Stanthorpe State School

Student Code of Conduct 2020-2024

Every student succeeding

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

Queensland Department of Education
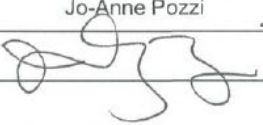*State Schools Strategy 2020-2024*

Purpose

The Stanthorpe State School Student Code of Conduct is an inclusive framework, designed to facilitate the highest standards of behaviour for all students. This code provides the detail to inform the school community about Stanthorpe State School's behaviour policy; including information about our behaviour expectations, potential consequences and processes for addressing bullying and use of technology.

Contact Information

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Contact Person:	Mrs Jo-Anne Pozzi

Endorsement

Principal Name:	Jo-Anne Pozzi
Principal signature:	
Date: 10/05/2022	
P/C President:	Michelle Jurd
P/C President signature:	
Date: 10/05/2022	

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Data Overview

Schools have access to a range of data relating to students enrolled at the school. Data is gathered and review to support appropriate decision making to support positive outcomes for students.

Oneschool is a single point of truth for all matters relating to students enrolled at Stanthorpe State School. Parents and carers can access information, held in Oneschool, in relation to their child by making contact with the principal. The principal will review the requested information and provide a copy of this if the request meets criteria of relevant policies and procedures. The following is an example of the type of information that is held on Oneschool, it is not an exhaustive list.

Records include, but not limited to the following-
- Academic
- Support
- Contact with student and parents / carers
- Extra-curricular
- Absences
- Specialist support

Other data gathered at a systemic level includes the annual School opinion Survey. Our school uses this data to make decisions about how to improve the teaching and learning experience for students and staff at Stanthorpe State School, in turn improving the wellbeing of students and staff. The data represented in the graph below outlines how our school has been travelling over the last few years in terms of behaviour. This information has supported the decision making by the Positive Behaviour for Learning Committee, who have shaped our Responsible Behaviour Plan.

School Opinion Survey Data			
My child feels safe at this school			
SOS 2002 Parent	**2019 – 100%**	**2018 – 96.8%**	**2017 – 85.4%**
SOS 2037 Student	**2019 – 94.5%**	**2018 – 95.2%**	**2017 – 97.6%**
Teachers at this school treat students fairly			
SOS 2008 Parent	**2019 – 93.9%**	**2018 – 96.8%**	**2017 – 79.5%**
SOS 2041 Student	**2019 – 94.5%**	**2018 – 91.9%**	**2017 – 95.2%**
SOS 2073 Staff	**2019 – 91.7%**	**2018 – 100%**	**2017 – 71.4%**
Student Behaviour is well managed at this school.			
SOS 2012 Parent	**2019 – 97%**	**2018 – 90.3%**	**2017 – 67.5%**
SOS 2044 Student	**2019 – 88.1%**	**2018 – 83.3%**	**2017 – 89.3%**
SOS 2074 Staff	**2019 – 85.7%**	**2018 – 97.4%**	**2017 – 68.6%**

The Student Code of Conduct has been developed in consultation with the Positive Behaviour for Learning Team and the P&C Association. The consultation process involves the dissemination of information and review

At Stanthorpe State School we are committed to enacting the mission statement…

> *Stanthorpe State Primary School community always strives for higher things by ensuring everyone has the right to learn and the right to teach in a safe and supportive school environment.*

We believe all areas of Stanthorpe State Primary School are learning and teaching environments and consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. We understand that each behaviour has a functional purpose- to either gain something or avoid something.

Our Student Code of Behaviour defines the behavioural expectations, the explicit teaching of expected behaviours, acknowledgment of appropriate behaviours and protective correction of behavioural errors based on the following values and beliefs.

The Stanthorpe State School teaching and learning values are:

- Every student has the right to learn.
- Every teacher has the right to teach.
- Every student has the right to access a rigorous education based on the individual's development.
- That all young Australians become successful, confident and creative, active and informed citizens. (Goal 2- Melbourne Declaration on Educational Goals for Young Australians)

Our school beliefs about teaching and learning are:

- The students are the focus of all that we do.
- Every day at school counts.
- Differentiation of teaching, assessment and reporting is implemented in every classroom based on student needs so that each student can experience success across a range of learning opportunities.
- All staff work together to ensure that every day, in every classroom, every student is learning and achieving.
- All teaching and learning practices implemented are based on the dimensions of teaching and learning, the gradual release of responsibility and explicit instruction.
- Frequent monitoring and diagnostic assessment informs our teaching & learning with a focus on differentiation.
- All pedagogy practices are evidence based.
- All behaviour is enacted for one of two reasons- to gain something or cease something.

Our aim at Stanthorpe State School is to foster responsible self-management, whilst learning about how and why people behave the way they do. The use of an approach that encourages the development of self-actualisation is aligned to the 5 hierarchal needs of an individual, Maslow's Needs Theory …

- Fun
- Freedom
- Power
- Love and Belonging and
- Survival

The Stanthorpe State School's Student Code of Behaviour expectations are:

- Be Respectful
- Be Responsible
- Be Resilient
- Be a Learner

These behaviour expectations were derived collaboratively when the school engaged with School-wide Positive Behaviour for Learning Framework.

Student Wellbeing and Support Network

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

At Stanthorpe State School we have the belief of "Every Student Belonging and Succeeding Every Day". In achieving this, we believe our students need opportunities to develop cognitive, social and emotional skills in a safe and supportive environment. Stanthorpe school community believes that all students are entitled to access a quality education and have a sense of belonging. We believe students need to develop skills for wellbeing and learning, as without one the other will not happen. At Stanthorpe State School we provide an inclusive environment with a focus on nurturing the wellbeing of all students, to develop resilient and confident individuals.

At Stanthorpe we focus on wellbeing and the development of the whole child:

- Psychological
- Physical
- Personal
- Social
- Cognitive

We focus on wellbeing by

- creating safe, supportive and inclusive environments,
- building the capability of staff, students and the school community,
- developing strong systems for early intervention.

Further details regarding this can be located in the school's learning and wellbeing framework.

- Positive Behaviour for Learning Framework – incorporating trauma informed practices within the Berry Street Model of Education and Respectful Relationships program
- Student Support Services Team
- Support programs and services include-
- Chaplaincy program (2 days a week)
- Guidance Officer (2 days a week)
- Healthy Harrold – Life Education
- Prep Buddy System
- Senior Leader Program
- Recognition Days - Crazy Hair Day, National Day of Action Against Bullying, Jeans for Genes day.
- Regional Student Support Services from Department of Education
- Granite Belt Support Services
- Bushkids
- Family and Child Connect
- Therapists e.g. OT, PT, SLP
- Hearing and vision screening through Carbal (Warwick) and Department of QLD Health.

Whole School Approach to Discipline

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

Step 1- establish a shared understanding of the Behaviour Expectations and how these look across a range of settings

Behaviour Expectations Matrix

Stanthorpe students should:	All Areas (including to and from school and special events)	Play Areas	Classroom	Moving Around School
Be Respectful	• Use manners • Be honest • Take care of yourself and others • Wear uniform correctly • Keep your hands and feet to yourself • Share and take turns with others	• Play fairly • Use equipment safely • Include others	• Follow class expectations • Follow instructions • Listen to adults and classmates • Accept others' opinions and ideas	• Walk quietly • Line up quietly
Be Responsible	• Make good choices • Do your best • Be prepared for all lessons • Use ICT devices & applications appropriately • Take care of school and personal property • Report problems and damage • Be in the right place at the right time	• Follow specific playground rules • If you borrow it, return it • Wear your hat outside • Play in designated areas • Follow lunch time eating procedures • Play safely	• Be a helpful group member • Think for yourself	• Walk directly to destination • Straight there, straight back
Be Resilient	• Be prepared to have a go • Accept feedback • Keep trying • Focus on your behaviour	• Give encouragement to peers • Be a good sport	• Challenge yourself • Be a problem solver	
Be a Learner	• Learn from your mistakes • Learn from the positive behaviour of others • Accept differences		• Contribute ideas • Get involved • Stay on task • Use time wisely	

Step 2- establish a shared understanding of positive behaviours, minor and major breaches of behaviour.
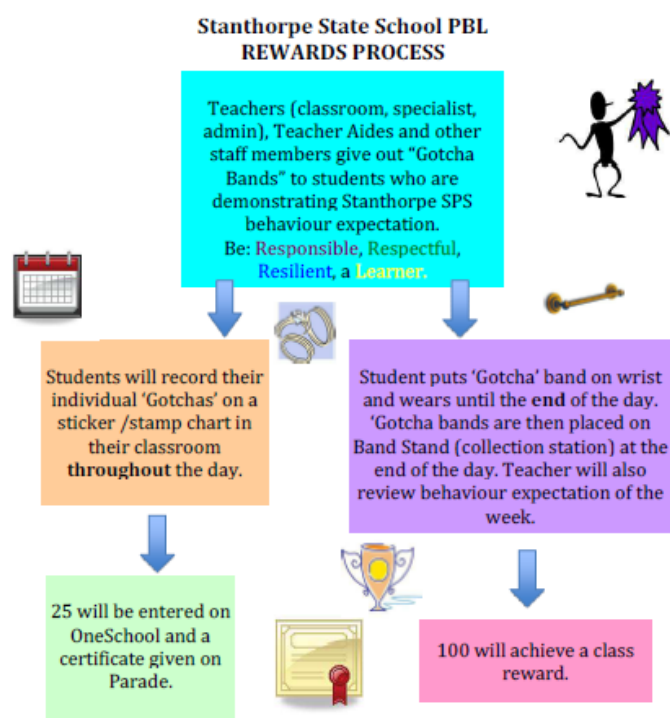
Minor Incident Consequences

