- The rights of all to be safe

It is expected all members of the school community uphold these rights by displaying the following expected behaviours:

Student's Responsibilities

- Participate actively in the school's education program
- Take responsibility for their own behaviour and learning
- Behave in a manner that respects the rights of other, including the right to learn
- Co-operate with staff and others in authority
- Access advice and support if required
- Develop social competencies and emotional intelligences through elements of core curriculum including Restorative Practices and Habits of Mind and supports programs including Structured Play and Individual Student Behaviour Plans.
- Be persistent, resilient and complete set tasks
- Manage impulsivity through self-management
- Strive for accuracy, work to best ability
- Work independently, learn cooperatively and develop positive working relationships
- Be innovative, remain open to continuous learning and new ideas
- Be responsible for own behaviour, take responsible risks
- Respect self, others, learning and environment
- Listen and speak with empathy and understanding, including common courtesies, tolerance and mutual respect.

Parent/Carer Responsibilities

- Show an active interest in their child's schooling and progress
- Cooperate with the school to achieve the best outcomes for their child
- Support school staff in maintaining a safe and respectful learning environment for all students
- Initiate and maintain constructive communication and relationships with school staff regarding their child's learning, well being and behaviour
- Contribute positively to behaviour support plans that concern their child
- Adhere to systems and procedures within the school that address issues affecting people's rights and the acceptance of their responsibilities
- Contribute to learning, relationships and resourcing within the school which positively impacts student learning outcomes
- Be partners in meeting student's education needs
- Be active community members by sharing expertise to enhance student outcomes
- Respect school protocols
- Use open and respectful communication
- Ensure optimal attendance and contact the school regarding absences
- Assist the school by providing an appropriate uniform.

Chevallum State School Staff Responsibilities

- Provide safe and supportive learning environments
- Provide inclusive and engaging curriculum and teaching
- Initiate and maintain constructive communication and relationships with students and parents/carers
- Promote the skills of responsible self management
- Understand that student learning behaviours are dependent upon the successful integration of our values and beliefs with best practise in learning and teaching
- Implement the Student Code of Conduct by embracing the principles of Restorative Practices and Universal Design for Learning\
- Facilitate cooperative, multi-age classrooms that have a child-centered approach to learning
- Understand that the curriculum underpins the development of the whole child – social, emotional and cognitive
- Develop thinking and collaborative learning skills
- Implement the Australian Curriculum, provide improved engagement and development of deeper understandings
- Provide an inclusive curriculum, support programs and environment using a UDL approach for all students
- Promote a professional learning community that encourages a focus on student learning, collaboration and differentiated practice.

STUDENT WELLBEING AND SUPPORT SERVICES



Wellbeing is connected to learning. The importance of wellbeing for learning is well evidenced – students learn best in environments where their social, emotional and physical wellbeing is nurtured. The Student Learning and Wellbeing Framework - <https://education.qld.gov.au/student/Documents/student-learning-wellbeing-framework.pdf> ensures that schools are equipped with current strategies and resources to implement a whole-school approach to enhancing learning and wellbeing for all students.

Chevallum State School is committed to developing a rich culture and positive ethos that creates a sense of belonging and self-responsibility leading to positive behaviour, improved student attendance and achievement. We embed the personal and social capabilities from the Australian Curriculum (General Capabilities) and are committed to improving educational outcomes for all students.

This is aligned to our NASOT (The NewArt & Science of Teaching) pedagogical framework. Questions 7, 8, 9 and 10 relate directly to relationships, routines and high expectations for all.

Chevallum State school offers a range of programs and services to support the wellbeing of students at our school. We encourage students and parents/carers to communicate directly with their classroom teachers for additional wellbeing support. Classroom teacher may refer to specialised support staff as required. Student Support Services (SSS) meetings are held weekly and attended by key stakeholders to prioritise student well being.

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. Student wellbeing is enhanced through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and Pedagogy



Schools build the foundations for wellbeing and life-long 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.

