Queensland
Government

Stretton State College

Student Code of Conduct

2024 - 2027

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Queensland
Government

Purpose

The Stretton State College Student Code of Conduct aims to define high standards of behaviour to ensure that all students can participate in a positive manner within our P-12 community. Stretton State College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Stretton State College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.
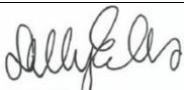
As members of our P12 College community, we consider and respect the rights of others, appreciate individual differences and care about the wellbeing of our College community.

Contact Information

Postal address:	PO Box 1840 Sunnybank Queensland 4109
Phone:	07 3723 0333
Email:	admin@strettonsc.eq.edu.au
School website address:	www.strettonsc.eq.edu.au
Contact Person:	Jan Maresca (Executive Principal)

Endorsement

Principal Name:	Jan Maresca	P&C President Name:	Liz Herring
Principal Signature:		P&C President Signature:	
Date:	01/11/2024	Date:	01/11/2024

School Council Chair Name:	Sally Eeles
School Council Chair Signature:	
Date:	01/11/2024

Queensland Government

Contents

Stretton State College is a high performing educational institution. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students in our P12 College. The Administration team, Teaching team, Ancillary and Support staff are all focused on ensuring that student individual outcomes are testimony to our College SPIRIT values. Our College partners with students, their families and caregivers, as together we aim for individual success. This is measured through the extensive individual opportunities and outcomes achieved by our students. We firmly believe that strong, inclusive, positive relationships between all members of our College are the foundation to supporting the success of our students.

The Stretton State College Student Code of Conduct sets out the responsibilities and processes that we use in our College to promote a productive, effective whole school approach to student behaviour.
Its purpose is to facilitate high standards of behaviour from all in the Stretton State College community, ensuring learning and teaching in our school is prioritized, wherein all students are able to experience success and where staff can enjoy a safe workplace environment.

Positive and productive relationships form the foundation of our supportive learning environment, our processes and our structure. We aim to provide an outstanding range of academic sporting and cultural opportunities so that students can achieve our vision: *Together with Purpose and Spirit, we strive to develop curious minds, strong character and connected community.*

Stretton State College is a community where everyone has a deep sense of pride in who we are as a P12 community, what we do and where we are learning today and leading for tomorrow's world. Stretton State College is committed to providing a safe and respectful learning environment for students and staff, where students have opportunities to engage in quality teaching and learning experiences and acquire character strengths and values which are supportive of their lifelong wellbeing. We acknowledge that the first step in facilitating standards of positive behaviour is communicating those standards to all students. College staff communicate our Stretton SPIRIT values, of Sincerity, Perseverance, Integrity, Respect and Responsibility, Inclusivity and Thoughtfulness in our daily actions and interactions with students and colleagues.

Our Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective, ensuring students can participate positively within our College community.

Consultation & Data Review:
The Code has been reviewed with the specific intent of 'closing the gap' between expectation and performance as it relates to both student behaviour and the management of that behaviour. This code has been informed by the analysis of data and information relating to behaviour management at Stretton State College. Specifically, this has involved the analysis of data from OneSchool behaviour reports & School Opinion Survey. In preparing this Code of Conduct, the following stakeholders have provided input:

- Parents via P & C & School Council
- Staff
- Students
- The College Leadership Team

Queensland
Government

Sincerity:

The spirit of honesty and working as a team

For the community of Stretton State College to work together honestly and maintain a genuine strong bond.

Perseverance:

The spirit of self-determination and never giving up

For the community of Stretton State College to practice a sense of determination and strength of character in all that we do.

Integrity:

The spirit of being truthful and reliable

For the community of Stretton State College to be dependable and loyal in all interactions.

Responsibility and Respect:

The spirit of owning our own actions and being admirable in our behaviours

For the community of Stretton State College to be courteous and considerate role models when communicating with others. Furthermore, all individuals must be responsible for the choices they make.

Inclusivity:

The spirit of including others and accepting difference.

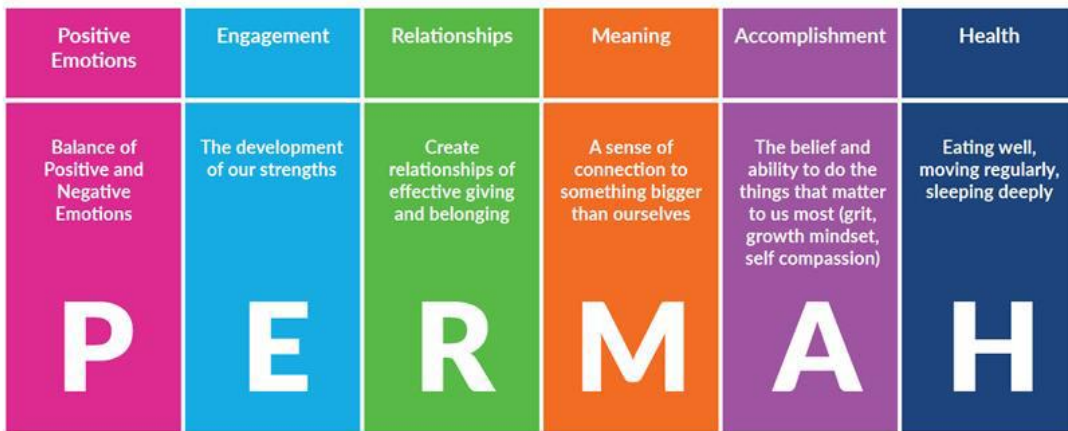*For the community of Stretton State College to embrace all people regardless of race, religion, personal limitations, gender and socioeconomic status.*

Thoughtfulness:

The spirit of being considerate

For the community of Stretton State College to treat others in a manner in which they themselves wish to be treated. All community members must strive to help those in need.