School Behaviour Expectations	Examples or Minors Incidents	Example of Minor Consequences	Oneschool Categories
Be Respectful: I will • Use manners • Be honest • Take care of myself and others • Wear uniform correctly • Keep hands and feet to myself • Share and take turns with others • Play fairly • Use equipment safely • Include others • Follow class expectations • Follow instructions • Listen to adults and class mates • Accept others' opinions and ideas • Walk quietly • Line up quietly	• Ignoring staff directions • Off task behaviour • General offensive language • Swearing not directed at others • Back answering • Lying or cheating • Leaving lunch area before whistle is blown • Late to class after lunch breaks • Excluding others (games & friendship groups) • Dropping rubbish on the ground • Eating in wrong area • Telling secrets / gossip • Going through people's bags, tidy trays etc. • Not bringing correct equipment to class • Taking equipment without permission • Leaving class without permission • Not wearing school uniform • Yelling or screaming not directed at others • Minor vandalism (easily rectified)	• Rule reminder • Warning • Time out • Buddy class • Apology (written / verbal) • Make up time at next break • Limited / structured / loss of play • Sent to a different area • Pick up rubbish • Supervised eating / play • Miss out on special event / privileges • Walking with staff member • Parent contact • Re-submit work • Restorative Justice • Natural Justice	• Verbal misconduct • Truant / skip class • Refusal to participate in a program of instruction • Property misconduct • Lying /cheating • Late to class • Dress code
Be Responsible: I will • Make good choices • Do my best • Be prepared for a lessons • Use ICT devices & applications appropriately • Take care of school and personal property • BE in the right place at the right time • Follow specific playground rules • If I borrowed it, return it • Wear hat outside • Play in designated areas • Follow lunch time eating procedures • Play safely • Be a helpful group member • Think for myself • Walk directly to destination • Straight there, straight back	• Misuse of / damage to equipment • Not following rules / routines • Not turn taking • Stealing / taking / asking for food from others • Pushing in line • Loitering / hanging around / late • Miss the bus because not in the right area • Failure to follow instructions • Littering • Not wearing an appropriate hat • Chasing / running on play equipment • Jumping fence without permission • Not lining up quietly and calmly • Running on wet surfaces / concrete / paver • Leaving school grounds without permission • Running / jumping on stairs • Wearing inappropriate jewellery • Ignoring crossing supervisor	• Rule reminder / redirection • Limited / structured / loss of play • Practise appropriate behaviour with a teacher • Apology (written / verbal) • Class meeting to discuss issue • Restitution e.g. Go to end of the line / Pick up rubbish • Make up class time in own time • Time out • Restorative Justice • Natural Justice	• Truant / skip classes • Other conduct prejudicial to the good order and management of the school • Bullying harassment • Disruptive • Physical misconduct • Misconduct involving object

School Behaviour Expectations	Examples or Minors Incidents	Example of Minor Consequences	Oneschool Categories
Be Resilient: I will • Be prepared to have a go • Accept feedback • Keep trying • Focus on your behaviour • Give encouragement to peers • Be a good sport • Challenge yourself • Be a problem solver	• Not following instructions • Accessing inappropriate internet / websites / emails, language in email • Altering IT, equipment and passwords • Annoying other children (verbally, physically or by touching other students equipment) • Throwing things • Being uncooperative with other students and/or staff • Unwillingness to negotiate • Not including others in games • Pushing in line or going to tuckshop at the wrong time • Littering • Running around or unnecessary noise at inappropriate times • Too long during toilet breaks • Not following uniform guidelines • Wearing non sun safe clothing • Not participating fully in tasks • Being in the wrong area	• Rule reminder • Warning • Time out • Apology (verbal or written) • Make up for lost time • Redirect • Picking up rubbish • Limited IT access • Uniform reminder • No hat no play • Limited play area • Restorative Justice • Natural Justice	• IT misconduct • Dress code • Disruptive • Defiant • Misconduct involving object • Refusal to participate in program of instruction • Lying / cheating • Non-compliance with routine
Be a Learner: I will • Learn from my mistakes • Learn from the positive behaviours of others • Accept differences • Contribute ideas • Get involved • Stay on task • Use time wisely	• Refusing to engage with task / program • Not completing tasks on time • Not following instructions • Being late to class after play times • Stopping others from learning • Stopping others from teaching	• Completing work in own time • Time out with Buddy Class • Meeting with parents, teacher and students • Behaviour plan • Restorative Justice • Natural Justice	• Non-compliant with routine • Defiant • Refusal to participate in program of instruction

Major Incident Consequences

School Behaviour Expectations	Examples or Majors Incidents	Example of Major Consequences	Oneschool Categories
• Be Respectful	• Continuous failure to follow adult instructions • Obscene swearing directed at others • Racist / sexual comments directed at others • Verbal, written or physical aggression towards others • Possession of an object that infringes the rights of others • Throwing objects aggressively and with intent • Disruption during special events / assessments	• Contact with parents / carers • Supervised play • Individual behaviour plan • Loss of privileges • Referral to HoD SS • Referral to GO • Internal suspension • 1-10 days suspension • 11-20 days suspension • Exclusion	• Bullying / harassment • Defiant / threats to adults • Misconduct involving an object • Property misconduct • Physical misconduct • Verbal misconduct • Misconduct involving an tobacco / illicit substance • Disruptive • IT misconduct • Late • Lying / cheating • Refusal to participate in program or instruction • Truancy / skip class • Conduct bringing school into disrepute
• Be Responsible	• Continuous failure to follow adult instructions • Continuous non-compliance of class work • Wilfully destroying, damaging school property • Stealing with intent • Serious slander • Ongoing access to inappropriate internet / websites / email / language in emails / using another's password • Smoking or possessing illegal drugs, non-compliance or prescription or prescription drugs, tobacco or tobacco products		
• Be Resilient	• Ongoing fighting, intimidation, bullying behaviours, threats, teasing, pushing • Defamation of character		
• Be a Learner	• Continual refusal to complete set tasks in class • Ongoing truancy, wagging, hiding in toilets, running away and hiding on school grounds • A behaviour that stops another person from teaching or learning.		

Step 3- establish a shared understanding and implement the reward system

Stanthorpe State School PBL REWARDS PROCESS

Teachers (classroom, specialist, admin), Teacher Aides and other staff members give out "Gotcha Bands" to students who are demonstrating Stanthorpe SPS behaviour expectation.
Be: Responsible, Respectful, Resilient, a Learner.

Students will record their individual 'Gotchas' on a sticker /stamp chart in their classroom **throughout** the day.

Student puts 'Gotcha' band on wrist and wears until the **end** of the day. 'Gotcha bands are then placed on Band Stand (collection station) at the end of the day. Teacher will also review behaviour expectation of the week.

25 will be entered on OneSchool and a certificate given on Parade.

100 will achieve a class reward.

Reward Ideas when class total reaches 100 (to be negotiated with class)
Suggestions:

- 15 mins play on the playground for the little kids
- x minutes more play during play time
- go to the park for lunch
- Picnic out the back
- Shared lunch/Teddy Bear's picnic
- Use the computers in the Gallery on an off day
- Lunch with preferred staff member

- Lunch with preferred staff member
- Movie and Popcorn for during lunch/or afternoon
- ½ of preferred game ie handball, soccer
- Lunch time disco
- Free time/Free Dress
- Board/card game ½ hour
- Add your own cost neutral activity?????

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Step 4- establish a shared understanding of the steps to follow when a positive or minor / major breach of behaviour has occurred- process for behaviour referrals & **response to behaviour**

Step 5- Explicitly teach behaviour expectations

Every class, every week is engaged with the teaching and learning of a behaviour expectation and all staff are aware of the focus for the week. The lesson schedule is set (see example below, this can be found in the lesson plan), however week 5 and 10 provide opportunities for revision based on data. The weekly behaviour expectation is announced on parade and examples and non-examples provided. Students are reminded that the school community (all staff) will be rewarding students who display appropriate behaviours. Staff will do this by engaging with the SSPS reward system.

Teachers will schedule a 20 minute lesson focusing on the weekly behaviour expectation as well as a 2 minute follow-up each afternoon when Gotcha Bands are added to the Band Stand.
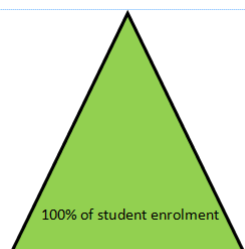
Lesson Plan Overview

Term 1			
Wk 1	Be Respectful	Classroom	Follow class expectations
	Be Responsible	Play Areas	Follow lunch time eating procedures
	Be Responsible	Play Areas	Wear your hat outside
Wk 2	Be A Learner	Classroom	Contribute ideas
	Be A Learner	Classroom	Get along
	Be A Learner	Classroom	Stay on task
	Be A Learner	Classroom	Use time wisely
Wk 3	Be Respectful	All Areas	Be honest
Wk 4	Be Respectful	Moving	Line up quietly
	Be Respectful	Moving	Walk quietly
Wk 5	Revision based on OneSchool Data		
Wk 6	Be Responsible	All Areas	Make good choices
	Be Respectful	All Areas	Use manners
Wk 7	Be Responsible	All Areas	Be in the right place at the right time
	Be Responsible	Play Areas	Play in designated areas
Wk 8	Be Respectful	All Areas	Keep your hands and feet to yourself
Wk 9	Be Respectful	All Areas	Take care of yourself and others
	Be Respectful	All Areas	Wear your uniform correctly
Wk 10	Revision		Based on OneSchool data
Term 2			
Wk 1	Be Respectful	Play Areas	Play Fairly
	Be Responsible	Play Areas	If you borrow it, return it
	Be Resilient	Play areas	Be a good sport
Wk 2	Be Responsible	Moving	Walk directly to destination
	Be Responsible	Moving	Straight there, straight back
Wk 3	Be Respectful	Play Areas	Use Equipment Safely
	Be Responsible	Play Areas	Follow Specific Playground rules
	Be Responsible	Play Areas	Play Safely
Wk 4	Be Respectful	Play Areas	Include others
	Be a Learner	All Areas	Accept differences
	Be Respectful	All Areas	Share and take turns with others
Wk 5	Revision based on OneSchool Data		
Wk 6	Be Resilient	All Areas	Be prepared to have a go
	Be Resilient	All Areas	keep trying *(Be Brave- Participate to progress)*
Wk 7	Be a Learner	All Areas	Learn from your mistakes
	Be a Learner	All Areas	Learn from the positive mistakes of others
Wk 8	Be Responsible	Classroom	Think for yourself
	Be Resilient	All Areas	Focus on your behaviour *(It takes strength to be sensible)*
Wk 9	Be Responsible	All Areas	Use ICT devices & applications correctly
Wk 10	Revision		Based on OneSchool data

The PBL team will review the Oneschool behaviour data quarterly (once a term). The information gained from this review will inform future teaching and learning of school behaviour expectations. The data will also inform the Data Action Plan.