The general capabilities from the Australian Curriculum play a significant role at Chevallum State School in equipping our student to live and work successfully in the twenty-first century. At Chevallum we use the general capabilities and New Pedagogies Deep Learning (NPDL) to develop our conceptual threads that underpin our students learning and development.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

NPDL is inquiry-based learning where students are engaged in deeper level learning and provided with the skills to be learners, creative, connected and collaborative problem solvers who can successfully participate and innovate in our increasingly interconnected world. Students foster deep learning so that all learners contribute to the common good, address global challenges and flourish in a complex world.



The Deep Learning Competencies, better known as the 6 C's, are the skill sets each and every student needs to achieve and excel in, in order to flourish in today's complex world. These competencies form the foundation for learning dispositions.

NPDL combined with information about student achievement, interests, and aspirations to get a clear understanding of what each student needs to learn.

Policy And Expectations

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

Specialised Health Needs

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

Appropriate health plans are developed and followed for students with specialised health needs, staff are aware of the student's medical condition and an appropriate number of staff are trained to support the student's health condition. In certain circumstances, this will involve school-nurse support.

Medications

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

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

Chevallum State School maintains a minimum of one adrenaline auto-injector and asthma reliever, stored in the school's first aid facility to provide emergency first aid if required.

Mental Health

Chevallum State School implements early intervention measures for students where there is reasonable belief that a student has a mental health difficulty. This may involve referral to Student Services and facilitating the development, implementation and periodic review of a Student Plan. Students have the ability to enlist the support of their peers within the Mental Health First Aid Officer Program.

Chevallum State School is a member of the Be You Community – a program specifically designed to support Mental Health initiatives.

When managing a mental health crisis, schools call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, staff follow 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

The Network of Student Support

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the office to direct their call.

Staff	Support Role
Principal	Lead the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students; • Uphold the principalship as a values based, ethical and moral activity; • Embed socially just practices in daily school life; • Set high standards for student and staff performance; • Are active participants in life-long learning and ongoing professional development; • Form partnerships with parents, other government agencies, community groups, industry and business; • Are futures oriented and strategic; • Understand the legislation and policies that impact on schooling; and • Manage resources to achieve goals. Specifically in relation to responsible behaviour plan: ✓ Strategic planning ✓ Budgeting ✓ Instructional Leadership –ELS ✓ Curriculum ✓ Human Resources ✓ Facilities ✓ Community engagement/liaison ✓ Professional learning ✓ Data Analysis of attendance, outcomes, behaviour ✓ Engaged at all levels at times in behaviour processes
Deputy Principal	Assist the principal to lead the school community to develop, articulate and commit to a shared educational vision focussed on providing quality learning outcomes for all students. • Deputise for the principal when required. • Uphold the deputy principalship as a values based, ethical and moral activity.

	• Embed socially just practices in daily school life. • Set high standards for student and staff performance. • Actively participate in life-long learning and ongoing professional development. • Form partnerships with parents, other government agencies, community groups, industry and business. • Be futures oriented and strategic. • Understand the legislation and policies that impact on schooling. • Manage resources to achieve goals. Specifically in relation to responsible behaviour plan: ✓ Instructional leadership ✓ ASOT leader ✓ Curriculum ✓ Intervention ✓ Student leadership ✓ Restorative practices ✓ Professional Learning ✓ OneSchool data entry ✓ Student Services ✓ Data Analysis of attendance, outcomes, behaviour ✓ Engaged at all levels in behaviour process ✓ Monitors implementation of behaviour processes. ✓ Structured play/timetables
Deputy Principal: Inclusion	✓ Lead inclusive practices at Chevallum/HUB ✓ Lead the implementation of Universal Design for Learning ✓ Manage NCCD human, financial, facilities and curriculum resources ✓ Lead changes in NCCD legislation, policies and processes in schooling ✓ NCCD behaviour liaison ✓ Data analysis and feedback ✓ Program development ✓ Professional Learning ✓ ICP ✓ Student Services ✓ Liaison with external agencies
Guidance Officer	✓ Student services ✓ Counsellor to students, parents and staff ✓ Liaison with external agencies ✓ Cognitive assessments
Community Engagement Counsellor	✓ Participate in the development of activities to enhance the involvement of Aboriginal and Torres Strait Islander students and their families ✓ Develop and undertake support service programs designed to meet the needs of the school ✓ Provide information to the school community about Aboriginal and/or Torres Strait Islander social and cultural perspectives
Youth worker	✓ Leads the daily reflection process and data collection Also as above in youth Worker Statement