Queensland
Government

OUR WELLBEING FRAMEWORK

Positive Emotions	Engagement	Relationships	Meaning	Accomplishment	Health
Balance of Positive and Negative Emotions	The development of our strengths	Create relationships of effective giving and belonging	A sense of connection to something bigger than ourselves	The belief and ability to do the things that matter to us most (grit, growth mindset, self compassion)	Eating well, moving regularly, sleeping deeply
P	**E**	**R**	**M**	**A**	**H**

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all of 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.

At Stretton, we focus on embedding the 24 VIA character strengths. We encourage our students and teachers to identify their character strengths, in particular their top 5. Teachers regularly post their Top 5 on their classroom door to encourage discussion of the importance of character and how a knowledge of our personal strengths can help students navigate through life.

10 Stretton Strengths

Creativity, Bravery, Fairness, Honesty, Teamwork

Empathy - Love, Grit - Perseverance, Optimism - Hope, Kindness, Curiosity

Honesty, Zest, Gratitude, Self Control, Creativity

Stretton State College has identified the top 10 character strengths which would form the basis for student and staff focus. This was the result of community and student consultation. These strengths form the basis for our positive focus for Awards, student presentations on Assemblies and Year Parades, Student Newsletters, Community Newsletters and videos.

I thank the students, teachers, parents and other members of the community for their work in bringing this Stretton State College Student Code of Conduct together over the last six months. Their 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.

P&C Statement of Support

Stretton State College P & C supports the Student Code of Conduct. The Code of Conduct sets expectations for behaviour and provides a framework for their implementation. Parents have an important role to play working with College staff to ensure students meet these expectations. The Code of Conduct covers a number of important topics including bullying and cyber bullying which are current community-wide issues of concern. It is important that parents and students know that Stretton State College provides support and advice to address all instances of bullying through a multi-tiered approach.

Learning and Behaviour Statement

At the core of student academic success is our focus on ensuring the right conditions for learning. These conditions include regular attendance, active engagement, being well resourced and prepared, and completing all assessment tasks. It is an expectation that students, with the support of their families and the College, meet these expectations with the intention to attain positive academic outcomes.

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. We encourage any student or parent to make an appointment with the Campus Principals to discuss the model of behaviour support and discipline used at this school.

At Stretton State College, we use a multi-tiered system of support as the foundation for our integrated approach to learning, behaviour and wellbeing. This includes a three-tiered approach which encompasses differentiated, focused and intensive strategies that are preventative and proactive.

Multi-Tiered Systems of Support - Learning

Stretton State College recognises that all students learn differently. Supporting students to learn and to engage in learning is integral to our pedagogical approach. Our belief is that students have the potential to achieve one year's growth in 12 months of learning.

Our pedagogical approach, The Stretton Way, focuses on our students developing the dispositions to flourish in a rapidly changing world. We generate a future focused learning community by placing our learners first, creating inclusive environments, and inspiring all students to solve real world problems through a culture of deep learning.

Queensland
Government

Student Wellbeing

Informed by Education Queensland's 'Learning and Wellbeing Framework', Stretton State College staff support wellbeing by building a positive learning culture, providing challenging, interactive and engaging learning experiences, and by nurturing relationships with families and the wider community. Students support their own wellbeing by being actively involved in their College and their community. Research on resilience shows a sense of belonging is critical for young people. Stretton State College is committed to developing a rich College culture and positive ethos that creates a sense of belonging and self-responsibility, leading to positive behaviour, improved student attendance and achievement. We embed social and emotional capabilities within a Positive Education framework, into the general curriculum and are committed to improving educational outcomes for all students. The alignment with a Positive Education focus ensures PERMAH values are embedded within our teaching/learning framework.

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

Curriculum and pedagogy:
Schools build the foundations for wellbeing and lifelong learning through curriculum embedding character strength education, respectful relationships, 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.

Policy and Expectations:

Within our College 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:

Stretton State College 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:

Stretton State College 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

Stretton State College 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 College 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.

Stretton State College maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the campus specific first aid kit to provide emergency first aid medication if required.

Mental Health:

Stretton State College 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:

Stretton State College school staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Campus Principal, Year Level Deputies, Head of Departments or Deans of Students. Where neceressary, Senior Guidance Officers may be engaged to support.

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, Stretton State College 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:

Where necessary, Stretton State College 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, Stretton State College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Queensland Government

Student Support Network

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

Students can approach any trusted school staff member at Stretton State College 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.

One of the main features of the Stretton State College support network is the referral process, where student needs are identified and planned support is formulated. Stretton State College is committed to creating and maintaining a positive and productive learning environment where all community members are supported and have a clear and consistent understanding of our expectations and the support we provide to meet these expectations.

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

The following table outlines the roles and responsibilities for staff in the student support network.

