



*Equity and Excellence in action:*  
School priorities



Educational  
achievement



Wellbeing and  
engagement



Culture and  
inclusion

**Realising the potential  
of every Aboriginal  
and Torres Strait  
Islander student**

Valuing First Nations cultures and  
voice in our approach to engagement  
and learning is essential.

Connections to culture enrich the  
learning of every student and  
strengthens all of our work.

# Student Code of Conduct

## 2024 – 2027

*Working together, we can realise the potential of every student – [www.qld.gov.au/equityandexcellence](http://www.qld.gov.au/equityandexcellence)*

## Contact Information

Postal address:	122 Mulgrave Road Parramatta Park, QLD 4870
Phone:	07 40428111
Email:	<a href="mailto:admin@parramattass.eq.edu.au">admin@parramattass.eq.edu.au</a>
School website address:	<a href="http://parramattass.eq.edu.au">http://parramattass.eq.edu.au</a>
Contact Person:	Principal

## Endorsement

Principal Name:	Michael Patane
Principal Signature:	<i>MPatane</i>
Date:	27/3/24
P/C President Name:	Mrs Sandra Anau
P/C President Signature:	<i>S Anau</i>
Date:	27/3/24

## Purpose

Department of Education is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education. Essential to effective learning is a safe, respectful and disciplined environment that respects the following rights:

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

Parramatta State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that teaching and learning in our school can be effective and students participate positively within our school community. The Code of Conduct outlines the systems in place for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Having an agreed plan ensures students, staff, parents and community have shared expectations for behaviour which are accessible to all stakeholders. This assists Parramatta State School to create and maintain a positive and productive learning and teaching environment where all school community members have clear and consistent expectations and understandings of their role in the educational process. Parents and carers agree to accept and support this document upon enrolment.

\*This plan aligns with the Department of Education's **Student Discipline Procedure** and aligns with the **Positive Behaviour for Learning (PBL) Framework**.

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct or PBL system are encouraged to speak with the class teacher or make an appointment to meet with a Deputy Principal, Principal or the Dean of Students.

## Review Statement

The Parramatta State School Code of Conduct will undergo annual review to reflect minor updates to changing circumstances, processes, data and staff.

A full review will be conducted every 4 years in line with the scheduled quadrennial review process for the school planning cycle.

Original date: 06/03/24

Next review 06/03/25

Final review: 06/03/2027

## Principal's Foreward

Parramatta State School, located centrally in Cairns, strives for success for all students in a welcoming and accepting environment. The school has high expectations for student learning, achievement for all and encourages diversity in teaching practices and pedagogies. We are a school of many and diverse cultures, including indigenous cultural groups.

Our Prep to Year 6 curriculum is taught using the Australian Curriculum, including the General Capabilities, catering for Student Diversity, inclusive practices and embedding the Cross Curriculum Priorities including Aboriginal and Torres Strait Islander Histories and Cultures.

The Cairns Early Childhood Development Program is located within grounds of Parramatta State School. The staff support referred, prior to school age children throughout Cairns, who have a diagnosed or imputed disability and significant educational needs.

Our school is active in the school community with participation in ANZAC Day, Cairns Show, Harmony Day, NAIDOC Week, local sporting activities, environmental camps and excursions, a Fancy-Dress Ball, Cairns Festival, Student Council, academies of excellence in Netball, Football, STEM, Rock Band and Choir and Indigenous Dance.

Parramatta State School is a Positive Behaviour for Learning (PBL) School, with the principles of **Respect, Safety and Learning**. These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and hardworking young people. Our school staff believe that communication and positive connections with students and community are the most valuable skills our communities need now and in the future.

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

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

**Michael Patane**  
**Principal**

## Contents

Purpose	2
Review Statement	3
Principal's Foreward	3
<b>Data Overview</b>	
School Opinion Survey	5
School Disciplinary Absences (SDA)	6
Attendance	7
<b>Learning and Behaviour Statement</b>	8
Student Wellbeing	9
Student Support Network	10
<b>Whole School Approach to Discipline</b>	
Differentiated and Explicit Teaching	11
PBL Behaviour Expectations Matrix	12
PBL School Day Routines	13
PAUSE	14
Tiered System of Support	15-18
Consideration of Individual Circumstances	19
<b>Legislative Delegations</b>	
Legislation & Delegations	20
Authorisations	21
<b>Disciplinary Consequences</b>	
Differentiated Consequences	22-24
Student Disciplinary Action	25
<b>School Policies</b>	26
Uniform	27
Temporary removal of student property	28-29
Use of mobile phones and other devices by students	30-31
Preventing and responding to bullying	32-33
On-Line incidents	34
Appropriate use of social media	35-36
<b>Restrictive Practices</b>	37
<b>Critical Incidents</b>	38
<b>Related Procedures and Guidelines</b>	39
<b>Resources</b>	40
<b>Parent and Community Code of Conduct</b>	41



## Data Overview

This section is used to report on key measures related to student discipline, attendance, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/carers and staff about school climate, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey on SORD. The School Opinion Survey is an annual collection designed to obtain the views of parents/carers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/carer in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