School Based Psychologist	✓ Student Wellbeing Professionals (or School Psychologists) deliver Mental Health counselling and therapeutic intervention for students with mild-to-moderate mental health concerns and are experiencing barriers to accessing community based counselling services. ✓ Students receive between 6 to 10 sessions with a School Psychologist.
Student support services team	Weekly team consultation to identify, discuss and prioritise at risk students and their families. Actions and case managers are decided with consultation with key stakeholders: ✓ Deputy Principal ✓ Deputy Principal:Inclusion ✓ Head of Curriculum ✓ Learning Support ✓ Youth Worker ✓ Guidance Officer ✓ Visiting Well Being Guidance Officer/School Psychologist
Student Engagement Unit (SEU) Teachers	✓ support the classroom teachers in enabling students with a Personalised Learning Plan to access and participate in the curriculum ✓ liaison with parents, classroom teachers and therapists ✓ co-plan, prepare and deliver quality and effective teaching and learning programs, including ICPs
Classroom teacher	✓ key person who oversees support for each student within their classroom ✓ shares responsibility and a collaborative approach to student achievement.
Learning Support Teacher	✓ Develop, maintain and monitor intervention programs and school-wide instructional practices ✓ Data analysis and feedback ✓ Professional Learning and support ✓ Implement intervention programs ✓ Data analysis and feedback
Health Nurse	The School Based Youth Health Nurse (SBYHN) Program is delivered and managed by Queensland Health. This program focuses on promoting preventative health strategies and wellbeing for students in Years 8–12. Nurses participating in this program are employed by Queensland Health. The role of the SBYHN is outlined in <i>School Based Youth Health Nurse Memorandum of Understanding and Program Management Guidelines 2012</i>.
Teacher Aides	✓ Attached to each double classroom ✓ Their role is predominately to support learning within the classroom/s. ✓ They are often attached to identified programs and students with numeracy and literacy (designed by class teachers and/or specialist staff) to enhance student learning.

Students	Student leadership programs provide opportunities for students to help and support others through peer support programs, running lunchtime activities and special events. (See Learning and Behaviour Statement)
Parents	Assist in the monitoring of student well-being. Maintain positive communication with the school. Abide by the Code of Conduct. (See Learning and Behaviour Statement)

Preventative Resources

A positive relationship between students, teachers and parents underpins effective behaviour management. The Multi-age, cooperative teaching classroom practice that we employ ensures continuity with teachers and peers across a 2 or 3 year period. It also supports behaviour as the size of the school provides all staff with an awareness of the need for targeted behaviour support for individual children.

Specific Strategies that we implement include:

- **Habits of Mind** - program which is based on the premise *'that a habit of the mind is knowing how to behave intelligently even when you don't know the answer'*. Specific habits are targeted for students and behaviours.
- **Trauma Informed Practice** – Drawn from the Berry Street Education Model and MANDT Training. All staff have received relevant Professional Development.
- **Restorative Practices**- Comprehensive whole school relational approach to behaviour support practices within our school community.
- **Class-Home communications program**- Parent /Teacher communication books, interviews, emails, meetings
- **Social Skills program**- Implemented in small groups for all ages involving students with well developed social skills (providing models) and for those who require extra support in these areas. (eg. Rock and Water)
- **Transition time throughout early, middle and upper schools** - Providing peer/tutoring programs and circle time.
- **Adjustment to programs and alternative activities** - (permaculture garden, Stephanie Alexander teaching kitchen), accommodating various learning styles.
- **Youth Work Program** - offering proactive social and emotional programs.
- **Student Support Services** - Key stakeholders meet weekly to identify and support vulnerable and at-risk students.
- **Functional Behaviour Analysis** – Collecting information to help determine why problem behaviour occurs and to serve as a basis for behaviour support plans to optimise positive behaviour choices.
- **Individual Risk Assessments** – Maintenance of student safety.
- **Individual Behaviour Support Plans** – To optimise positive behaviours
- **MANDT Practice** – Provision of de-escalation strategies
- **Mental Health First Aid Officers** – Peer based well-being support
- **Structured Play** – Explicit teaching of safe and cooperative play
- **Be You** – Registered school with Be You for student wellbeing