Role	What they do
Executive Principal Campus Principals	• Overall leadership of Student Support Network to promote an inclusive, positive College culture. • Analysis of attendance, behaviour and academic data to identify areas of additional need.
Deputy Principals	• Provide behaviour, social and emotional support to year levels of responsibility. • Monitor the implementation of the Code by staff, parents/carers and students. • Monitor the use of OneSchool records/ensure staff are accurately recording events in OneSchool • Regularly review behaviour pertinent to year level responsibility and address ongoing concerns • Access support and inter-agencies where required to ensure behaviour support for students where required. • Engage parents/carers in partnership to create success for students.
Dean of Students (Illaweena)	• Responsible for student welfare at each year level • Provides continuity of contact for students and their families through the six years of schooling • Ensures students feel safe and comfortable and want to come to school • Actively supports student wellbeing in the different phases of learning on the Senior School • Nurtures a sense of belonging to the home group, year level and school. leadership of Student Support Network to promote an inclusive, positive school culture • Monitors attendance, transition points, behaviour and academic data to identify areas of additional need.
Head of Department Senior Schooling	• Coordinates and supports senior pathways of students in years 10, 11 and 12. • Actively supports student wellbeing in the senior phase of learning • Monitors and supports student engagement in class and implements intervention strategies for students who are struggling with their school studies.

Queensland Government

Guidance Officer (Gowan and Illaweena)	• 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.
Head of Department Pre-Prep and Prep	• Coordinates Stretton Sprouts program to support transition to school and build partnerships with ECEC agencies and families • Actively lead the implementation of curriculum within the Early Years by engaging in Age-Appropriate Pedagogies • Monitors and supports student engagement in class and coordinates intervention strategies to support differentiation • Leads instructional coaching in the Prep classrooms to embed Think Inc. and Positive Education and Wellbeing
Head of Department Years 1 – 6 (Gowan)	• Monitors and supports student engagement in class and coordinates intervention strategies to support differentiation • Leads instruction coaching in classrooms to embed thinking routines, Positive Education and Wellbeing.

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.

Registered Nurse	• Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

Statement of Inclusivity

"All students deserve equitable access to an engaging and rigorous curriculum." (Tomlinson and Javius 2012)
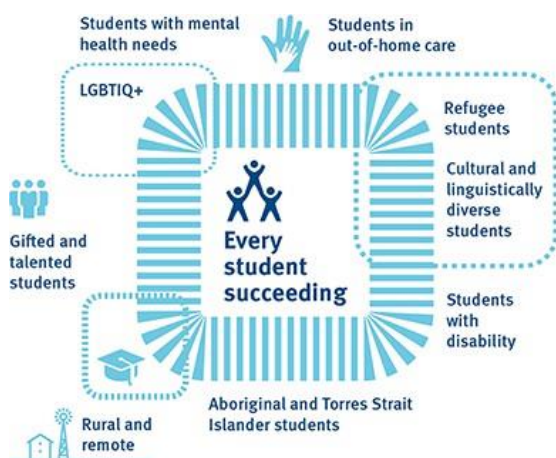
Education Queensland endorses a whole-school approach to improving student learning and it is our shared belief that every child is an individual with unique potential, capabilities and talents. We believe that every student has the ability to accomplish their personal best and flourish as a member of our College community. The Department of Education's Inclusive Education strategy and both Stretton State College Positive Education framework and Stretton SPIRIT values underpin this collective belief. We are committed to the notion of affording every student the opportunity to access and participate in all College programs and this is achieved through a whole school approach to learning where high expectations are set for all, diversity is celebrated and all students are engaged in an appropriate curriculum in the least restrictive environment. This allows each student the opportunity to attain their maximum potential.

Stretton State College acknowledges and celebrates the diversity of backgrounds and experiences in our school community and we do not tolerate behaviours, language or practices that label, stereotype or demean others.

Stretton State College will:
- ensure that all students and members of our school community are treated with respect and dignity;
- ensure that students are not discriminated against and where necessary, are accommodated to participate in education and all school activities (eg. schools sports, concerts, excursions, incursions, camps) on the same basis as their peers;
- acknowledge and respond to the diverse needs, identities and strengths of all students;
- encourage empathy and fairness towards others;
- challenge stereotypes that promote prejudicial and biased behaviours and practices contribute to positive learning, engagement and wellbeing outcomes for students.

Our College community supports students from a vast array of cultural, social and learning backgrounds with over 60 different languages spoken within our college community. The College EAL/D program supports students from families for whom English is not their first language and the Karawatha Learning Centre support students with disabilities across the College. Based on the philosophy of positive psychology, the College is able to support student wellbeing and positive mental health outcomes for all. All students who experience a barrier to their learning are supported by various case management which are able to ensure supports are implemented across all settings allowing barriers to learning to be addressed.

Whole School Approach to Discipline

At the heart of our College is the belief, that all successful learning can only occur where there are positive relationships established. Student wellbeing is a core objective for us as a school. Our aim is to encourage students to become more proactive in managing their health and wellbeing. Through adoption of the PERMAH framework, we are teaching our children the skills for a flourishing life and for nourishing their personal wellbeing. Positive Education brings together the science of Positive Psychology with best practice teaching and learning to encourage and support schools and individuals within their communities to flourish.

A strength of our Stretton State College culture is that time is allocated to ensure that students are recognised for their successes and efforts. Numerous awards recognize commitment to our Stretton SPIRIT values. The College is progressively refining and adapting our behaviour acknowledgement system as part of an approach to encourage and reward appropriate behaviour in our students.

We focus on promoting positive relationships with all members of the College community. The practices move from proactive to reactive, along a continuum of support. Movement from one end of the continuum to the other involves widening the circle of care around the participant. The emphasis is on early intervention through

building a strong base and an integrated approach to behaviour often being a component of learning and social issues.