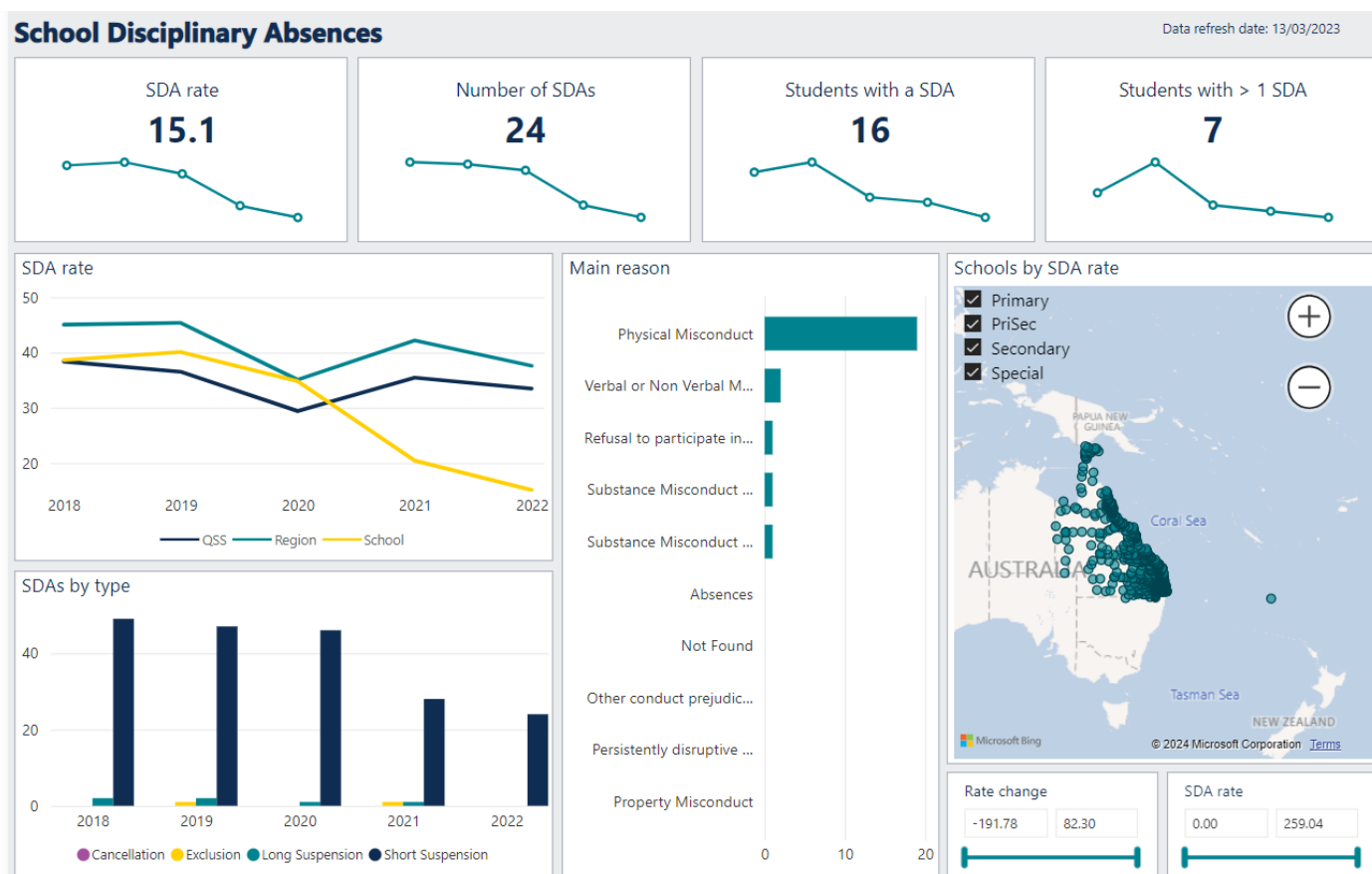
- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

## School Opinion Survey



## School Disciplinary Absence (SDA), 2018-2022



Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions are only used as a last resort option for addressing serious behaviour issues. Principal's balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school in 2023.