WHOLE SCHOOL APPROACH TO DISCIPLINE

Consideration of Individual Circumstances

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

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

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

Restorative Practices

Chevallum uses the Principles of Restorative Practices within our behaviour management framework, and staff have received professional development and training in conferencing and implementation of this approach. Restorative Practices encourages reflection on behaviour, personal acknowledgement of behaviour and choices made and the building of positive relationships.

"The gift in this approach is a new language to define how we think about & manage our own & student behaviour. Behaviour management may thus be more appropriately called relationship management. Compliance becomes an outcome of a sense of understanding and community, not an end in itself. The philosophy of restoration & transformation offers hope for those of us who want our kids to grow up in a world where they understand that whatever they do, good or bad, will have an impact on someone else. If that impact is harmful, the way forward is to make things right."(Source: Margaret Thorsborne & Associates website 2013)

Restorative Practice teaches all members of a school community:

- Accountability
- Responsibility
- Empathy

It is a process that ensure quality, justice and fairness where students and their respective communities of care are active participants. Students are empowered to have their needs met and to have their experience validated. They are able to tell their stories and be given the

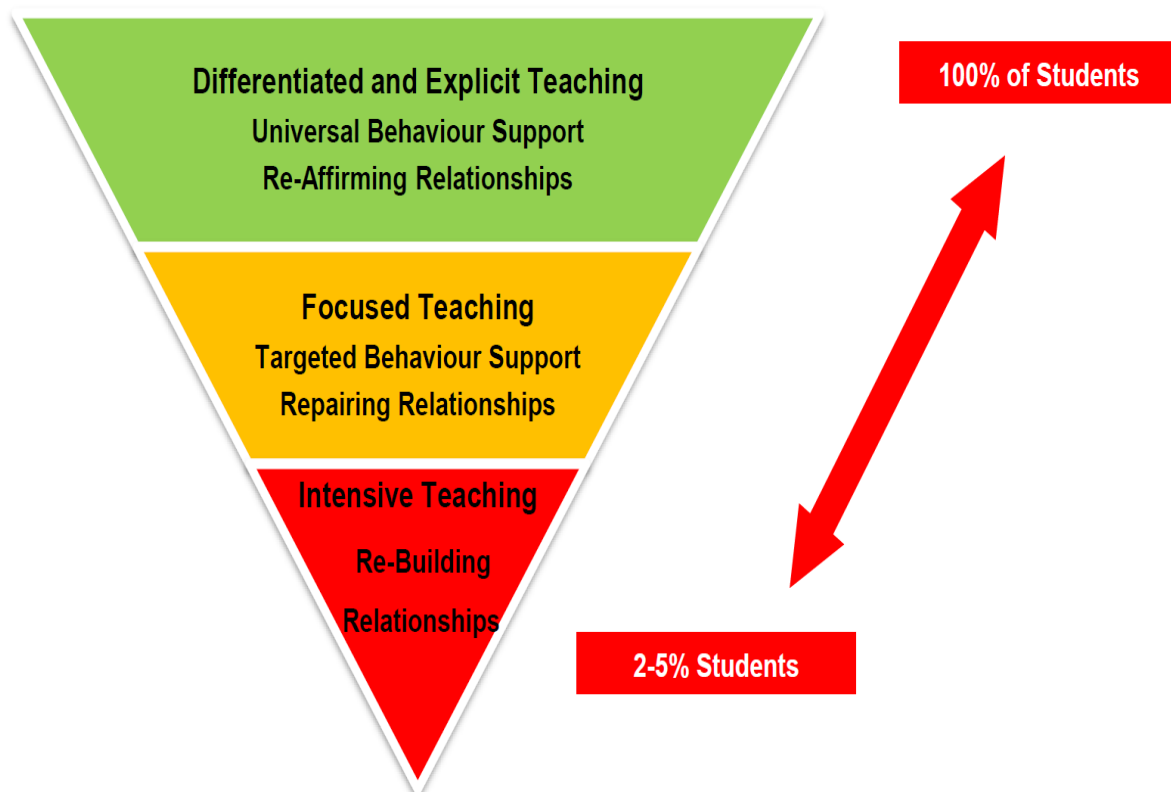
chance to make amends, if required. The community of care can seek ways to ensure the incident does not happen again. When an incident occurs, we ask the following questions:

- What happened?
- Who has been harmed or affected?
- What needs to happen to repair the harm?
- How do we ensure there is no recurrence?

Chevallum State School implements the following proactive and preventative processes and strategies to support student behaviour:

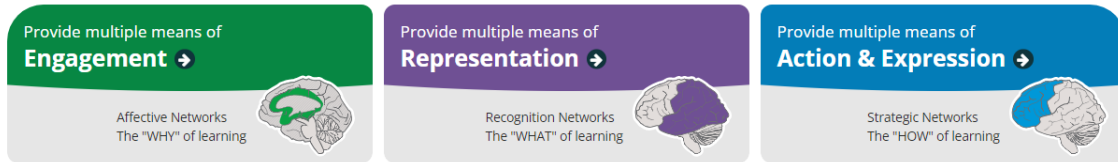
- The school newsletter and Website, enables parents to be actively and positively involved in school behaviour expectations.
- Student Services team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Chevallum State School Student Code of Conduct delivered to new students as well as new and relief staff.
- Personalise Learning Plans are developed for some students with individual barriers, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies to address:
 - The Use of Personal Technology Devices at School
 - **Procedures for Preventing and Responding to Incidents of Bullying**
 - Emergency procedures including critical incidents

Differentiated And Explicit Teaching



At Chevallum State School Universal Design for Learning and differentiated teaching are the responses to the learning needs of ALL students. Universal Design for Learning recognises that all students are variable, it provides a framework for identifying the barriers for individual students and has explicit goals with flexible means to achieve the goals.

Universal Design for Learning Guidelines



The first step in catering for all students is knowing our students and implementing quality curriculum planning, programming and instruction. It involves the explicit teaching, learning assessment and behaviour strategies that are fair and flexible to engage all student in learning in meaningful ways.