Underpinning the College's approach to discipline, the following behaviour statement has been developed:

The Stretton WAY Behaviour Statement

As members of the Stretton State College, WE VALUE...

	All areas	Learning Environment	On Campus	Off Campus
MIND	• Show consideration for the learning and needs of others. • Listen to feedback and learn from your experiences. • Set goals and strive to achieve them. • Maximise your attendance. • Follow instructions of all staff, including non-teaching staff. • Strive for excellence and go beyond the minimum requirements.	• Take responsibility for your own learning and actively seek opportunities to improve your knowledge and skills. • Adhere to deadlines and complete all tasks and assignments to the best of your abilities. • Attend all classes regularly and on time, and make up missed work promptly.	• Use break times to relax and recharge. • Take advantage of opportunities to learn and grow. • Use technology appropriately and responsibly. • Use break times to use the bathroom, eat/drink and socialise to maximise learning time.	• Capitalise on the experience to enhance your own learning. • Stay focused on the purpose of the outing, whether it is for cultural exploration, educational learning, or sporting competition. • Participate actively in group discussions and activities.
CHARACTER	• Treat everyone with courtesy consideration, respect and dignity. • Adhere to the uniform, mobile phone and devices policies. • Own your behaviour and accept the consequences of your actions. • Respect the property of the school and others, leaving the space better than you found it. • Respect yourself and others by making healthy choices. • Persist when things aren't easy. • Embrace mistakes as a natural part of the creative process and learn from them.	• Respect differences and embrace diversity in all its forms. • Listen actively and respectfully to feedback from staff, peers, and others. • Show consideration for the learning and needs of others by resisting disruptive behaviour. • Use all equipment safely and responsibly.	• Respect others' personal space and belongings, and resist touching or taking things without permission. • Consider the wellbeing of others and, if necessary, report any mistreatment. • Place all rubbish in bins provided. • Use all spaces for their intended purpose. • Encourage and support others in their creative pursuits, and celebrate their success.	• Follow the rules of the public transport system and respect the driver and other passengers. • Listen attentively to instructions and follow the rules set by the event organiser. • Show consideration and awareness of those around you.
COMMUNITY	• Conduct yourself in a manner that reflects positively on the school and its values. • Actively contribute to a culture of acceptance and celebration of individual differences. • Support your peers and celebrate their achievements and successes. • Prioritise safety, both for yourself and others around you.	• Act as a positive role model for other students by embodying the school values. • Show empathy and kindness towards others.	• When engaging with your peers, do so in a positive manner. • Show empathy and understanding towards others, especially those who may be struggling or in need of support. • Participate in events, clubs, or activities to build a sense of community and school spirit. • Be inclusive and welcoming towards others.	• Be an ambassador for the school by behaving appropriately and representing the school positively. • Take responsibility and be accountable for one's own actions and behaviour.

At Stretton State College 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 Stretton Student Code of Conduct outlines 3 rights that are essential for a safe, supportive and disciplined 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 that these rights are upheld through the following behaviours:
- All members of the College community are treated with respect
- All members of the College community are treated with dignity
- All members of the College community are free from discrimination
- All members of the College community are free from intimidation and harassment
- All members of the College community are free from threats, verbal, or physical abuse
- All members of the College community foster an inclusive school environment

Multi-Tiered Systems of Support – Behaviour Support

Tier 1 – All Students

All students (100%) at Stretton State College receive support for their academic and behavioural development. There is a consistent focus on the whole-school implementation of both the Australian Curriculum, Positive Education, and behaviour expectations. This involves:

- Teaching behaviours relevant to the classroom setting and how they will be used using the 3 tier system.
- Reminding students of expected school behaviour, and asking them to change their behaviour so that it aligns with the school's expectations.
- Asking students how they might be able to act more safely, more respectfully or more responsibly
- 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.

Tier 2 – Some Students

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 the schools behaviour expectations. The types of interventions offered at this level will vary according to the needs of the year level/cohort, needs of identified student groups, or needs of the identified student. In all instances, there are common expectations of addressing the behaviour:

- 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).

Specific Tier 2 interventions include:

- Use of specific behaviour strategies incorporated in a negotiated behaviour plan for students. Such plans may include adjustments to the environment the student is exposed to; the curriculum tasks being delivered and their appropriateness, interactions with other teachers and peers, and any special needs the student may have.
- Students may be referred to the Buddy Class as an alternative classroom environment, where a fellow teacher will support and maintain the significance of the time out process, while providing a "cooling off" period for the concerned parties. The allocation of Buddy classes should occur as early as possible at the beginning of each school year. Buddy teachers should regularly discuss and evaluate the system and individual student requirements.
- Students who exhibit ongoing behavioural issues will work closely with the College Administration teams and school guidance officers and where needed, a student referral completed for further investigation of intervention and support.
- Consultation with Parent/Guardian/Caregiver.

If the school data indicates that more than 10-15% of students require targeted services, then a review of

will be enacted to address the basic implementation and quality of instruction.

Tier 3 – Few Students

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 students may 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.

Specific support interventions for students may include but are not limited to:

- Withdrawal from normal classes to complete supervised work.
- Supervised play time where students are monitored in a controlled environment, thus ensuring safety of all students and the opportunity to promote appropriate social skills in the playground environment.
- Contracts with students to ensure participation in all school activities and clear goals, expectations, consequences and timelines discussed and monitored.
- Individual Behaviour Plans
- Risk management planning, in-class supervision/withdrawal, counselling, teacher aide support, peer mentoring, mediation, referral to external agencies, alternative education program, small group intervention and specialist support personnel intervention, extended School Disciplinary Absences and /or a Disciplinary Improvement Plans.