### Parramatta State School

### Behaviour Action Summary

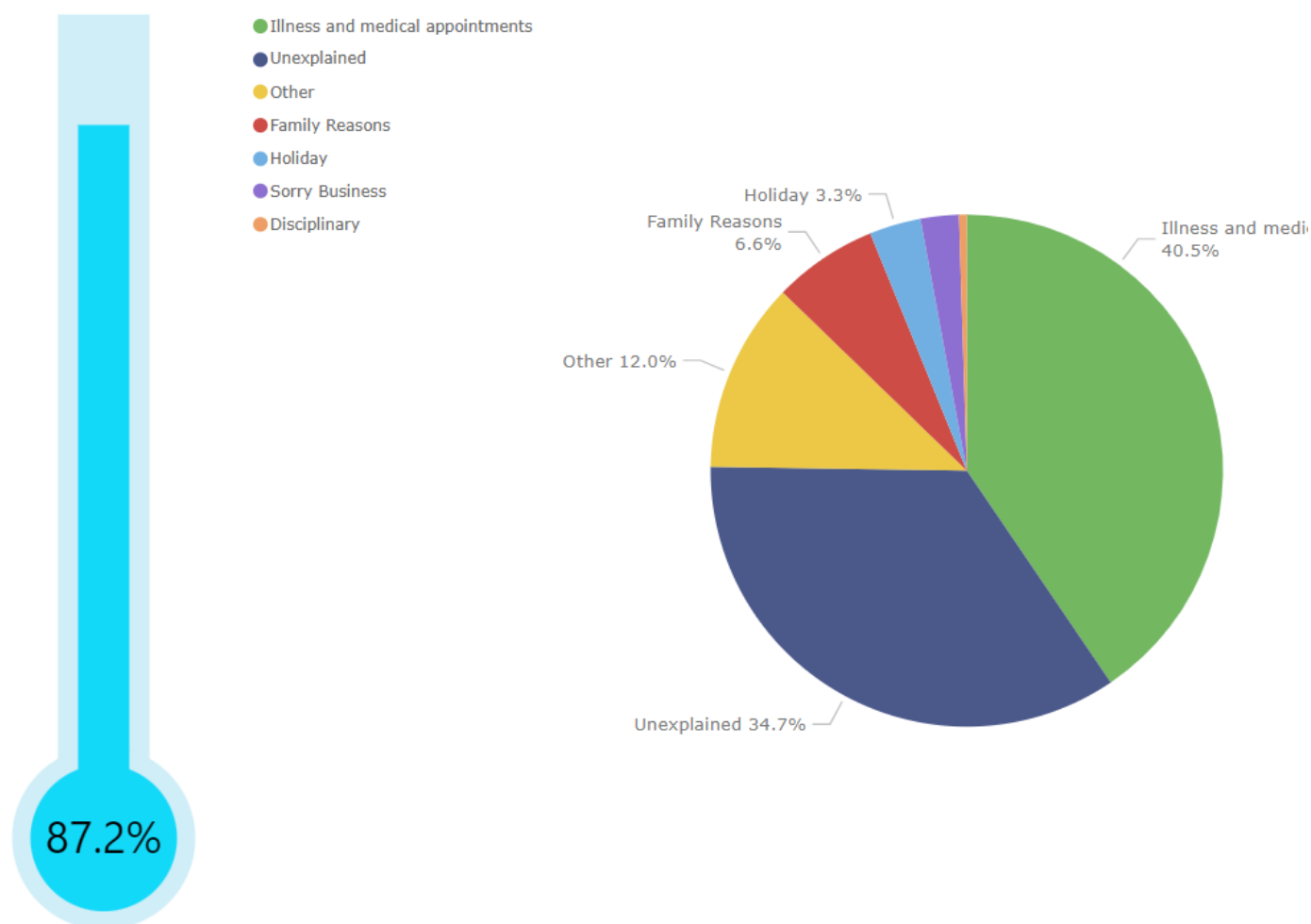
Date Range: 1 January 2023 to 31 December 2023

#### Summary

Action Type	Female		Male		Overall	
	Total	Students*	Total	Students*	Total	Students*
Follow Up	30	13	120	44	150	57
Support & Intervention	2	2	2	2	4	4
Suspension 1 to 10 days	6	5	7	6	13	11
<b>Totals Count</b>	<b>38</b>	<b>18</b>	<b>129</b>	<b>44</b>	<b>167</b>	<b>62</b>

\* Represents the number of unique students involved in the action total.

## Student Attendance Data, 2023



**Attendance is a key driver to both academic and wellbeing success at school.**

Parramatta State School aims to achieve the attendance targets of 90% Whole School and 85% First Nations as this is fundamental to academic achievement and students' sense of 'belonging'. There is a high correlation between high attendance and high achievement.

The following documents are incorporated into our school attendance system.

**Parramatta State School**  
Learning and Achieving in the Heart of the City

**Attend Today, Succeed Tomorrow**

**Good school attendance means...**

- Prep - Year 3 students read well by the end of Year 3
- Year 3 - 6 students pass important assessments
- High school students stay on track for graduation
- University students earn their degrees
- Workers succeed in their jobs

Too many absences, explained or unexplained, can keep students from succeeding in school and in life.

How many absences are too many?  
1 day absent a week is all it takes to knock students off track

**Just one day doesn't seem like much but ....**

If he/she is only missing just...	That equals...	Which is...	And over 13 years of schooling that's
1 day per fortnight	20 days per year	4 weeks per year	Nearly 1 & 1/2 years missed
1 day per week	40 days per year	8 weeks per year	Over 2 & 1/2 years missed
2 days per week	80 days per year	16 weeks per year	Over 5 years missed
3 days per week	120 days per year	24 weeks per year	Nearly 8 years missed

Queensland Government  
122 Mulgrave Road, Parramatta Park Qld 4070 Ph: (07) 4042 811  
admin@parramattaschool.qld.edu.au https://parramattaschool.qld.edu.au