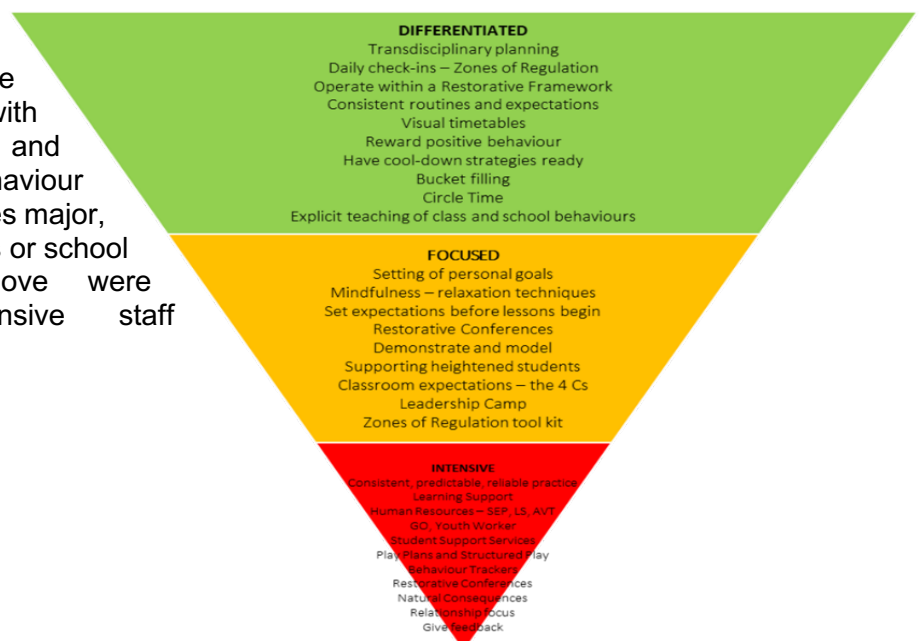
Focused Teaching

At Chevallum State School some students require ongoing focused teaching for a period of time in order to allow them to access the class curriculum. A small number of students, despite quality differentiation may require focused teaching. Focused teaching is informed by student performance data and validated research. Teachers vary what students are taught, how they are taught and how students demonstrate what they know. Support staff at Chevallum SS work collaboratively with teachers to provide focused teaching. Focused teaching is always aligned to the class program.

Intensive Teaching

At Chevallum State School, a very small number of students may require intensive teaching that is highly individualised, comprehensive and ongoing for a period, or for their entire schooling. For these students, intensive teaching addresses the individual nature and acute impact of barriers to learning and participation, and may require a multi-disciplinary team approach.

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. The tiers above were developed through extensive staff consultation.



DISCIPLINARY CONSEQUENCES

Chevallum State School's Student Code of Conduct outlines proactive, preventative and differentiated strategies.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Some behaviours require a continuum of consequences to meet the school's Code of Conduct and some students will need additional support, time and opportunities to practise expected behaviours.

Disciplinary responses involve implementing consequences linked to the concept of natural justice and the importance of repairing relationships through Restorative Practices. This allows for effective management of student behaviour within a supportive school environment and is further supported by the maintenance of comprehensive school records, effective communication with parents/carers and student access to support services and personnel as required.

Some students will need additional support, time and opportunities to practise expected behaviours. 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 Student Services and/or Administration for determination of a behaviour support plan and/or disciplinary consequence.

For a small number of students, 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.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals

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

Focussed

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

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

Intensive

School leadership team work in consultation with Special Needs Committee to address persistent or ongoing serious problem behaviour. This may include:

- 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

LEGISLATIVE DELEGATIONS

Legislation

The Student Code of Conduct links to relevant legislation that informs the overall Student discipline procedure.

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

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.

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

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

SCHOOL DISCIPLINARY ABSENCES

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently)

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

Re-entry following suspension

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

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 their student and their parent/s.

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

SCHOOL POLICIES

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

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

Temporary Removal of Student Property

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

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

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

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

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

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

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

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

Responsibilities

Staff at Chevallum State School:

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

Parents of students at Chevallum State School

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

Students of Chevallum State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect

USE OF MOBILE PHONES AND OTHER DEVICES BY STUDENTS

This form needs to be signed before a personal mobile phone or a wearable device is allowed to be brought to school by a student. All devices are to be checked-in at the office on arrival at school and collected when departing for the day. Mobile phones and wearable technology like smartwatches will be banned at all Queensland State Schools during school hours – including break times - from Term 1, 2024. Queensland State Schools are committed to reducing the distractions by implementing 'away for the day' as a way to provide optimal learning environments for all students.

For the purpose of this document, mobile phones and wearable devices include but are not limited to mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

Individual circumstances may be considered on a case-by-case basis and will align with the Department of Education guidelines that refers to Managing Students' Health and Support Needs at School Procedure or when a reasonable adjustment is agreed upon via student services and then present to the Principal (or their delegates).

Use of Mobile Phones & Devices

Chevallum State School Mobile Phone and Wearable Device Agreement

Student

I understand that personal mobile device/s in a school can be a convenient way to communicate with parents/care givers in emergency situations before/after school e.g. change of transport arrangements

If I bring my mobile device/s to school:

Upon arrival at school I will book my mobile device/s immediately into the office.

At the end of the school day I will book my mobile device/s out of the office. If I am not leaving the school grounds immediately, I need to hand my mobile device/s to the adult on bus duty for a later collection.

While in the school grounds I will only contact parents/care givers for matters relating to my safety/well being or an issue I have discussed with administration staff.

I will not store in my mobile device/s anything that is illegal, dangerous or offensive.

I understand that if the school decided I have broken these rules, appropriate action will be taken. This may include confiscation of my mobile device/s and my parent/s being informed.