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Step 6- Establish a shared understanding and implementation of whole school / targeted / intensive support.

Whole School Behaviour Support – 100% of the student enrolment

➢ Implementation of the Stanthorpe State School Responsible Behaviour Plan based on School Wide Positive Behaviour Support framework which includes our school

- Fabulous Four Behaviour expectations
- Behaviour Expectations Matrix,
- Schedule of explicit lessons focusing on the Fabulous Four and in a variety of contexts,
- Reward system,
- Minor and Major Incident Consequences.

➢ Teaching staff also to engage with Essential Skills for Classroom Management.
1. Establishing expectations
2. Instruction giving
3. Waiting & scanning
4. Cueing with parallel acknowledgement
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through

Targeted Behaviour Support – 15% of the student enrolment

➢ Strategies and programs that further support acceptable standards of behaviour and provide educational support in responding to unacceptable behaviour include:

- Use of Buddy Class
- Implementing Individual Responsible Behaviour Plans with specific goals
- Communication/ meetings with Parents/ Caregivers
- Limited and or supported playground access
- Directed and structured lunchtime activities
- Behaviour referrals to Stanthorpe State School Student Support Services
- Behaviour referrals to Head of Department Student Services
- Referral to community services i.e. CDS/ CYMHS/ Granite Belt Support Services

<u>Intensive Behaviour Support</u> – 5% of the student enrolment

> Where students require intensive or ongoing behaviour support, the following strategies and programs may be implemented:

- All support mechanisms outlined above
- G.O. counselling / guidance service
- Modified curriculum, assessment and reporting
- Restricted Playground access
- FBA (Functional Behaviour Assessment)
- IBSP (Individual Behaviour Support Plan)

Consideration of Individual Circumstances (Mandated)

Students are treated as individuals and their unique circumstances are taken into consideration. Students are able to access special programs and/or support to help them become successful in the regular whole school plan. Considerations include, but are not exclusive to –

- Age
- Disability
- Emotional state
- Socioeconomic situation
- Previous behaviour record
- Severity of the incident
- Amount of reliable evidence
- Intent of the action
- Honesty and perceived level of genuine remorse

It is imperative these factors are taken into consideration whilst maintaining the highest level of confidentiality. When recording incidents and decision making factors staff will ensure restricted access to the records is considered and set appropriately.

Differentiated and Explicit Teaching

Day to day monitoring and gathering of data allows teachers, aides and the leadership team to purposefully plan a variety of way to engage students to achieve demonstrate expected behaviours aligned to the school PBL matrix. The Positive Behaviour for Learning Team review behaviour data on Oneschool to inform behaviours that require revision, across the whole school, this is done in weeks 5 and 10 of each week. The expectations are discussed on parade and then taught in class in a variety of ways.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Focused Teaching

Some students may require a more focussed approach to learning the behaviour expectations of Stanthorpe State School. Students requiring a more focussed approach will be supported by being reminded of expected behaviours and the reward system, re-teaching, and implementing strategies from the Berry Street Model of Education. This could be engaged with at a whole class level, group or individual level.

Intensive Teaching

A very small percentage of the school cohort may require intensive teaching for a short or a more prolonged period of time. Intensive teaching will include frequent and explicit instruction for individuals or small groups of children. Some children may require a function-based behaviour assessment, a support plan and a multi-agency approach to support. If this level of support is required a case manager will be appointed, usually the Head of Special Education, to oversee the development of appropriate support and review.

Legislative Delegations

Legislation

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

Delegations

At Stanthorpe State School the principal oversees all decision making to ensure all legislative requirements are met. From time to time the Head of Special Education and Head of Department - Curriculum will be delegated roles and responsibilities to support behaviour management at Stanthorpe State School.

Role	Responsibilities
Principal	Creates and oversees implementation of school based policies / procedures aligned to legislative requirements.
Head of Special Education	Action delegable tasks approved by the principal.
Head of Department - Curriculum	Action delegable tasks approved by the principal.

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Disciplinary Consequences

It is a fundamental belief at Stanthorpe State School that consequences are implemented to support the child's social and emotional development in terms of learning about their actions and the implications their behaviours have on others. Proposed consequences are not to be implemented for punitive reasons, rather to help a child understand their behaviour impacts on themselves and others.

Implemented consequences must support the child's development to engage with the appropriate / desired behaviour and be part of a positive and supportive approach to helping a child understand there a more appropriate and safe ways to meet their needs. Possible consequences are identified in the below minor and major incident tables. The PBL Team constructed this list collaboratively, based on legislative requirements.

Minor Incident Consequences

School Behaviour Expectations	Examples or Minors Incidents	Example of Minor Consequences	Oneschool Categories
Be Respectful: I will • Use manners • Be honest • Take care of myself and others • Wear uniform correctly • Keep hands and feet to myself • Share and take turns with others • Play fairly • Use equipment safely • Include others • Follow class expectations • Follow instructions • Listen to adults and class mates • Accept others' opinions and ideas • Walk quietly • Line up quietly	• Ignoring staff directions • Off task behaviour • General offensive language • Swearing not directed at others • Back answering • Lying or cheating • Leaving lunch area before whistle is blown • Late to class after lunch breaks • Excluding others (games & friendship groups) • Dropping rubbish on the ground • Eating in wrong area • Telling secrets / gossip • Going through people's bags, tidy trays etc. • Not bringing correct equipment to class • Taking equipment without permission • Leaving class without permission • Not wearing school uniform • Yelling or screaming not directed at others • Minor vandalism (easily rectified)	• Rule reminder • Warning • Time out • Buddy class • Apology (written / verbal) • Make up time at next break • Limited / structured / loss of play • Sent to a different area • Supervised eating / play • Miss out on special event / privileges • Walking with staff member • Parent contact • Re-submit work • Restorative Justice • Natural Justice	• Verbal misconduct • Truant / skip class • Refusal to participate in a program of instruction • Property misconduct • Lying /cheating • Late to class • Dress code
Be Responsible: I will • Make good choices • Do my best • Be prepared for lessons • Use ICT devices & applications appropriately • Take care of school and personal property • BE in the right place at the right time • Follow specific playground rules • If I borrowed it, return it • Wear hat outside • Play in designated areas • Follow lunch time eating procedures • Play safely • Be a helpful group member • Think for myself • Walk directly to destination • Straight there, straight back	• Misuse of / damage to equipment • Not following rules / routines • Not turn taking • Stealing / taking / asking for food from others • Pushing in line • Loitering / hanging around / late • Miss the bus because not in the right area • Failure to follow instructions • Littering • Not wearing an appropriate hat • Chasing / running on play equipment • Jumping fence without permission • Not lining up quietly and calmly • Running on wet surfaces / concrete / paver • Leaving school grounds without permission • Running / jumping on stairs • Wearing inappropriate jewellery • Ignoring crossing supervisor	• Rule reminder / redirection • Limited / structured / loss of play • Practise appropriate behaviour with a teacher • Apology (written / verbal) • Class meeting to discuss issue • Restitution e.g. Go to end of the line / Pick up rubbish • Make up class time in own time • Time out • Restorative Justice • Natural Justice	• Truant / skip classes • Other conduct prejudicial to the good order and management of the school • Bullying harassment • Disruptive • Physical misconduct • Misconduct involving object
Be Resilient: I will • Be prepared to have a go • Accept feedback • Keep trying • Focus on your behaviour • Give encouragement to peers • Be a good sport • Challenge yourself • Be a problem solver	• Not following instructions • Accessing inappropriate internet / websites / emails, language in email • Altering IT, equipment and passwords • Annoying other children (verbally, physically or by touching other students equipment) • Throwing things • Being uncooperative with other students and/or staff • Unwillingness to negotiate • Not including others in games • Pushing in line or going to tuckshop at the wrong time • Littering • Running around or unnecessary noise at inappropriate times • Too long during toilet breaks • Not following uniform guidelines • Wearing non sun safe clothing • Not participating fully in tasks • Being in the wrong area	• Rule reminder • Warning • Time out • Apology (verbal or written) • Make up for lost time • Redirect • Picking up rubbish • Limited IT access • Uniform reminder • No hat no play • Limited play area • Restorative Justice • Natural Justice	• IT misconduct • Dress code • Disruptive • Defiant • Misconduct involving object • Refusal to participate in program of instruction • Lying / cheating • Non-compliance with routine
Be a Learner: I will • Learn from my mistakes • Learn from the positive behaviours of others • Accept differences • Contribute ideas • Get involved • Stay on task • Use time wisely	• Refusing to engage with task / program • Not completing tasks on time • Not following instructions • Being late to class after play times • Stopping others from learning • Stopping others from teaching	• Completing work in own time • Time out with Buddy Class • Meeting with parents, teacher and students • Behaviour plan • Restorative Justice • Natural Justice	• Non-compliant with routine • Defiant • Refusal to participate in program of instruction

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Major Incident Consequences

School Behaviour Expectations	Examples or Majors Incidents	Example of Major Consequences	Oneschool Categories
• Be Respectful	• Continuous failure to follow adult instructions • Obscene swearing directed at others • Racist / sexual comments directed at others • Verbal, written or physical aggression towards others • Possession of an object that infringes the rights of others • Throwing objects aggressively and with intent • Disruption during special events / assessments	• Contact with parents / carers • Supervised play • Individual behaviour plan • Loss of privileges • Referral to HoD SS • Referral to GO • Internal suspension • 1-10 days suspension • 11-20 days suspension • Exclusion	• Bullying / harassment • Defiant / threats to adults • Misconduct involving an object • Property misconduct • Physical misconduct • Verbal misconduct • Misconduct involving an tobacco / illicit substance • Disruptive • IT misconduct • Late • Lying / cheating • Refusal to participate in program or instruction • Truancy / skip class • Conduct bringing school into disrepute
• Be Responsible	• Continuous non-compliance of class work • Wilfully destroying, damaging school property • Stealing with intent • Serious slander • Ongoing access to inappropriate internet / websites / email / language in emails / using another's password • Smoking or possessing illegal drugs, non-compliance or prescription or prescription drugs, tobacco or tobacco products		
• Be Resilient	• Ongoing fighting, intimidation, bullying behaviours, threats, teasing, pushing • Defamation of character		
• Be a Learner	• Continual refusal to complete set tasks in class • Ongoing truancy, wagging, hiding in toilets, running away and hiding on school grounds • A behaviour that stops another person from teaching or learning.		