**BELONG ~ LEARN ~ SUCCEED**

**Parramatta State School**  
Learning and Achieving in the Heart of the City

**Unexplained Absences: Gold Card**

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_

Date/s Absent \_\_\_\_\_

My child \_\_\_\_\_ was absent because

☐ Sickness / Medical appointment  
☐ Sorry Business  
☐ Other (please explain) \_\_\_\_\_

Parent/Carer Name: \_\_\_\_\_

Parent/Carer Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

**ATTENDANCE MATTERS**

122 Mulgrave Road, Parramatta Park Qld 4070 Ph: (07) 4042 811  
admin@parramattaschool.qld.edu.au https://parramattaschool.qld.edu.au  
Principal: Michael Huxford Deputy Principal: Cheryl Maynard Ph: 02 9638 0140

**Parramatta State School**  
Learning and Achieving in the Heart of the City

**1A Attendance Tracker**

Monday: \_\_\_\_\_ Tuesday: \_\_\_\_\_ Wednesday: \_\_\_\_\_ Thursday: \_\_\_\_\_ Friday: \_\_\_\_\_

We will record our Absences Differently as...

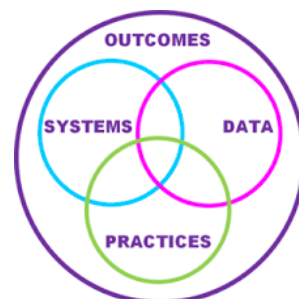
WEEK	%	Djunbunji	Jajinji	Galgali
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
<b>Total dollars</b>	<b>Overall percentage</b>	<b>Term 100% Students</b>		

Queensland Government  
122 Mulgrave Road, Parramatta Park Qld 4070 Ph: (07) 4042 811  
admin@parramattaschool.qld.edu.au https://parramattaschool.qld.edu.au  
Principal: Michael Huxford Deputy Principal: Cheryl Maynard Ph: 02 9638 0140

## Learning and Behaviour Statement

All areas of Parramatta State School are teaching and learning environments. Behaviour management is considered to be an opportunity for valuable social learning as well as a means of maximising the success of students' academic achievement.

Our school-wide framework for managing behaviour is Positive Behaviour for Learning (PBL). PBL is a proactive, systems-level approach that enables schools to effectively and efficiently support student and staff behaviour. This approach uses a data and evidence based, school-wide tiered system of support which includes proactive and positive strategies for defining, teaching and supporting appropriate behaviours for all students to create safe, supportive and disciplined school environments. Through thorough review of data and supported implementation of effective systems and practices we strive for high levels of improvement in student outcomes.



The Universal or Tier 1 Support level is for all staff and students at Parramatta State School. Some identified students may require further support to be successful in the schooling environment. Identified students are supported through Tier 2 Targeted and Tier 3 Intensive Support, targeted specifically to individual students in order to meet their needs and assist them to be successful in a mainstream schooling environment. (See Tiered System of Support for further detail)

Our school community has identified the following school expectations for all school community members to follow and to teach and promote our high standards of responsible behaviour



Our school expectations have been agreed upon and endorsed by all stakeholders, they are aligned with the values, principles and expected standards outlined in Education Queensland's Student Discipline Procedure.

### **The following statements underpin the beliefs of the Parramatta State School community:**

**All members of our school community, have the right to be safe and be treated with respect. This means that we:**

- are clear about the positive behaviours that we want to see our students using,
- develop consequences for behaviours that do not meet the expectations,
- develop and utilise ways to acknowledge positive behaviour,
- have identified a set of core expectations for all community members to abide by - Respect, Safety and Learning.

**All stakeholders need work together as a team to influence the behaviour and learning of our students. This means that we:**

- model our expectations for positive behaviour to students by behaving in a fair, calm and caring way,
- work in partnership with parents / carers and other stakeholders,
- acknowledge and encourage positive behaviours before using negative consequences for inappropriate behaviour.



**Education is not just about teaching academic subjects. It is about preparing our students for success now and in the future as positive and healthy citizens. This means that we:**

- focus on wellbeing - cultivating the love of learning and the skills of mind that foster learning, accomplishment and positive social interactions so that students can learn, grow and thrive,
- explicitly teach social skills using Social Skills Improvement System (SSIS), and the PAUSE Program ensuring that students have the opportunity to learn and practice essential skills to ensure that they can successfully communicate and interact with others,
- have high expectations of students to develop responsibility for their own behaviour and be given opportunities to develop a sense of self-worth.

**Cultural diversity is a positive attribute of our school community. This means that we:**

- acknowledge traditional land owners, elders and leaders, past, present and emerging,
- seek cultural guidance from school community members,
- celebrate the cultural diversity of our school.

## Student Wellbeing

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

### Curriculum and pedagogy

Parramatta State School builds the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P–12 curriculum, assessment and reporting framework](#). The school plans targeted curriculum activities to promote positive mental health and wellbeing.

### Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances. Parramatta State School uses the student learning and Wellbeing Framework to review and guide wellbeing initiatives within the school.

### Drug education and intervention

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

### Specialised health needs

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

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

### Medications

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

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

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

### **Mental health**

Parramatta State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#) in OneSchool.