_____ (Student's name)

_____ (Student's signature) _____ (Date)

Parent or guardian

I understand that personal mobile device/s in a school can be a convenient way to communicate with parents/care givers in emergency situations before/after school e.g. change of transport arrangements

I also understand that my child will, upon arrival at school, book their mobile device/s immediately into the office and collect it at the end of the school day. However, if they are not leaving the school grounds immediately, they will need to hand their mobile device/s to the adult on bus duty for a later collection.

I accept that, while in the school grounds my child will only contact parents/care givers for matters relating to my safety/well being or about an issue they have discussed with administration and that my child will not store in their mobile device/s anything that is illegal, dangerous or offensive.

I believe _____ (Name of student) understands this responsibility, and I hereby give me permission for him/her to bring a personal mobile device/s to school under the school rules.

I understand that students breaking these rules will be subject to appropriate action by the school.

_____ (Parent/Guardian's name)

RESPONSIBILITIES – USING TECHNOLOGY IN SCHOOLS

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

It is acceptable for students at Chevallum State School to use other devices and technology for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- conducting general research for school activities and projects
- communicating or collaborating with teachers in relation to school work
- accessing online references such as dictionaries, encyclopedias etc.
- researching and learning through the department's eLearning environment

It is unacceptable for students at Chevallum State School to:

- 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
- 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
- knowingly download viruses or any other program capable of breaching the department's network security
- use in-device cameras anywhere a normal camera would be considered inappropriate, such as change room and toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material
- to be aware that access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or devices
- schools may remotely access departmentally-owned student computers or 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 and school support staff will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

PREVENTING AND RESPONDING TO BULLYING

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

“Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community.”

– World Health Organisation, 2014

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.

“More learning occurs in a joyous classroom where children feel safe, secure and accepted, and where they feel the teacher sees them for who they really are.”

– Diamond, 2010

Chevallum State School has a **Mental Health First Aid Officer Program and Early Act Club**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

A priority for the Mental Health First Aid Officer Program, Early Act Club and the Student Support Services 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 Chevallum State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

Bullying Response Flowchart For Teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Linda Short. Ph (07) 5453 2333.

First Hour Listen

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

Day One Document

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

Day Two Collect

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

Day Three Discuss

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

Day Four Implement

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

Day Five Review

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

Ongoing Follow up

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

APPROPRIATE USE OF SOCIAL MEDIA

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

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

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying Response Flowchart for Staff