Suspension consequence

Students must attend a re-entry meeting with a parent / carer. This meeting is set for the day after the suspension time has concluded and before returning to the classroom. The meeting will be held with either the principal or a delegate i.e. Head of Special Education or Head of Department – Curriculum, at a time that is convenient for both parties.

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Temporary removal of student property

The temporary removal of property in a student's possession may be necessary to promote a caring, safe and supportive learning environment of the school for all students, staff and visitors. Property may be removed if the principal or staff member are reasonably satisfied the removal is necessary to
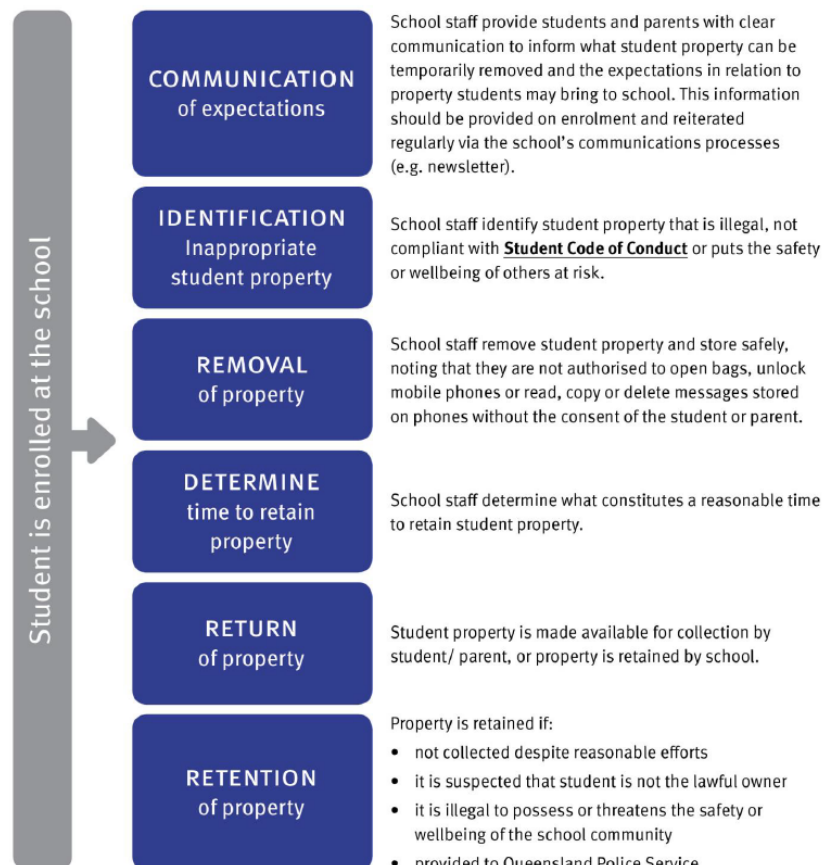
- ➢ ensure compliance with the Student Code of Conduct,
- ➢ preserve the caring, safe, supportive and productive learning environment of the school,
- ➢ maintain and foster mutual respect among staff and students at the school,
- ➢ encourage all students to take responsibility for their own behaviour and the consequences of their actions,
- ➢ provide for the effective administration of matter about the students of the school.

At Stanthorpe State School the following expectations will be implemented -

- **Consent is not required** to search school property such as desks and laptops that are supplied through the school.
- **Consent is required** from the student or parent to open, examine or otherwise deal with temporarily removed student property, e.g. staff do not have authority to unlock a phone or read, copy or delete messages stored on a student's phone. Staff must gain approval from the student or parent to search a student's bag, under normal circumstance i.e. no suspicion of a dangerous item held in the bag.
- If staff suspect a student has a dangerous item, e.g. a knife in their school bag, a staff member should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should a student be permitted to go into the bag themselves. Students and parents must be informed that they have the right to refuse permission to search the property and that police may be called if consent is not provided.
- Staff do not have permission to search the person of a student.
- The school must inform parents and students of which items are permitted to come to school and items that are not.
- Parents and students must be informed of the procedure which permits staff to temporarily remove student property.
- Mobile phones can be brought to school, however must be handed into the office upon arrival and exit of the school day. The phone to be silenced throughout the school day and is kept in the office, in a box and handed back at 3pm each day.
- Any property temporarily removed e.g. hand balls, toys, will be handed to the student at 3pm and instructed of whether allowed to bring back to school in future.
- Students must not bring property onto school grounds or other settings used by the school that
    - ➢ Is prohibited according to by the school
    - ➢ Is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
    - ➢ Puts the safety and wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
    - ➢ Does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
    - ➢ Does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda)

- Students must collect their property as soon as possible when advised by the principal or staff member, if it is available for collection.
- Parents must ensure their children do not bring property onto school grounds or other settings used by the school that

- ➢ Is prohibited according to by the school
- ➢ Is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- ➢ Puts the safety and wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- ➢ Does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- ➢ Does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda)

- Parents must collect temporarily removed student property as soon as possible, after they have been notified by the principal or staff member that the property is available for collection.
  - ➢ Principal may retain property if item is deemed unsafe to return to the student and principal will arrange parent to collect, if not deemed an illegal item.
  - ➢ Principal will also retain the item if staff reasonably suspect the students it not the lawful owner of the property, and or the police seize the item.

Process of temporary removal of student property

Student is enrolled at the school

COMMUNICATION of expectations
School staff provide students and parents with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school. This information should be provided on enrolment and reiterated regularly via the school's communications processes (e.g. newsletter).

IDENTIFICATION Inappropriate student property
School staff identify student property that is illegal, not compliant with **Student Code of Conduct** or puts the safety or wellbeing of others at risk.

REMOVAL of property
School staff remove student property and store safely, noting that they are not authorised to open bags, unlock mobile phones or read, copy or delete messages stored on phones without the consent of the student or parent.

DETERMINE time to retain property
School staff determine what constitutes a reasonable time to retain student property.

RETURN of property
Student property is made available for collection by student/ parent, or property is retained by school.

RETENTION of property
Property is retained if:
- not collected despite reasonable efforts
- it is suspected that student is not the lawful owner
- it is illegal to possess or threatens the safety or wellbeing of the school community
- provided to Queensland Police Service.

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Use of mobile phones and other devices by students

This policy reflects the importance the school places on students displaying responsible, respectful, resilient and studious behaviours towards self and other whenever they are using personal technology devices*.

Certain Personal Technology Devices Banned From School

Students are encouraged not to bring valuable personal technology devices to school as there is a risk of damage or theft and the school will not be responsible for such technology. The school is aware that some students will be provided a mobile phone by their parent / carer and carry it on their person when travelling to and from school. **If a mobile phone comes to school it must be handed in to the office at the beginning of the school day and collected at 3pm.**

Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft, general distraction and/or disruption associated with inappropriate use, however, if devices are brought to school, these must be handed into the office upon arrival at school and collected at the end of the day. Personal technology devices are not permitted to be used during the school day unless the classroom teacher has organised this as a reward, which aligns with our Positive Behaviour for Learning Framework, or required for health reasons and this is to be approved by the principal.

Recording voice and Images

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

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

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless consent is provided by the class teacher.

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

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

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[1] *Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.*

Students involved in:

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

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

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in an immediate referral to the Department of Child Safety, resulting in a further referral to the Queensland Police Service (QPS).

Text communication

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

Assumption of cheating

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

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special Circumstances Arrangement

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

Responsible Use of ICT policy

Purpose statement

• Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs.

• Schools are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program.

• School students, only with the approval of the principal, may be permitted limited connection of personally owned mobile devices to the department's network, where this benefits the student's educational program.

Authorisation and controls

The principal reserves the right to restrict student access to the school's ICT facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program. For example, a student with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring will occur to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

Procedures for Preventing and Responding to Incidents of Bullying (including Cyberbullying)

1. Stanthorpe State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:
   - achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
   - improving achievement and attendance
   - promoting equality and diversity; and
   - ensuring the safety and well-being of all members of the school community.

2. At Stanthorpe State School our shared understanding of bullying is informed by the **national definition** of bullying for Australian schools: *Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviours that intends to cause physical, social and/or psychological harm. It can involve an individual group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.*

3. There is no place for bullying at Stanthorpe State School.   Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction our school community's goals and efforts for supporting all students.

4. The response to bullying procedures at Stanthorpe State School are an addition to our already research-validated school-wide positive behaviour support processes. The response ensures all students are being explicitly taught the expected school behaviours (Whole School Approach to Discipline - Fab Four) and receiving high levels of social acknowledgement for doing so. The explicit teaching of appropriate behaviours is also supported by the fundamentals of the Berry Street Education Model and The Stanthorpe State School Student Wellbeing framework.

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Prevention

5. Preventing bullying is very important and understanding the motivation of bullying is critical to finding the appropriate response. Reasons for bullying tend to be associated with power, norms & social status, tolerance & diversity. Our Fab Four addresses such reasons by teaching children and expecting them to engage with the following behaviours – *take care of yourself and others / accept difference / give encouragement / accept other's opinions & ideas / think for yourself* (SSPS Behaviour Expectations matrix)

6. The Stanthorpe State School behaviour expectations are taught weekly and reinforced in class and as a whole, on parade. Students are recognised for engaging with the appropriate behaviours (refer to Whole School Approach to Discipline), and engagement with inappropriate behaviours are responded to as per the Whole School Approach to Discipline. Children who require extra levels of support to address matters relating to bullying are referred to the Student Support Service Committee for review and support.

Responding

7. Stanthorpe State School uses behavioural data for decision-making. This data is entered into Oneschool and is reviewed by the Positive Behaviour for Learning team as well as the Student Support team. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

8. Research indicates that many problem behaviours are peer-maintained, i.e. bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. We strongly encourage children to report bullying immediately to an adult or at the very least report it to their parents so the parents can inform the school which then leads to an investigation.

9. Consequences for bullying are outlined in the Stanthorpe State School Whole School Approach to Discipline, consequence may include, but not limited to suspension and exclusion.