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 will be recommended.

Consideration of Individual Circumstances

Staff at Stretton State College 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.

Differentiated and Explicit Teaching

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

There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.

Differentiation occurs at each level of planning and becomes increasingly personalised
Provision of whole curriculum
Year and/or band plans
Unit plans
Differentiated and explicit teaching: for all students
Focused teaching: for identified students
Intensive teaching: for a small number of students
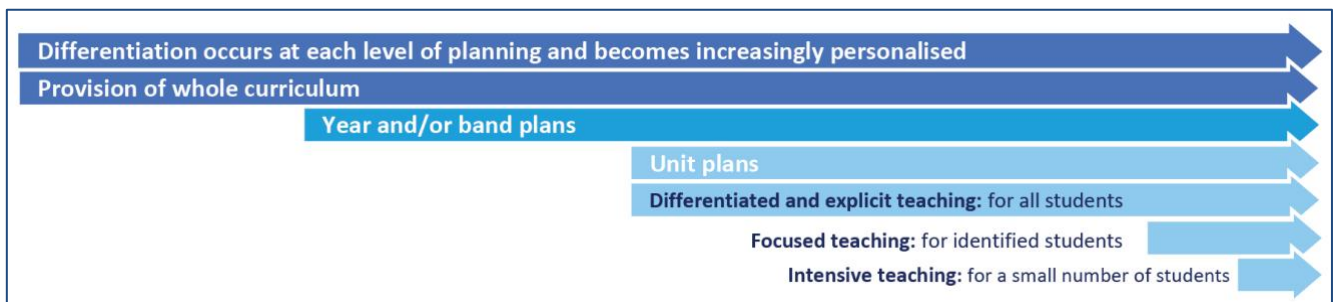
These expectations are communicated to students via a number of strategies, including Pastoral Care lessons conducted by the class teacher, College Assemblies, Year Level Assemblies, special events, Facebook and College newsletters.

Stretton State College promotes positive relationships by providing:
- Quality teaching and learning – Australian Curriculum, Essential Skills for Classroom Management, Classroom Profiling
- Relevant and engaging curriculum – The Stretton Way, Cultures of Thinking
- Positive relationships, supportive programs and procedures – Positive Education, PERMAH framework

Focused Teaching

The College facilitates a range of pro-active strategies and small group intervention strategies. These support initiatives are modified or sequenced each year to support the current student population needs.

Queensland
Government

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 Stretton State College to provide focused teaching. Focused teaching and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Stretton State College 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.

The College has developed a wide array of pro-active support programs to help students who are 'at risk' of disengaging from their education or with their peers. The programs have a wide range of aims and strategies that target particular groups of students with similar concerns, areas of interest and goals. Examples of age-appropriate programs that have been delivered at Stretton State College are:
- Academic Mentoring
- Body Image support
- Social Skills program
- Anti-Bullying Programs/performances
- Rock and Water
- Zones of Regulation
- Social and Personal Learning
- Lunchtime clubs
- Happy, Healthy, Me

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher or teachers, and following consultation with the student's family.

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

Students who require intensive teaching will be assigned an individual mentor (DP/HOD/GO) at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Queensland
Government

Legislative Delegations

Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

> Anti-Discrimination Act 1991 (Qld)
> Child Protection Act 1999 (Qld)
> Disability Discrimination Act 1992 (Cwth)
> Disability Standards for Education 2005 (Cwth)
> Criminal Code Act 1899 (Qld)
> Education (General Provisions) Act 2006 (Qld)
> Education (General Provisions) Regulation 2017 (Qld)
> 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)
> Work Health and Safety Act 2011 (Qld)
> WorkHealth and Safety Regulations 2011 (Cwth)

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for "controlling and regulating student discipline in the school". Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

Disciplinary Consequences

The disciplinary consequences model used at Stretton State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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.

Stretton State College makes systematic efforts to prevent inappropriate or unacceptable behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When these behaviour incidents occur, it is important that consequences are predictable. Our school seeks to ensure that responses to inappropriate or unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Major and Minor Behaviours

Management of behaviour at Stretton State College has a multi-layered approach. When responding to problem behaviour, the staff member first determines if the problem is major or minor. Minor problem behaviour is handled by the staff member at the time it happens and major problem behaviour is referred directly to the relevant person for investigation. This involves:

Type	Responsibility	Definition
Minor Behaviours	Teacher	• Low level behaviours • Minor breaches of the College code • Do not seriously harm others • Do not violate the rights of others in any other serious way • Are not part of a pattern of problem behaviours • Do not require involvement of specialist • support staff or administration
Major Behaviours	Dean of Students (Illaweena) Head of Department Deputy Principal Campus Principal Executive Principal	• Significantly violate the rights of others • Put others/self at risk of harm • Continued pattern of minor problem behaviours • May require involvement of specialist • support staff or Administration

(Please note these are listed alphabetically and not in order of severity)