### **Suicide prevention**

Parramatta State School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Principal or Deputy Principal.

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

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

Parramatta State School staff follow the student protection guidelines to support decision making when there is suspicion of or reported harm to a student.

## **Student Support Network**

Students at Parramatta State School are supported through positive acknowledgement and a system of universal, targeted and intensive behaviour support by:

- *Parents and carers*
- *Teachers*
- *Teacher Aides*
- *Dean of Students*
- *Community Liaison Officer*
- *Deputy Principal*
- *Social Worker*
- *Guidance Officer*
- *Advisory Visiting Teachers*

External support is also available through a number of government and community agencies, including but not limited to:

- *Child and Youth Mental Health*
- *Queensland Health*
- *Senior Guidance Officer*
- *Student Support Request (Regional Office)*
- *Department of Communities (Child Safety Services)*
- *QLD Police*
- *Local Council*
- *Smith Family*
- *Act for Kids*

\* Referrals to these agencies are done through the school-based Guidance Officer, Principal or Deputy Principal.

## Whole School Approach to Discipline

### Differentiated and Explicit Teaching

Parramatta State School is a disciplined environment where personal and social capabilities are taught to students and differentiation occurs to support all students and their learning. Every teacher in every classroom explicitly teaches a specific expected behaviour and a skill every week. This is then embedded in teaching and learning activities as well as reinforced through unplanned 'teachable moments' across the school. The skills taught are from the Pause Program, which was first implemented at Parramatta State School in 2021.

These routines and skills directly relate to and reinforce the school expectations of Respect, Safety and Learning. They are detailed in the '*Behaviour Expectations Matrix*' and '*School Day Routine*' documents. (See table below)



# PARRAMATTA STATE SCHOOL

## Behaviour Expectations Matrix

	Respect	Safety	Learning
All Settings	Participate Speak and Act Respectfully Respect yourself, others and the environment	Follow all Staff Instructions the First Time Report Any Problems to Staff Follow School Routines	Be in the Right Place at the Right Time Be prepared for learning Do your best
All Learning Areas (Classrooms & Library)	<ul style="list-style-type: none"> <li>Show whole body listening</li> <li>Consider others</li> <li>Wear the correct uniform</li> <li>Look after school and others property</li> <li>Use appropriate language</li> <li>Use appropriate noise or voice level</li> </ul>	<ul style="list-style-type: none"> <li>Use equipment correctly</li> <li>Sit at your desk or designated space</li> <li>Keep food and drink outside</li> <li>Follow all safety rules</li> <li>Ask permission to enter and leave rooms</li> <li>Store valuables, mobile phones and toys at home or at the office</li> </ul>	<ul style="list-style-type: none"> <li>Arrive at and leave school on time</li> <li>Listen to instructions</li> <li>Be organised for learning</li> <li>Stay on task – attempt all work</li> <li>Show high levels of bookwork</li> <li>Seek and accept feedback</li> </ul>
Computers, Laptops & Devices	<ul style="list-style-type: none"> <li>Use programs and social media in a respectful manner</li> <li>Stop and think before typing text to others or sharing pictures</li> </ul>	<ul style="list-style-type: none"> <li>Use own login and password &amp; store safely</li> <li>Keep devices in a safe location</li> <li>Report cyberbullying</li> </ul>	<ul style="list-style-type: none"> <li>Use computers and devices for learning purposes</li> </ul>