How to manage online incidents that impact your school

Student protection

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

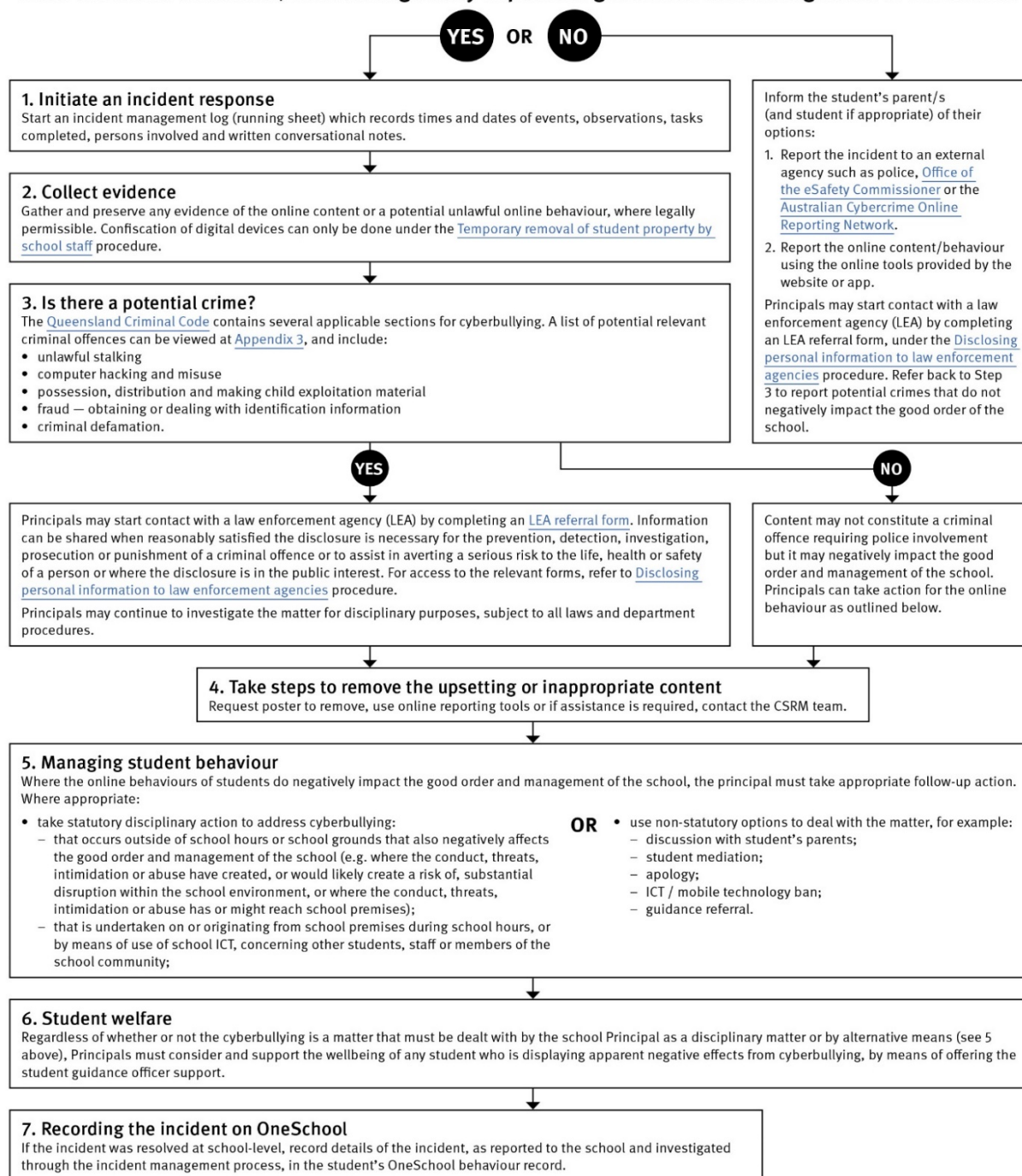
Explicit images

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

Help

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

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



RESTRICTIVE PRACTICES

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

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

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

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

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

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

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

Use of seclusion and physical restraint

State school staff may only use seclusion or physical restraint where:

- a) The student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
- b) The seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour; and
- c) There is no less restrictive measure available to respond to the student's behaviour in circumstances.

For the use of seclusion or physical restraint to be 'reasonable', the seclusion or physical restraint must be:

- a) Proportionate to the risk of harm
- b) Discontinued once the risk of harm has dissipated; and
- c) Respectful of the student's dignity

Examples of physical restraint that might be 'reasonable' in the circumstances would be:

- a) Using manual guidance to prevent a student running onto a busy road
- b) Holding a student to prevent them physically attacking someone; or
- c) Holding a student's hand to prevent repetitive, serious self-injurious behaviour.

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

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

CRITICAL INCIDENTS

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

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

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

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

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

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 in line with Restorative Practices.

CONCLUSION

Chevallum State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school.

The success of any code of conduct plan relies on the development of positive relationships, consistent approaches and effective communication involving all within the school community. A dialogue between staff, students and families occurs around what our core values look like in practice and just as importantly what we should do if our actions do not reflect these values. This is where our restorative practice processes are actioned and come into play to support effective self-management.

Chevallum State School is focussed on developing a community of learners. In a caring, inclusive climate children take responsibility for their own learning and become autonomous learners. In the cooperative family grouped classroom continuity facilitates an individualised, child-responsive approach, making learning an enjoyable experience to be shared. All members of the community are actively involved. We aim to develop balanced individuals who can operate as an integral part of the community, having respect for and understanding of individual and cultural differences.

Learning
FUN
Believing
SUPPORT
DIVERSITY
Challenge
culture
Tenacity
Resilience
Experiences
Helping