MAIN BEHAVIOUR (OneSchool)	UNACCEPTABLE BEHAVIOUR	DEFINITION
ABUSIVE LANGUAGE	Abusive language or gestures	Student delivers verbal or written messages that include swearing, name calling, or use of words in an inappropriate way in person or online.
ACADEMIC MISCONDUCT	Academic Misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism or using Artificial Intelligence (AI).
BOMB THREAT/FALSE ALARM	Bomb threat/false alarm	Student delivers a message of possible threat or use of explosive materials being

		on campus, near campus, and/or pending explosion.
BULLYING	Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause continuous and ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.
DEFIANCE	Defiance	Student refuses to follow directions given by school staff or talks back.
DISRESPECT	Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.
DISRUPTION	Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
DISRUPTION	Facilitation by others	Encouraging or facilitating non-Stretton staff or students onto the school premises.
DISRUPTION	Misbehaviour	Serious behaviour that is prejudicial to the good order and management of the school.
DRESS CODE	Dress Code	Student wears clothing that is not within, the dress code guidelines defined by the school.
FALSIFYING DOCUMENTS	Falsifying Documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.
FIGHTING	Fighting	Student is involved in mutual participation in an incident involving physical violence.
HARASSMENT	Harassment	Student engages in the delivery of harmful messages or communication in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.
HARASSMENT	Encouragement of violence	Students encourage, facilitate, incite or record violence by others in person or online through social media.
HARASSMENT	Occupational harassment and	The delivery of disrespectful threats

	threats	any format related to gender, ethnicity, sex, race, religion, disability, physical features, or any other identity characteristics to a member of staff or community.
HARASSMENT	Occupational violence	Student engages in actions involving physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching etc) with a member of staff or community.
PHYSICAL AGRESSION	Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.
PROPERTY DAMAGE	Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.
PROPERTY MISUSE CAUSING RISK TO OTHERS	Property misuse	Student engages in low intensity misuse of property. Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.
REFUSAL TO PARTICIPATE IN THE EDUCATIONAL PROGRAM OF THE SCHOOL		Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.
SUBSTANCE MISCONDUCT INVOLVING ILLEGAL SUBSTANCES	Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations/vapes or implements.
SUBSTANCE MISCONDUCT INVOLVING TOBACCO AND OTHER LEGAL SUBSTANCES	Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.
TECHNOLOGY VIOLATION	Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing

		attacks, use of key loggers, impersonating staff or other students.
THEFT	Theft	Student is involved by being in possession of, having passed on, or being responsible for removing someone else's property.
TRUANCY	Truancy (out of school)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence).
TRUANCY	Truancy (out of class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence).
USE/POSSESSION OF COMBUSTIBLES	Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (eg matches, lighters, firecrackers, petrol, lighter fluid, aerosols).
USE/POSSESSION OF WEAPONS	Use/possession of weapons	Student in in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.
OTHER – CHARGE RELATED SUSPENSION	Charge related suspension	Principal is reasonably satisfied that the student has been: • charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.

Responding to Behaviour – Differentiation

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

Queensland Government

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

Responding to Behaviour – Focused

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)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Responding to Behaviour – Intensive

The College leadership team at Stretton State College work in consultation with the 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

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.

Investigating Incidents

Following an incident, it is important that the information gathering process is through and provides all parties involved with an opportunity to present their version of events. Stretton State College has consistent processes for gathering information. It is important that before making any decision about a consequence or school disciplinary absence, evidence is produced.

To build an accurate picture of an incident, staff will seek a written statement or report from students involved. School staff will also speak with students regarding incidents to seek clarification, or to provide support. The emphasis on any interview is to gather accurate details about the incident and to hear the student's side of the story.

Statements and/or interviews will focus on the following (but not limited to):
- Date, location and time
- Gather facts including:
  - How do we know an incident occurred?
  - Who was involved?
  - What occurred?
  - Where did the incident occur?
  - Is there knowledge of why the incident occurred?

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 Stretton State College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when:
- other disciplinary options are not appropriate to deal with the behaviour;
- other disciplinary options have been exhausted; or
- in the case of long suspensions/exclusions, the student's behaviour is so dangerous that continued attendance compromises the good order and management of the school, and is considered a risk to the safety and/or wellbeing of the school community.

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

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

Queensland Government

Re-entry following suspension:

Students who are suspended from Stretton State College are normally 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. During the re-entry process, there may be scope for reflection and discussion of strategies to support the student. It is however, not a time to engage in further criticism of the student's behaviour or the decision to suspend, as 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, taking approximately 10 to 15 minutes, and kept small with the Principal/their delegate/classroom teacher attending with the 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.

Structure:

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

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

Reasonable adjustments:

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

School Policies

Stretton State College 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

Queensland Government

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 Stretton State College 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 or replica guns or weapons, including gel blasters
- Items that could be deemed a weapon, such as a sharpened piece of wood
- Potentially dangerous items (e.g. blades, rope)
- Drugs** (including tobacco)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

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

Responsibilities:
State school staff at Stretton State College:
- 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)/illicit substance/s in their school bag, prior to seeking consent to search from a parent or calling the police;
- Understand 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;

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

Use of Mobile Phones and Other Devices by Students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. Stretton State College recognises that technology plays an integral part in our everyday lives, and as result students now have greater access to mobile phones and personal technology devices on a daily basis. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Away for the Day Mobile Phone/ Personal Technology Device Policy:
Stretton State College understands that parents/caregivers may wish to provide their child with a mobile phone or personal technology device for ease of contact on the journey to and from school. Parents and students must understand that mobile phones and other electronic devices are brought to school at the owner's risk.