Eating Areas	<b>First lunch</b> <ul style="list-style-type: none"> <li>Sit on the class line and talk quietly while eating</li> </ul> <b>Second lunch</b> <ul style="list-style-type: none"> <li>Keep eating areas clean - put rubbish and recycling in the bin</li> <li>Stay with your teacher in the designated space to eat until the bell</li> </ul>	<ul style="list-style-type: none"> <li>Wear your hat and carry your lunch</li> <li>Walk to the eating area with your teacher and class</li> <li>When the bell rings, follow the instructions of the teacher on duty</li> <li>Place lunch box in correct area/trolley and move safely to play</li> </ul>	<ul style="list-style-type: none"> <li>Listen to any messages that adults or students have during the eating time</li> </ul>
Assemblies	<ul style="list-style-type: none"> <li>Face the front and show whole body listening</li> <li>Sit quietly throughout the assembly</li> <li>Applaud at the correct times &amp; stand when directed</li> </ul>	<ul style="list-style-type: none"> <li>Walk to the hall with your class and teacher</li> <li>Enter and exit the hall quietly and sit in the allocated space</li> </ul>	<ul style="list-style-type: none"> <li>Listen actively to the speaker and messages</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>Use the toilet for the correct purpose</li> <li>Respect others privacy - one person to each toilet</li> <li>Keep the toilets clean and tidy - flush the toilet</li> <li>Turn off taps – save water</li> </ul>	<ul style="list-style-type: none"> <li>Use an out of class pass</li> <li>Wash your hands</li> <li>Leave the toilet area immediately when done</li> </ul>	<ul style="list-style-type: none"> <li>Use the toilet during breaks (limit class time toilet breaks)</li> </ul>
Tuckshop	<ul style="list-style-type: none"> <li>Wait in line</li> <li>Speak respectfully when ordering</li> <li>Say please and thank-you</li> </ul>	<ul style="list-style-type: none"> <li>Use an out of class pass (during class time)</li> <li>Eat own food</li> </ul>	<ul style="list-style-type: none"> <li>Have correct money &amp; check change</li> </ul>
Oval/Playground /Shed	<ul style="list-style-type: none"> <li>Show sportsmanship</li> <li>Play games by the rules</li> <li>Take turns</li> <li>Include others in group activities</li> <li>Use sports equipment for the correct purpose</li> <li>Return items you borrow</li> </ul>	<ul style="list-style-type: none"> <li>Play in the correct area for your year level - Year 5 &amp; 6 students use the shed first lunch; Year 3 &amp; 4 use the shed second lunch</li> <li>Stay in the play areas</li> <li>Wear your hat and shoes</li> <li>Walk on the concrete</li> </ul>	<ul style="list-style-type: none"> <li>Be a team player</li> <li>Cooperate with others</li> <li>Take responsibilities for your actions</li> <li>Try new activities</li> </ul>
Bus stop/Bus lines	<ul style="list-style-type: none"> <li>Be polite to the bus driver</li> <li>Respect other passengers</li> </ul>	<ul style="list-style-type: none"> <li>Stay in seat</li> <li>Follow the routine your parents/carers have planned</li> </ul>	<ul style="list-style-type: none"> <li>Be on time for the bus</li> </ul>
Walkways/Transitions / Lining Up	<ul style="list-style-type: none"> <li>Wait quietly</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Sit in two class lines - allow personal space</li> <li>Walk in 2 lines to the left of the path</li> <li>Stay with your class</li> </ul>	<ul style="list-style-type: none"> <li>Be on time</li> </ul>
Office	<ul style="list-style-type: none"> <li>Use the office window (not the door)</li> <li>If the window is closed, knock on it or ring the bell, then wait</li> <li>If the window is open, wait for the office staff</li> </ul>	<ul style="list-style-type: none"> <li>Use an out of class pass</li> <li>Wait for the office staff to invite you into the office through the door</li> </ul>	<ul style="list-style-type: none"> <li>Return to class quickly</li> </ul>
Out of Class in learning time	<ul style="list-style-type: none"> <li>Ask permission from the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Take a partner with you</li> <li>both wear an 'out of class pass' lanyard</li> <li>return the lanyard to where it belongs</li> </ul>	<ul style="list-style-type: none"> <li>go straight there and straight back to class, do not disturb other students learning</li> </ul>