Reporting Bullying

10. It is important the matters related to bullying are reported immediately. Students can report via email or face to face with a trusted adult at school or at home. If they report the matter at home, parents / carers are strongly encouraged to report the matter with the principal immediately. Once the matter is reported to the school the principal will initiate an investigation and report findings back to the parent / carer and recommend next steps.

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Reporting Bullying

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                        │  Child experiences  │
                        │       bullying      │
                        └─────────────────────┘
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          ▼                       ▼                       ▼
┌───────────────────┐  ┌───────────────────┐  ┌───────────────────┐
│ Child reports     │  │ Child reports     │  │ Child reports     │
│ bullying to       │  │ bullying to       │  │ bullying to       │
│ parent / carer    │  │ staff member      │  │ principal         │
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│ Parent / carer    │  │ Staff member      │  │ Principal         │
│ makes an          │  │ reports bullying  │  │ initiates         │
│ appointment to    │  │ to principal      │  │ investigation and │
│ meet with the     │  └───────────────────┘  │ reports back to   │
│ Principal. A      │           │             │ parents           │
│ concern /         │           ▼             └───────────────────┘
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│ must be completed │  │ Principal         │
│ to provide        │  │ initiates         │
│ contextual        │  │ investigation and │
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│ Principal         │
│ initiates         │
│ investigation and │
│ reports back to   │
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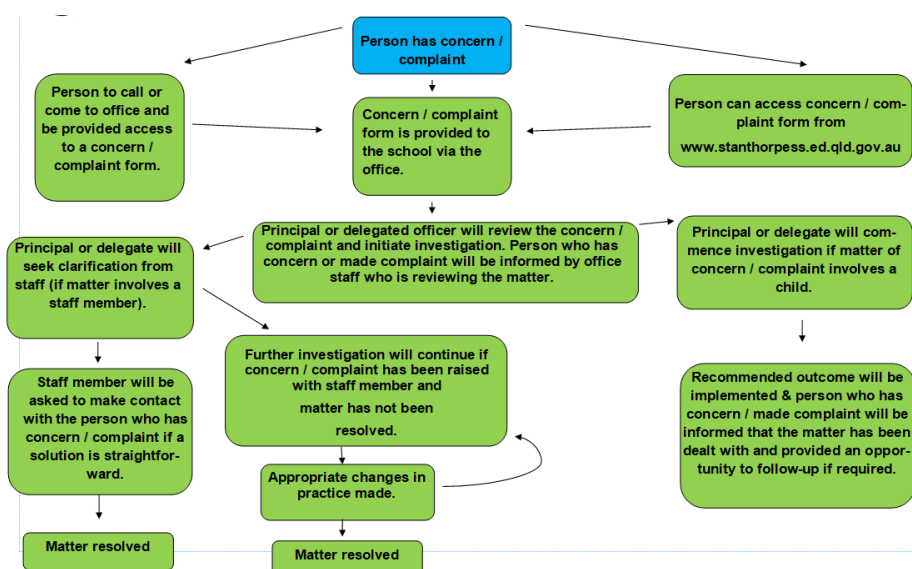
Process for Responding to Bullying

- Investigate allegations;
- Report finding to family of person allegedly being bullied (within 3 days);
- Report findings to the family of the child engaging with bullying (within 3 days);
- Implement consequences for bullying behaviours as referred to in the major behaviour consequences framework;
- Support the child being bullied through a variety of methods i.e. family, Guidance Officer referral, refer to organisations that provide on-going intensive support (if deemed appropriate by the G.O.), continue to implement resilience lessons at school as per Whole School Approach to Discipline framework.
- Reporting to the Queensland Police Service or Department of Child Safety will occur if a staff member knows of or reasonably suspects harm to a child's physical or psychological safety.

Professional Development for staff

Staff at Stanthorpe State School are provided initial and on-going professional development of the Whole School Approach to Discipline, this includes the prevention, recognising and responding to bullying. This professional development is provided individually by Head of Curriculum and group sessions i.e. staff meetings and pupil free days.

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How to manage unresolved matters/ concerns relating to bullying

Stanthorpe State School – Managing Bullying Compact

We agree to work together to manage bullying at Stanthorpe State School. We have a shared understanding of what bullying is, how to prevent it and how to respond.

What is bullying?

Bullying is an ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviours that intends to cause physical, social and/or psychological harm. It can involve an individual group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening (national definition of bullying for Australian schools).

How to Report Bullying

Students – inform an adult immediately (parent / carer / staff member).

Parents – inform the principal by making an appointment to meet with the principal, parents are also encouraged to complete a concerns form to help provide details prior to the meeting if a meeting cannot take place within a day or two, this form can be accessed from the front office.

Principal – initiates investigation (reports findings to student and parent) and responds accordingly for the students involved (i.e.. student being bullied and the student/s bullying, parents of the student/s being bullied are also informed).

How to Respond to Bullying

We (student and parent) agree to:
- Inform the principal of the school as soon as I become aware of any concerns relating to potential bullying matters.

Principal agrees to:
- Investigate, report and mange bullying associated with the school.

Student's signature: Parent's signature:

School representative signature: Date:

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Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher, principal, Head of Special Education, Head of Department - Curriculum

**First hour
Listen**

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

**Day one
Document**

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

**Day two
Collect**

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

**Day three
Discuss**

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

**Day four
Implement**

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

**Day five
Review**

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

**Ongoing
Follow up**

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

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Appropriate use of social media

Responsibilities for using the school's ICT facilities and devices

• Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Code of School Behaviour.

• Students are to be aware of occupational health and safety issues when using computers and other learning devices.

• Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.

• Parents/guardians are responsible for appropriate internet use by students outside the school environment when using a school owned or provided mobile device.

• The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to behave in line with these safe practices.

• Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so as not to be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

• Students cannot use another student or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

• Students need to understand that copying of software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from agencies to enforce such copyrights.

Acceptable/appropriate use/behaviour by a student

It is acceptable for students while at school to:

• use mobile devices for

- 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 the intranet or internet 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 eLearning environment

• be courteous, considerate and respectful of others when using a mobile device

• switch off and place out of sight the mobile device during classes, where these devices are not being used in a teacher directed activity to enhance learning

• use personal mobile device for private use before or after school, or during recess and lunch breaks

• seek teacher's approval where they wish to use a mobile device under special circumstances.

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Unacceptable/inappropriate use/behaviour by a student

It is unacceptable for students while at school to:

• use the mobile device in an unlawful manner

• download, distribute or publish offensive messages or pictures

• use of 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 the 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 employees.

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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.
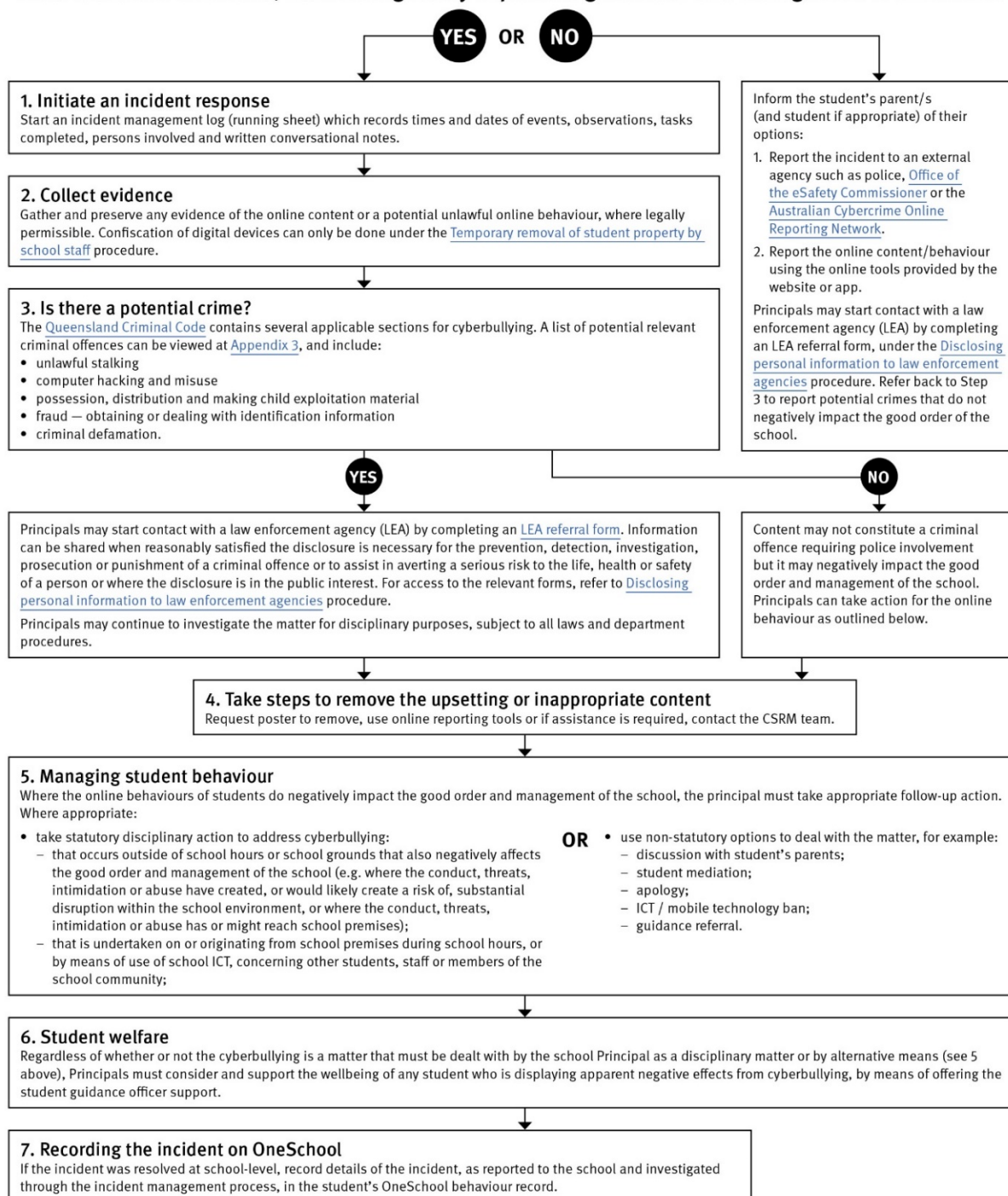
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process 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.

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Please note: Children from Prep to Year 3 inclusively are exempt from signing the student section below.