The College will not accept liability in the event of loss, theft or damage of any device. Given the College is unable to accept responsibility for any damage or loss, consider this matter very carefully before permitting students to take mobile phones and/or personal technology devices to school*. Parents/caregivers are reminded that in cases of emergency, the Student Services office remains a vital an appropriate point of contact.

In conjunction with Stretton State College's *Student Use of Mobile Phones and Personal Smart Devices Policy* the following expectations and procedures are in place:

- All students must keep mobile phones switched off and 'away for the day' from when they first enter College grounds until after they leave their final class for the day. (2.45 pm) Mobile phones must also be switched off and away while students are attending school activities, such as representative school sport, excursions and camps.
- All students must switch off notifications on personal smart devices, including smartwatches, from when they first enter College grounds until after they leave their final class for the day, and while attending school activities, such as representative school sport, excursions and camps, ensuring that phone calls, messages and other notifications cannot be sent or received during school hours.
- All students must keep headphones, air pods and similar devices turned off and away from when they first enter College grounds until after they leave their final class for the day. These devices must also be switched off and away while students are attending school activities, such as representative school sport, excursions and camps.

Bring Your Own Device:

Stretton State College is considered a BYOD (Bring Your Own Device) school, where students in years 3 to 12 use personal devices to support their learning. BYO Devices include iPads, tablets and laptops. The responsibilities for students using mobile phones, other devices or BYO devices at school or during school activities, are outlined below.

It is acceptable for students at Stretton State College to:
- Use BYO devices when directed by the teacher for the following learning experiences:
    o assigned class work and assignments set by teachers
    o developing appropriate literacy, communication and information skills
    o authoring text, artwork, audio and visual material for publication on online platforms for educational purposes as supervised and approved by the school
    o conducting general research for school activities and projects
    o communicating or collaborating with other students, teachers, parents or experts in relation to school work
    o accessing online references such as dictionaries, encyclopaedias, etc.
    o researching and learning through the department's online eLearning environments such as QLearn, OneNote, SharePoint, and STILE
- Be courteous, considerate and respectful of others when using a mobile device when used for the purpose of learning
- Switch off or on silent and place the mobile device out of sight during classes, before school and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- Seek teacher's approval where they wish to use a mobile device under special circumstances.
- Hand in and log their mobile phone devices to the relevant campus administration (required for the Gowan Campus) for safe keeping and collected at the end of school day

It is unacceptable for students at Stretton State College to:
- Use BYO device (or mobile phone & other devices), in an unlawful manner
- Use BYO device (or mobile phone & other devices), during class when this is deemed as a technology-free space or time
- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory or derogatory language
- Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- Insult, harass or attack others or use obscene or abusive language
- Deliberately waste printing and internet resources
- Damage computers, printers or network equipment
- Commit plagiarism or violate copyright laws

- Ignore teacher directions for the use of social media, online email and internet chat
- Send chain letters or spam email (junk mail)
- Knowingly download viruses or any other programs capable of breaching the department's network security
- Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- Invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- Use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- Take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Cyber Safety:

Cyber safety, in the broader context, is the safe and responsible use of information and communication technologies, such as the internet, social media, online games, smart phones, tablets and other connected devices. Children and adolescents are spending more time online than ever before and are interacting online from a younger age. For many young people, the internet is a central part of their daily lives. They go online to learn, relax, have fun, express themselves, share interests, access services and connect with friends, family and online communities.

Defining Technology Devices:

In the context of Stretton State College, the term technology device applies to a range of devices, which includes, but is not limited to the following;
- Mobile phones (including older cellular phones) iPod, iPod Touch, portable gaming devices, Nintendo Switch, Tamagotchi® and similar games, PDAs, Blackberries®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), and devices of a similar nature.
- Headphones, including wireless/Bluetooth headphones such as AirPods, are deemed an extension of a mobile phone or personal technology device and therefore are subject to the same conditions of this policy.
- Smart Watches are regarded as a personal technology device, as they have the capacity to access mobile data, internet related services, and various applications (Apps). Students should consider the appropriate use of Smart Watches in line with the conditions of this policy.

Stretton State College ICT Responsible Use:

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 Stretton State College 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:
  o access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  o the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  o schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  o students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

Stretton State College is guided by the Queensland Government's Student Learning and Wellbeing Framework and 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.

Stretton State College has a Student Representative Council (SRC), with diverse representatives from across the College, meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Representative Council meetings are 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.
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 the Student Representative Council is contributing to the implementation of strategies that enhance wellbeing, specifically the way in which Character Education can promote good quality students. Through targeted strategies of Character Education, it is the belief of the Student Representative Council that students can come to school feeling safe, free from 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 Stretton State College 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.

Behaviours that do not constitute bullying may be considered serious and will be addressed and resolved as quickly as possible by staff at Stretton State College and in collaboration with students and parents.

The following flowchart explains the actions Stretton State College 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.