# School Day Routines

Before School	8:00 –8:25am	<b><u>BEFORE SCHOOL</u></b> <ul style="list-style-type: none"><li>Sit quietly outside ‘Aka Kitty’s kitchen’ until 8am</li><li>After 8am play in allowed areas until the bell rings</li><li>Go to the toilet <b><u>before</u></b> the bell</li><li>Get a drink <b><u>before</u></b> the bell</li></ul>	<b><u>BIKE RACKS</u></b> <ul style="list-style-type: none"><li>walk your bike from the gate to the bike racks</li><li>Place your bike appropriately in the racks</li><li>Lock your bike</li><li>Only touch your bike</li><li>Place skateboards/scooters in the bag rack or classroom</li></ul>	<b><u>BAG RACKS</u></b> <ul style="list-style-type: none"><li>Wait to take your turn to put your bag away</li><li>Place your bag in the correct area</li><li>Only touch your own bag</li><li>Check all your belongings are in your bag</li><li>Zip your bag closed</li></ul>	<b><u>VALUABLES, COLLECTIBLES &amp; TOYS</u></b> <ul style="list-style-type: none"><li>These items should not be brought to school</li><li>If a mobile phone is required for outside of school use, you must hand it in at the office before school</li><li>Mobile phones are not to be used during the school day at any time</li></ul>	<b><u>TUCKSHOP</u></b> <ul style="list-style-type: none"><li>Order your tuckshop in the morning before school</li><li>Orders are delivered to Prep classes</li><li>Collect orders from the tuckshop at lunch time</li></ul>
MORNING SESSION	8:30am	<ul style="list-style-type: none"><li>Students commence learning</li></ul>				
	<b><u>LATE STUDENTS</u></b> After 8:30am	<ul style="list-style-type: none"><li>If you come after 8.30am you need to get a late slip from the Administration Office and give a reason for your lateness</li><li>Take your slip and go straight to class</li><li>Give the late slip to your teacher</li></ul>				
1 <sup>st</sup> LUNCH	10:30 –11:10	<b><u>10:30-10:55AM- SUPERVISED PLAY</u></b> <ul style="list-style-type: none"><li>Students paly in designated and supervised areas</li></ul>	<b><u>10:55am – END OF PLAY FIRST BELL</u></b> <ul style="list-style-type: none"><li>Return any borrowed equipment</li><li>Leave play area immediately</li><li>Go to the toilet and/or get a drink of water</li><li>Walk to your class line area</li><li>Eat with your class and CT</li><li>Discuss rule/routine of the week Yarning Circle Protocols</li></ul>	<b><u>11:00 – 11:10am – EATING TIME</u></b> <ul style="list-style-type: none"><li>Supervised eating time, sitting in a ‘yarning circle’ with teacher.</li></ul>	<b><u>11:10am – SECOND BELL</u></b> <ul style="list-style-type: none"><li>Follow teacher instructions</li><li>Transition quietly to class</li><li>Learning commences</li></ul>	
MIDDLE SESSION	11:10 – 1:00pm	<ul style="list-style-type: none"><li>Student learning time</li></ul>				
2 <sup>nd</sup> LUNCH	1:00 – 1:30pm	<b><u>1:00 – 1:25pm EATING &amp; PLAY TIME</u></b> <ul style="list-style-type: none"><li>Supervised eating time</li><li>Supervised Play time</li></ul>	<b><u>1:25pm - FIRST BELL</u></b> <ul style="list-style-type: none"><li>Return any borrowed equipment</li><li>Leave play area immediately</li><li>Go to the toilet and/or get a drink of water</li><li>Walk to your class line area</li><li>Sit in your line ready <b><u>before</u></b> the 2<sup>nd</sup> bell</li><li>Wait quietly for your teacher</li></ul>		<b><u>1:30pm – SECOND BELL</u></b> <ul style="list-style-type: none"><li>Follow teacher instructions</li><li>Transition quietly to class</li><li>Learning commences</li></ul>	
AFTERNOON SESSION	1:30 – 2:30pm	<ul style="list-style-type: none"><li>Student learning time</li></ul>				
After School	2:30pm	<b><u>AFTER SCHOOL</u></b> <ul style="list-style-type: none"><li>Walk safely to your pick-up area if you are being collected</li><li>Walk to OSHC or wait to be collected outside your room (Prep only)</li><li>Leave the school grounds by 2.45pm</li><li>If you are not collected, report to the office</li></ul>	<b><u>BIKE RACKS - Afternoon</u></b> <ul style="list-style-type: none"><li>Walk to the bike rack shed</li><li>Only touch your bike</li><li>Walk your bike from the bike racks to the gate</li><li>Wear your helmet and ride safely</li></ul>	<b><u>LEAVING EARLY (during the day)</u></b> <ul style="list-style-type: none"><li>Your parent/carer must go to the main office</li><li>The office will give your parent/carer a slip</li><li>The parent/carer gives the slip to your teacher</li><li>Your teacher gives you permission to leave the school with your parent/carer</li></ul>		
First Aid, Medication & Emergency events	As required	<b><u>FIRST AID</u></b> <ul style="list-style-type: none"><li>If you are sick or injured during class time, see your class teacher for help</li><li>If you are sick or injured during lunch time, see the teacher on duty for help</li><li>You must have a first aid slip from a teacher to be able to go to the office for first aid</li><li>It is important to let a teacher know if you are sick or injured</li></ul>	<b><u>MEDICATION AT SCHOOL</u></b> <ul style="list-style-type: none"><li>If you need to take any medication at school, it has to be kept at the office</li><li>Your parent/carer has to sign a form saying school staff can give you the medicine</li><li>The medication must have a chemist label with your name and instructions from the doctor or chemist</li></ul>		<b><u>EMERGENCY EVENTS</u></b> <ul style="list-style-type: none"><li>there are different alarms and messages for different reasons</li><li>in an evacuation you leave the classroom with your teacher and class and wait on the oval</li><li>in a lockdown you stay and wait quietly in the room you are in</li><li>follow all instructions given by your teacher or another adult during this time</li></ul>	



## The Pause skills are explicitly taught

Pause is a well-being initiative that teaches teachers and students about key areas of their brain and mindfulness strategies so that they are able to emotionally self-regulate. We hope that the language of Pause filters into your household as it will into our daily lives at school.



The three key parts of the brain that are taught in the Pause Program are:

**Prefrontal Cortex** – Thinking part of the brain – Wise Old Owl, part of the frontal lobe

Responsible for - Executive function, Decision making, Problem solving, Complex thought

**Amygdala** – Emotional part of the brain – Guard Dog, part of the limbic system

Responsible for processing our emotions

**Hippocampus** – Memory part of the brain – Memory Saving Elephant, part of the limbic system

Responsible for forming, organising and storing memories

The Pause strategies and behaviours can be used anytime – day or night. Being able to recognise the signals that their brain sends them, empowers students to ‘Practise Pause’ when they most need it. The Pause Program allows students to create a space between the stimulus and an automatic reaction. Once they “Practise Pause”, they can respond to a situation instead of reacting to it. The Pause Program identifies six key behaviours in its ‘Pause Process’:

1. Shake Mind Jar
2. Take 3 deep breaths
3. Have a drink of water
4. Name the feeling/internal weather
5. Go to the calm down area
6. Go for a walk