As a student, I understand that the school's information and communication technology (ICT) facilities and devices provide me with access to a range of essential learning tools, including access to the internet. I understand that the internet can connect me to useful information stored on computers around the world.

While I have access to the school's ICT facilities and devices:

- I will
  - **Be Respectful,**
  - **Be Responsible**
  - **Be Resilient and**
  - **Be A Learner**
- I will use it only for educational purposes
- I will not undertake or look for anything that is illegal, dangerous or offensive; and
- I will not reveal my password or allow anyone else to use my school account.

Specifically in relation to internet usage, should any offensive pictures or information appear on my screen I will close the window and immediately inform my teacher quietly, or tell my parents/guardians if I am at home.

If I receive any inappropriate emails at school I will tell my teacher. If I receive any at home I will tell my parents/guardians.

When using email or the internet I will not:

- reveal names, home addresses or phone numbers – mine or that of any other person
- use the school's ICT facilities and devices (including the internet) to annoy or offend anyone else.

I understand that my online behaviours are capable of impacting on the good order and management of the school whether I am using the school's ICT facilities and devices inside or outside of school hours.

I understand that if the school decides I have broken the rules for using its ICT facilities and devices, appropriate action may be taken as per the school's Behaviour Management Policy, which may include loss of access to the network (including the internet) for a period of time.

I have read and understood this policy and the Code of School Behaviour. I agree to abide by the above rules.

_____

(Student's name)

_____

(Student's signature)

_____

(Date)

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As a parent or guardian, I understand that the school provides my child with access to the school's information and communication technology (ICT) facilities and devices (including the internet) for valuable learning experiences. In regards to internet access, I understand that this will give my child access to information on computers from around the world; that the school cannot control what is on those computers; and that a small part of that information can be illegal, dangerous or offensive.

I accept that, while teachers will always exercise their duty of care, protection against exposure to harmful information should depend upon responsible use by students/my child. Additionally, I will ensure that my child understands and adheres to the school's appropriate behaviour requirements and will not engage in inappropriate use of the school's ICT facilities and devices. Furthermore I will advise the school if any inappropriate material is received by my student/child that may have come from the school or from other students.

I understand that the school is not responsible for safeguarding information stored by my child on a departmentally-owned student computer or mobile device.

I understand that the school may remotely access the departmentally-owned student computer or mobile device for management purposes.

I understand that the school does not accept liability for any loss or damage suffered to personal mobile devices as a result of using the department's facilities and devices. Further, no liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the school's/department's negligence.

I believe _____ (name of student) understands this responsibility, and I hereby give my permission for him/her to access and use the school's ICT facilities and devices (including the internet) under the school rules. I understand where inappropriate online behaviours negatively affect the good order and management of the school, the school may commence disciplinary actions in line with this user agreement or the Behaviour Management Policy. This may include loss of access and usage of the school's ICT facilities and devices for some time.

I have read and understood this policy and the Code of School Behaviour. I agree to abide by the above rules.

_____
(Parent/Guardian's name)

_____
(Parent/Guardian's signature)

_____
(Date)

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Student Dress Code

The School Uniform Policy outlines the responsibilities of the principal, staff, Parents & Citizens Association, parents and students' responsibilities in adhering to Stanthorpe State School's Student Dress Code.

Principal's Responsibilities:

The principal is responsible for ensuring consultative practices are engaged with and that the School Dress Code supports the following-

- Inclusive education,
- Safe and Supportive learning environments and
- Responsive practices.

Parents & Citizens Responsibilities:

The P&C is responsible for-

- supporting consultative practices,
- Directing parents to the principal to discuss any individual concerns regarding the code and
- Supporting the school to resolve issues regarding the school's dress code.

Parents Responsibilities:

Parents are responsible for –

- Showing commitment in supporting the dress code, as part of the enrolment agreement,
- Support the student to adhere to the dress code,
- Request short or long term modifications or exemptions to the dress code, providing reasons for the request,
- Work with the school to resolve issues regarding student compliance with the school's dress code.

N.B. the term 'parent' refers to parents, carers or extended family members who have responsibility of care.

Dress Code Standards

Our school colours are predominately maroon and black. House colours are permitted to be worn during special sporting events and physical education lessons.

Tops: students must wear maroon polo shirt with or without school logo.

Pants: students must wear black school shorts, slacks or track suit pants.

Skirts / skorts: students are permitted to wear skirts or skorts if they desire, however these must be black.

Winter jumpers / jackets: must be maroon or black.

Winter scarves / beanies: must be maroon or black.

Hijab / yarmulke / turban: must be maroon, black or a house colour (for sporting events or physical education lessons).

Shoes: essentially black school shoes are preferred, however not a necessity. (all clothing must be meet sun safe standards)

Jewellery: earrings are permitted, however these must be close fitting. No facial piercings are permitted.

Financial Hardship Strategies

Families may experience difficulty providing a uniform. We can –

- Offer access to our range of second hand uniforms, and
- Contact CDS to help support the family.

Short & Long term Modifications to Uniforms

Parents must access permission to modify the uniform for short or long term periods. Permission can be sought from the principal through with face to face contact, an email, a letter or phone call. Requests and decisions will be recorded in the student's Oneschool profile / contact.

Reinforcement of the Code

Regular communication with families about the code will be distributed via email, newsletter and website. The expectation of the uniform code will be taught throughout the year as it is embedded within the school's Responsible Behaviour Plan and outlined in the Behaviour Expectations Matrix.

If students do not comply with dress standard and modifications are not permitted by the principal, consequences as outlined in the Responsible Behaviour Plan may be implemented. School staff will continue to support families to meet the Dress Code Standards.

Accessing Uniforms

Sale of uniforms are managed through a local business, **Gleeson's Mercery.**
Ph: 4681 1441
Location: 4 Maryland Street, Stanthorpe.

Restrictive Practices

All responses to student behaviour must demonstrate care, compassion and consideration of the individual student and their human rights.

Restrictive practices such as seclusion, physical constraint, containment, mechanical restraint, and clinical holding must only be utilised where the restrictive practice is reasonable in all circumstances and there is no less restrictive measure available to respond to the behaviour in the circumstances.

Seclusion and physical restraint may only be utilised where
   a) the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
   b) seclusion or physical restraint is reasonable in all circumstances as a response to the student's behaviour, and
   c) there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

Reasonable must be
   a) proportionate to the risk of harm
   b) discontinue once the risk of harm has dissipated, and
   c) respectful of the student's dignity.

Examples where physical restraint might be reasonable
   a) using manual guidance to prevent a student running onto a busy road
   b) holding a student to prevent them physically from attacking someone, or
   c) holding a student's hand to prevent repetitive, serious self-injurious behaviour.

Seclusion and physical restraint should not be used to respond to…

Staff should ensure the type of seclusion or physical restraint that is used is consistent with a student's individual needs and circumstances, including….

Staff should discontinue the seclusion of physical restraint where the health and wellbeing of student and or staff is compromised.

When creating an Individual Student Safety Plan, which includes seclusion or physical restraint, the following should consider the following…

Containment can be used as a short term planned strategy with individual students as part of:
   a) a period of initial assessment when a student is new to the school and there is evidence that the student presents a risk of harm to themselves or other people,
   b) a period of settling into a new environment or reintegration to school after a period of absence when there is evidence that the student presents a risk of harm to themselves or other people,
   c) intensive short term support in response to frequent behaviour presenting a risk of harm to the student or other people.

Containment will not be relied on as a long term strategy and the use will be time limited. A plan must evidence how and when the containment will be reduced and when it will cease to be used. The plan to eliminate the use of containment will be contextual to the individual student, their behaviour, the FBA, their IBSP and the assessed and recorded behavioural risk

Containment should not be enacted for more than one student at any time in any one environment.

Staff must ensure the following if implementing containment:
   a) there is at least one staff member in the room at all times with the students,
   b) the room is secure by a fob or similar system based upon workplace health and safety requirements,

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c) the staff who work directly with the student and other senior staff in the school have access to the room at all times, and
d) parents have been consulted about the potential use of containment with their child.

Mechanical restraint can be used as a planned restrictive practice for reducing or controlling a student's serious and repetitive self-injurious behaviour. It will only be used when:

a) there is a foreseeable risk of harm to the student through self-injurious behaviour,
b) the advice of an appropriately qualified health professional has been sought about the use of the device within the school setting and they have prescribed the use of the device for responding to a specific behaviour,
c) other less restrictive approached have been tried or considered for managing the risk of the behaviour and found to be ineffective at reducing risk,
d) parents have approved the use of mechanical restraint,
e) there is a plan for the use of the mechanical restraint that has been prepared in consultation with an appropriately qualified health professional and included in the student's IBSSP, and
f) the school staff have received training in how to use the prescribed device from an appropriately qualified health professional or person / organisation nominated by the health professional.

Chemical restraint WILL not be used in our school for the purpose of controlling or subduing a student's behaviour.