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

Key contacts for students and parents to report bullying:
- Prep to Year 6 – Class teacher
- Year 7 to Year 12 – Class/Connect Ed teachers or Dean of Students

Queensland
Government

Step 1 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
Step 2 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
Step 3 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
Step 4 Discuss	• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue • Make a time to meet with the student to discuss next steps • Ask the student what they believe will help address the situation • Engage the student as part of the solution • Provide the student and parent with information about student support network • Agree to a plan of action and timeline for the student, parent and yourself
Step 5 Implement	• Document the plan of action in OneSchool • Complete all actions agreed with student and parent within agreed timeframes • Monitor student and check in regularly on their wellbeing • Seek assistance from student support network if needed
Step 6 Review	• Meet with the student to review situation • Discuss what has changed, improved or worsened • Explore other options for strengthening student wellbeing or safety • Report back to parent • Record outcomes in OneSchool
Ongoing Follow Up	• Continue to check in with student on regular basis until concerns have been mitigated • Record notes of follow-up meetings in OneSchool • Refer matter to specialist staff within 48 hours if problems escalate • Look for opportunities to improve school wellbeing for all students

Cyberbullying:

Cyberbullying is treated at Stretton State College 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 on the Gowan Campus) or the care class teacher (for students on the Illaweena Campus). There are also dedicated Deans of Students on the Illaweena Campus who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

The following flow chart indicates how Stretton State College responds to cases of cyber bullying.

Queensland Government

Stretton State College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
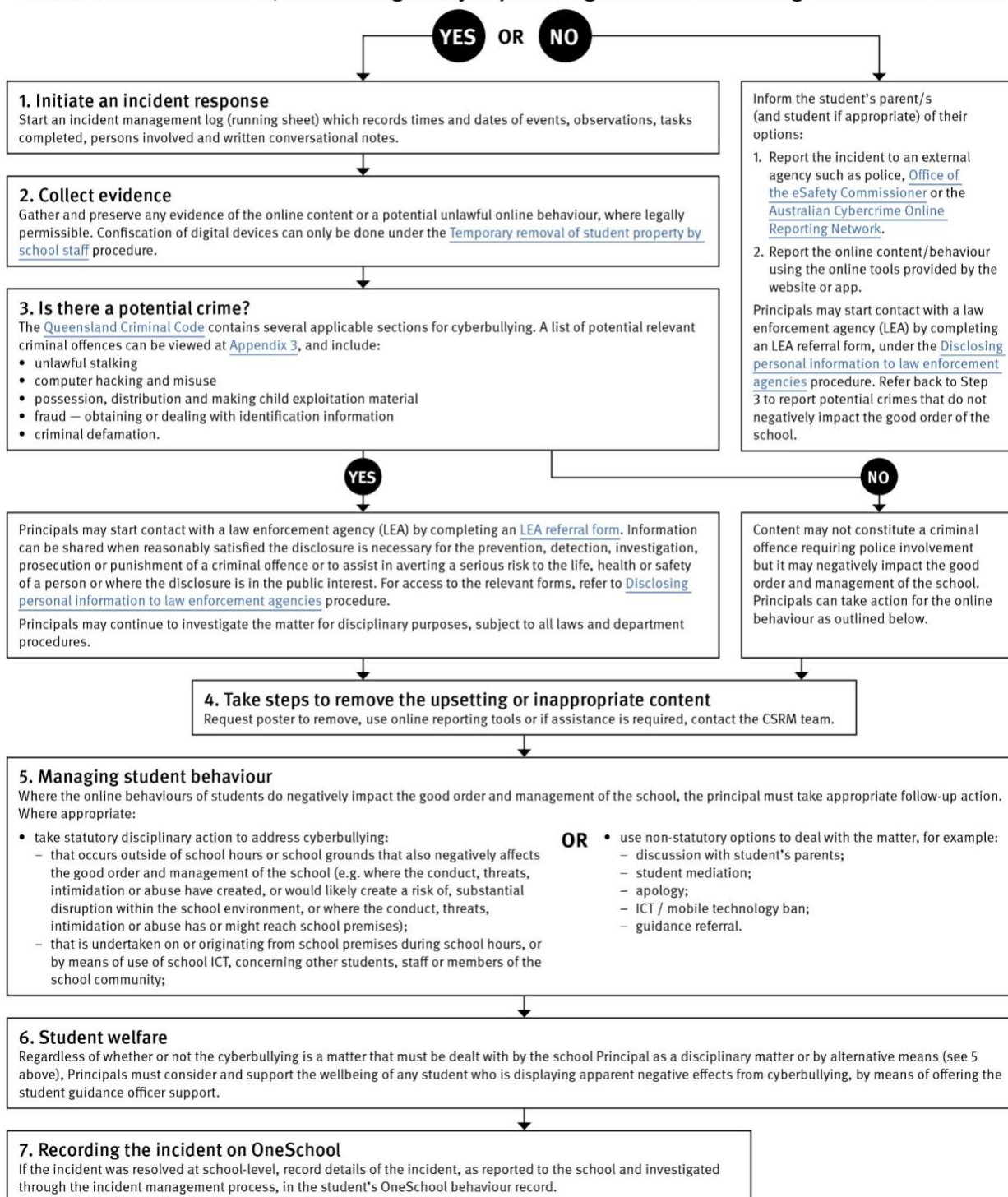
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

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.

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.

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.

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.

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
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), 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

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

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

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
Stretton State College 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 Stretton State College 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.

Stretton State College – Anti-Bullying Compact
The Anti-Bullying Compact provides a clear outline of the way our community at Stretton State College 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.

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

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

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

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

Student's signature Parent's signature
School representative signature Date

Appropriate use of Social Media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns

Queensland
Government

- block the offending user
- report the content to the social media provider

Restrictive Practices

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

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

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

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

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

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

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

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

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

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.

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

Queensland
Government

- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enroll – 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

The following resources are available for use:

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

Stretton State College 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 complaint through QGov.

   Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. Internal review: contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

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

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:
- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the
- 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