Clinical holding must not be used on a student unless:

a) it is used in accordance with s Clinical Holding plan that has been developed for the student
b) there are no other alternatives that will enable school staff to provide the necessary care to the students,
c) the use of clinical holding is appropriate[*] and reasonable in the circumstance, and
d) the school staff potentially involved in the clinical holding have been trained by an appropriately qualified health professional or someone who the professional d=recommends to do the clinical holding in accordance with the Clinical Holding Plan.
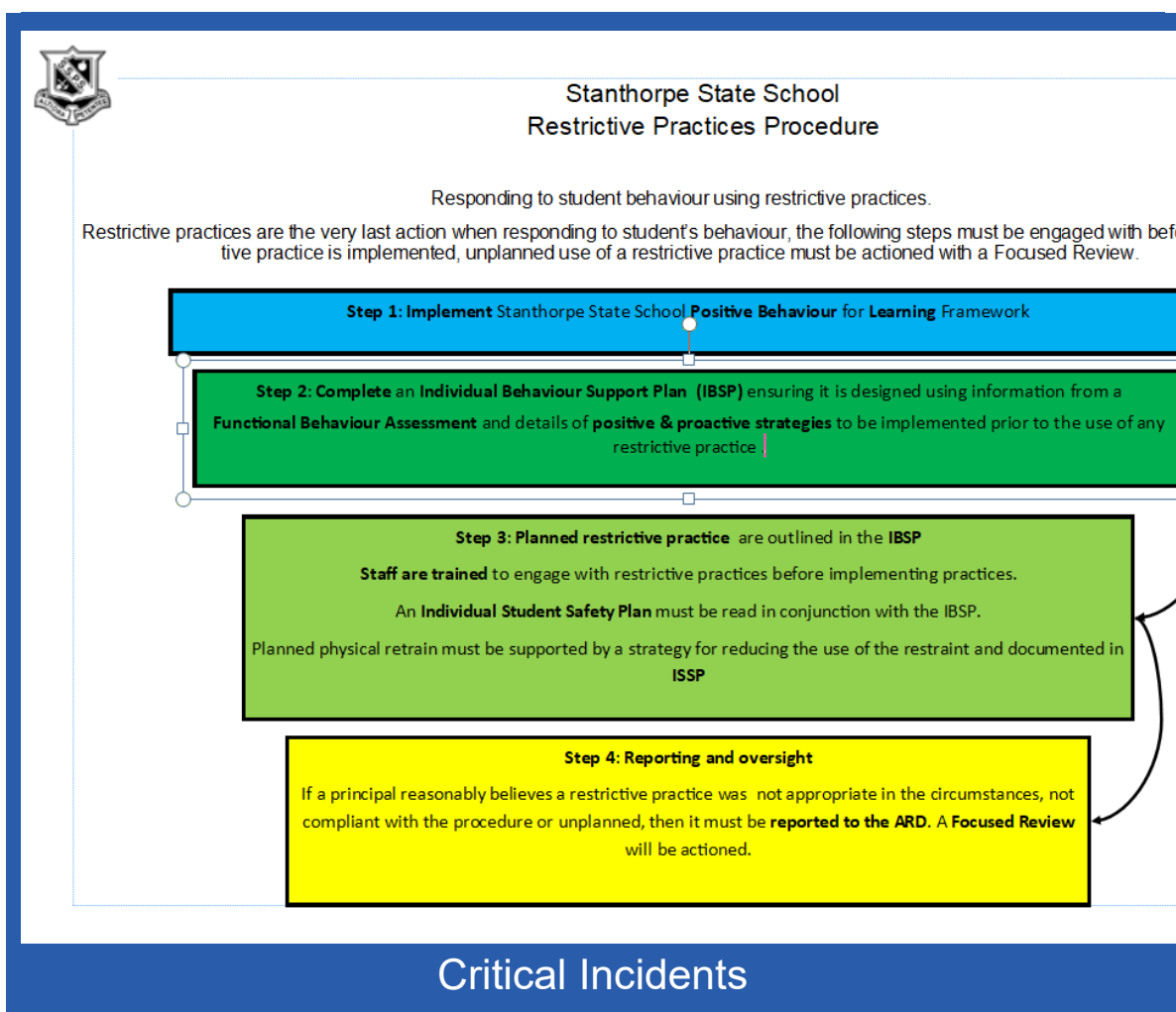
A Clinical Holding Plan must:

a) be developed by a quailed health professional in consultation with the principal and relevant staff,
b) outline the specific circumstances in which the clinical holding may be used on the student,
c) outline the way in which clinical holding is to be applied to the student,
d) be readily available in Oneschool, and
e) be approved by the student's parent.

The plan must be reviewed once a semester by the principal and make an appropriate note in Oneschool.

* must consider – necessity of the procedure being undertaken / age & size of the student / past behaviours / any impairment, disability condition / history of trauma and the environment in which the restraint is taking place with consideration of the specific procedure.

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Planned restrictive practices will be responded to in the following way-

Stanthorpe State School
Restrictive Practices Procedure

Responding to student behaviour using restrictive practices.

Restrictive practices are the very last action when responding to student's behaviour, the following steps must be engaged with before tive practice is implemented, unplanned use of a restrictive practice must be actioned with a Focused Review.

Step 1: Implement Stanthorpe State School **Positive Behaviour** for **Learning** Framework

Step 2: Complete an **Individual Behaviour Support Plan (IBSP)** ensuring it is designed using information from a **Functional Behaviour Assessment** and details of **positive & proactive strategies** to be implemented prior to the use of any restrictive practice.

Step 3: Planned restrictive practice are outlined in the **IBSP**

Staff are trained to engage with restrictive practices before implementing practices.

An **Individual Student Safety Plan** must be read in conjunction with the IBSP.

Planned physical retrain must be supported by a strategy for reducing the use of the restraint and documented in **ISSP**

Step 4: Reporting and oversight

If a principal reasonably believes a restrictive practice was not appropriate in the circumstances, not compliant with the procedure or unplanned, then it must be **reported to the ARD.** A **Focused Review** will be actioned.

Critical Incidents

In the event of a critical incident the Stanthorpe State School Emergency Response Plan will be actioned. This plan includes incidents that result in an emergency evacuation (response), lockdown response or temporary closure response and other response procedures. The Emergency Response Plan outlines roles and responsibilities of school and regional response teams and the Local Disaster Management Team.

Staff at Stanthorpe State School are provided the opportunity to practice emergency evacuations and lockdowns four times a year, at the commencement of each term.

Evacuation Response

Priority	Safety of students, staff, parents, members of the community and/or site visitors.
Reporting the emergency	• Contact Emergency Services immediately on Triple Zero (000) • Notify the Regional Director
Evacuation	**Signal** Continuous ringing of bell or sounding of air horns

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	Procedure All staff and visitors to assemble on bottom oval western side fence. Alternate Assembly area is located on top oval near Netball courts
	Special considerations Students requiring assistance are managed as per individual plans In the event that office can not be notified of a fire etc, alert is rasied with air horns.
	Special responsibilities Principal to meet fire truck Admin ladies bring rolls Fire Wardens inspect designated areas
Evacuation assembly	**Assembly area/s** Bottom Oval Western side Alternate: Top Oval North/Western Side
	Assembly procedure *1. Class lists/rolls are checked.* *2. Report all unaccounted students/persons to the Admin officer.* *3. Princpal or delegate to address students where and when required.*
Evacuation clearance	*1. No person is to return to any area of the school until advised by the Principal.* *2. Principal (or delegate) to release the students, this is provided verbally.*
General principles	*Evacuation procedures will be displayed on Emergency Evacuation maps in all rooms.* *1.* ***FIRST PRIORITY*** *is to the safety of pupils and persons in the school.* *2.* ***ALL*** *staff, parents and visitors are automatically involved.* *3.* ***CONTRACTORS*** *should sign the Visitors book at the office.* *4.* ***ALL VOLUNTEERS*** *in school should sign in the 'Volunteers' book in the classroom or in Tuckshop.* *5.* ***TUCKSHOP*** *manager and volunteers must follow the Evacuation Procedures including bringing the sign on book.* *6.* ***PARENT HELPERS/TUTORS*** *must follow Evacuation Procedures.* *7.* ***NO*** *person should be placed in a position of risk.* *8.* ***EVACUATION*** *drill will be conducted at least 4 times per year. Annual revision of the use of Fire Extinguishers will be conducted.* *9.* ***PRINCIPAL OR DELEGATE*** *is responsible for ensuring the electricity is turned off and that Emergency Services are contacted and given every assistance.*
Communications	• *If the evacuation goes for an extended time then the Response Controller activates the Communications Plan to inform the parents and stakeholders via the established formats.* • *(If applicable) Communications with Cool Kids (07 4681 4648) or YMCA (07 4681 1674), informing them of closure, evacuation or lockdown details and requirements*

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	• *Considerations for dealing with the safety of students and staff participating in non-routine activities e.g. off-site professional development, school camps, school excursions, off-site sports carnivals etc.*
Pre-arrangements	• *Site Emergency Evacuation Maps clearly displayed in all rooms.* • *Visitor sign-in registers maintained in the office or Tuckshop.* • *Alternative to bells has been organised, air horns are now in place in all spaces. Staff have been trained in the use of these.* • *Emergency class lists kept in office (hard copy).* • *Relief staff provided with Evacuation summary.* • *Pre identified safety structures or shelters, ie. cyclone shelter, isolation rooms. Will be H block, lower level.*

Lockdown Response

Priority	This procedure minimises access to the school environment and secures all persons in rooms.
Reporting the emergency	• Contact Emergency Services immediately on Triple Zero (000) • Notify the Regional Director
Lockdown	**Signal**
	Procedure 1. *Administration doors are locked by office personnel.* 2. *Classroom doors are locked by teachers.* 3. *Access to any and all persons denied.* 4. *All outside activities and lessons stop immediately and students are taken to the nearest classroom.* 5. *If a class or group are not on the school site the teacher should keep the students off-site until an all clear signal is given to return.* 6. *Staff not in their own classroom will remain in the building and/or room they are currently in until told it is safe to move.* 7. *Class lists/rolls are checked.* 8. *Report all students/persons unaccounted for to the office personnel.* 9. *Students are to remain calm and silent inside classrooms out of line of sight i.e. under desks or against walls.* 10. *Toilet block checked by executive staff or principal (if safe to do so) to ensure all students are safely in their rooms.* 11. *Names of missing students should be provided to office personnel as soon as possible.* 12. *Staff and students remain in their rooms until told that the school is safe with a message over the PA 'The beach is open'.*
	Special considerations Students and staff who are in the toilet are to remain there, Admin staff go to collect these staff and students

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	Special responsibilities
Lockdown cancellation	1. *Staff and students remain in their rooms until advised by the principal that the lockdown procedure is cancelled.* 2. *Office personnel will announce over the school phone PA system 'the beach is open'.*
General principles	• *These help to prevent persons from entering the school site. All visitors must sign in and wear a visitors badge. Upon finishing their work, they must return the badge, and sign out.* • *Normal school routine should re-commence as soon as possible after the event.* • *Staff to be vigilant in reporting the entry of unauthorised person or persons onto the school grounds.*
Communications	• *If the lockdown goes for an extended time then the SRC informs the parents and stakeholders via SMS for schools* • *In the event of a short lockdown, the SRC informs Parents and stakeholders.*
Pre-arrangements	• *Facilities can be locked internally.* • *Visitor sign-in registers maintained in the office or Tuckshop.* • *Emergency class lists kept in class and office.* • *Relief staff provided with Lockdown summary.* • *Staff and students will be made aware of this signal and its meaning and importance at induction meeting on first week of school and 4 times per year (once per term).*

Additional Considerations	o *Children en-route or returning to school through bus company Crisps coaches: ph Dale: 0409 584 727*
	o *Ensure Bus/Transport Operators contact details are on file*
	o *Contact Bus/Transport Operators to advise and re-route students and staff*
	o *If possible record:*
	  • *Student head count by year group*
	  • *Staff head count*
	  • *Bus routes, times and service contacts*
	o *Have reciprocal arrangements with neighbouring schools for placements whilst in Lockdown or utilise Southern Downs Regional Facilities and Stanthorpe Fitness Centre.*
	o *Consider medical/medication requirements for identified students and staff*
	o *If needed afterschool care service providors would be contacted:*
	  • *Contact Souithern Downs Regional Council After school care (YMCA) 4681 1674 and Cool Kids (46814648)*

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Temporary Closure Response

Priority	Safety of students, staff, parents, members of the community and/or site visitors. Staff and students must remain off-site until advised by the SRC (Principal) that the school or campus is safe and available to be re-occupied and re-opened.
Decision	In accordance with CE Directive 1/2019. Consultation undertaken prior to decision to temporarily close a State School with Regional Director, LDMG and Advisory Group as practicable.
Reporting the closure	1. *Notify the Regional Director or delegate* 2. *Notify the local Radio Station* 3. *Notify staff – phone tree + SMS INFOWAYS for schools* 4. *Notify school community – school website, school sms messaging* 5. *Notify other stakeholders*
Temporary Closure	• *Prepare* • *Engage the site's Response Team* • *Prepare for Temporary Closure Plan with stakeholders* • *Undertake required communications*
	Respond • *Monitor the event and stay informed* • *Maintain communications with the LDMG and RRT* • *Wait till safe to deploy to site for inspection* • *Inspect facilities/campus to identify damage. Report damage to BAS and RRT.* • *Assess staff status and support required* • *Engage Business Continuity Plan as required* • *Undertake Suitability Assessment for decision to re-open or not.*
	Recover • *Liaise with BAS and RRT re repair schedule* • *Manage and support staff welfare issues* • *Monitor business continuity activities*
Re-opening	1. *Notify the Regional Director – if unavailable advise E&SS* 2. *Notify Radio Station* 3. *Advise P&C*
General principles	• 'Safety before schedule' Normal school routine should re-commence as soon as possible after the event and when safe to do so.
Communications	• The SRC informs the parents and stakeholders via the Communications Strategy using the established formats.

Specific emergencies – response procedures

Building Fire		• *Call Triple Zero (000) for emergency services and follow advice.*

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	• *Activate the fire alarm (either school bell or air horns)*
	• *Report the emergency immediately to the SRC who will convene your SRT if necessary.*
	• *Extinguish the fire (only if safe to do so).*
	• *If appropriate, follow the procedure for on-site evacuation.*
	• *Evacuate to the Western side of bottom oval or alternate Evacuation area on the North Western Side of the top oval.*
	• *closing all doors and windows.*
	• *Does your school have a solar PV (photovoltaic) system installed, if so the following needs to be considered:*
	• *Are they clearly identified on school maps*
	• *Are staff and QFES aware of these locations and been trained/competent in isolating these systems*
	• *Have staff been identified to action this responsibility*
	• *Check that all students, staff, visitors and contractors are accounted for.*
	• *Contact parents as required.*
Bushfire	• *Call Triple Zero (000) for emergency services and follow advice.*
	• *Report the emergency immediately to the SRC who*

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	will convene the SRT if necessary.
	• *Determine appropriate response strategy (evacuate or lockdown) in consultation with emergency services, if possible.*
	• *Provide advice to Emergency services regarding any hazards within the school.*
	• *If evacuation is required and time permits before you leave:*
	• *Make sure you close all doors and windows*
	• *Turn off power.*
	• *Check that all students, staff, visitors and contractors are accounted for.*
	• *Listen to TV or local radio on battery-powered sets for bushfire/weather warnings and advice.*
	• *Contact parents as required.*
Major external emissions/spill (includes gas leaks)	*Call Triple Zero (000) for emergency services and follow advice.*
	• *Report the emergency immediately to the SRC who will convene the SRT if necessary.*
	• *If appropriate, follow the procedure for on-site evacuation.*
	• *Alternatively this may need to be to an off-site location.*
	• *Check students, staff and visitors are accounted for.*
	• *Await 'all clear' advice from emergency services or further advice before resuming normal school activities.*
	• *Contact parents as required.*

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Intruder	• *Call Triple Zero (000) for emergency services and seek and follow advice.*
	• *Report the emergency immediately to the SRC.*
	• *Do not do or say anything to the person to encourage irrational behaviour.*
	• *Initiate action to restrict entry to the building if possible and confine or isolate the threat from building occupants.*
	• *Determine whether evacuation or lock-down is required. If context allows, do this in consultation with the Police.*
	• *Evacuation only should be considered if safe to do so.*
	• *Contact parents as required.*
Bomb or substance threat	• *Call Triple Zero (000) for emergency services and seek and follow advice.*
	• *Report the threat to the SRC.*
	• *Do not touch any suspicious objects found.*
	• *If a suspicious object is found or if the threat specifically identified a given area, then evacuation may be considered:*
	• *If appropriate under the circumstances, clear the area immediately within the vicinity of the object of students and staff*
	• *Ensure students and staff are not directed past the object*
	• *Ensure students and staff that have been evacuated are moved to a safe, designated location*
	• *Contact parents as required.*

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	If a bomb/substance threat is received by telephone: • *Do not hang up.* • *If possible fill out the bomb threat checklist while you are on the phone to the caller.* • *Keep the person talking for as long as possible and obtain as much information as possible.* • *Have a co-worker call Triple Zero (000) for emergency services on a separate phone without alerting the caller and notify the SRC.* ***If a bomb/substance threat is received by mail:*** • *Place the letter in a clear bag or sleeve.* • *Avoid any further handling of the letter or envelope or object.* • *Call Triple Zero (000) for emergency services and seek and follow advice.* • *Notify the SRC.* ***If a bomb/substance threat is received electronically or through the school's website:*** • *Do not delete the message* • *Call Triple Zero (000) for emergency services and seek and follow advice* • *Notify the SRC.*
Internal emission or spill	• *Call Triple Zero (000) for emergency services and seek and follow advice.* • *Report the emergency immediately to the SRC who will convene your SRT if necessary.* • *Move staff and students away from the spill to a safe*

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	area and isolate the affected area.
	• *Seek advice in regards to clean up requirements, and if safe to do so, the spill can be cleaned up by staff. Personal Protective Equipment should be worn as per the requirements of the Material Safety Data Sheet and Safety Work Procedure.*
	• *Contact parents as required.*
Severe Weather event	***Sudden event during operational hours***
	• *Call Triple Zero (000) if emergency services are needed and follow advice.*
	• *Advise the SRC who will convene the SRT if necessary.*
	• *Before the storm, store or secure loose items external to the building, such as outdoor furniture and rubbish bins.*
	• *Disconnect electrical equipment – cover and/or move this equipment away from windows.*
	• *Secure windows (close curtains & blinds) and external doors. If necessary, tape windows and glass entrances. Utilise boards and sandbags if required.*
	• *Instigate a lockdown.*
	• *During the severe storm:*
	– *Remain in the building and keep away from windows*
	– *Restrict the use of telephone landlines to emergency calls only, particularly during a thunderstorm.*

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	– *Report any matter concerning the safety and wellbeing of students, staff and visitors to the SRC.*
	– *If at 3pm (going home time) Students remain indoors, parents are reminded that students are kept indoors until safe to release them (storm has passed).*
	• *Listen to local radio or TV on battery-powered sets for weather warnings and advice.*
	Forecast imminent event (e.g. cyclone, floods)
	• *If weather warnings and advice indicate that the location will be impacted by a severe weather event, the SRC will follow the decision-making process to determine if the school will be temporarily closed.*
	• *If available the following information may assist in assessing possible impact on the school (within Building information summary):*
	• *Height above sea level 811M*
	• *Distance from the coast line 155KM*
	• *Potential impact of tidal surge or tsunami – n/a*
	• *Potential impact from riverine or flash flooding – n/a*
	• *Consider standard of buildings and infrastructure and assess if buildings are cyclone rated.*

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	• *The SRT will be convened.* • *If the school is to be temporarily closed, then all stakeholders will be advised including the Regional Director who will manage the School Closures advice.* • *The Temporary Closure procedure needs to be implemented.* • *After the event, if the school is situated in the impact zone, then BAS will determine if the site is safe for the SRC to enter to undertake a Suitability Assessment to Re-open.*
Earthquake	• *Consider standard of buildings and infrastructure and assess if buildings are earthquake rated, pre or post 1985 construction.* • *Call 000 for emergency services and seek and follow advice.* • *The School Response Controller who will convene the SRT if necessary.* • *Evacuate to assembly area/s.* • *Check that students, staff, visitors and contractors are accounted for.* • *Await 'all clear' advice from emergency services or further advice before resuming normal school activities.* • *Contact parents as required.*

Additional Considerations	• *Are children travelling on public transport and unable to:*
	   • *Gain access to school*
	   • *Return home*
	   • *Return to school during an excursion*

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	• *Return from a school camp*
	• *Bus/Transport Operators and Camp Co-Ordinators contact details are on file*
	• *Contact Bus/Transport Operators to advise and re-route students and staff*
	• *Crisps coaches: ph Dale: 0409 584 727*
	• *If possible record:*
	• *Student head count by year group*
	• *Staff head count*
	• *Bus routes, times and service contacts*
	• *reciprocal arrangements with neighbouring schools for placements whilst in Lockdown or utilise Southern Downs Regional Facilities and Stanthorpe Fitness Centre.*
	• *Consider medical/medication requirements for identified students and staff*
	• *If needed afterschool care service providers would be contacted:*
	Contact Southern Downs Regional Council After school care (YMCA) 4681 1674 and Cool Kids (46814648)
	• *Vehicle access to school site is available on Connor and Harris Streets*
	• *solar PV (photovoltaic) system installed in H Block,*
	• *identified on school maps*
	• *Contact parents as required*

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

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

Conclusion

Stanthorpe State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern about an issue that is potentially adversely affecting their student's education. The following diagram outlines the process.