Lesson 1 Brain Basics – 3 Key Parts of the Brain

Lesson 2 Brain Basics – Mind Jar

Lesson 3 Brain Basics – Hand Model of the Brain

Lesson 4 Brain Basics – Brain House and Pause Behaviours

Lesson 5 – Mindful Bodies

Lesson 6 – Heartfulness

Lesson 7 – Self Awareness and Emotional Regulation

Lesson 8 – Mindful Seeing

Lesson 9 – Mindful Eating

Lesson 10 – Mindful Movement

Lesson 11 – Mindful Listening and RAS Part of the Brain

Lesson 12 – Mindful Thinking

Lesson 13 – A Guide to Daily Happiness

Lesson 14 – Growth Mindset

Lesson 15 – Gratitude

Lesson 16 – Resilience and Dealing with Change

Lesson 17 – Kindness

Lesson 18 – Empathy

These lessons correlate with the Australian Curriculum, General Capabilities – Personal & Social Capability and with the Parramatta State School Wellbeing Initiatives as outlined below:

ACARA General Capabilities – Personal & Social Capability	PSS Wellbeing Initiatives/Mind Up
<b>*Self-awareness</b> <i>-recognise emotions, recognise personal qualities &amp; achievements, understand themselves as learners, develop reflective practice</i>	<b>*Brain Power</b>
<b>*Self-management</b> <i>-express emotions appropriately, develop self-discipline &amp; set goals, work independently &amp; show initiative, become confident, resilient &amp; adaptable</i>	<b>*Emotions – positive &amp; negative</b>
<b>*Social awareness</b> <i>-appreciate diverse perspectives, contribute to civil society, understand relationships</i>	<b>*Emotional Regulation</b>
<b>*Social management</b> <i>-communicate effectively, work collaboratively, make decisions, negotiate &amp; resolve conflict, develop leadership skills</i>	<b>*Mindfulness</b>
	<b>*Mindset- Fixed &amp; Growth</b>
	<b>*Gratitude</b>
	<b>*Character Strengths</b>

## Focused & Intensive Teaching

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

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

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

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

## Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their support plan, programming, communication with stakeholders.

\*Students requiring focused or intensive teaching may be referred to the Student Support Services (SSS) Team for support.

## Tiered System of Support

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

To ensure all students can access the learning, differentiation occurs when planning and implementing the behaviour expectations and social skills. Adjustments are provided by class teachers and support staff by selecting strategies from the Tiered Intervention and Support triangle. Student's requiring focussed and intensive teaching or support are referred to the Student Support Services (SSS) committee for review.

### Universal Behaviour Support

Universal behaviour support relies on high standards of positive behaviour and communicating those standards and expectations to **all** community members to ensure a consistent language and approach. Communicating, acknowledging and enforcing behavioural expectations all form part of universal behaviour support. Universal strategies are directed towards **all** students and are designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. Teachers complete a '*Classroom Management Plan*'

document at the start of each year, detailing management information specific to their class. Teachers also display information in their classrooms as outlined in the *'Visual Display Expectations'* document.

Our universal behaviour support processes are the primary strategy for preventing problem behaviour, this includes such actions as ensuring that:

- All students know the 3 school expectations and have been taught the expected behaviours attached to each of these in all areas of the school
- All students are taught the specific routines in classroom and in non-classroom settings as outlined in the Behaviour Expectations Matrix
- All students receive high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following expected behaviours and routines
- Active supervision is embedded as standard staff procedure when supervising students - Staff on Playground Duty are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Parramatta State School utilises the **Positive Behaviours for Learning (PBL)** Framework to implement proactive and preventative processes and strategies to support student behaviour. More information for staff on how each of these Essential Features is implemented at PSS is in the *'PBL at PSS' school* document.

The PBL System is organised by the 7 Essential Features of PBL:

1. Principal Leadership
2. Common Philosophy & Purpose
3. Clarifying Expected Behaviour
4. Teaching Expected Behaviour
5. Encouraging Expected Behaviour
6. Discouraging Inappropriate Behaviour
7. Ongoing Monitoring

### **Acknowledging Positive Behaviour**

Parramatta State School prioritises the acknowledgement and reinforcement of positive behaviour through a variety of positive acknowledgment tools. Acknowledgement of positive behaviour includes:

- Positive verbal acknowledgement – describe the positive behaviour to increase the likelihood of it recurring
- Student of the Week certificate awarded on assembly
- Informal positive conversations with parents/carers
- Positive phone calls home
- Discussion of positive behaviour during Parent-Teacher meetings
- Classroom Dojo reward system
- House reward activity events
- Positive certificate or postcard home
- Newsletter, Facebook and SMS communication
- Celebrations and culminating activities
- Class, group and individual acknowledgement systems
- Attendance acknowledgement systems

### **Staff Support and Development Strategies**

Teachers develop and maintain safe, supportive and disciplined classrooms through Effective Classroom Practices, including the following:

- Knowledge and use of most effective Essential Skills Classroom Management strategies
- A positive and organised environment
- Clear and effective routines

- Active supervision – moving, scanning, interacting
- Giving students multiple opportunities to respond
- Planned activity sequencing and offering choice
- Adjustments to learning tasks

Teachers are supported to develop their capability using professional learning, observation, data collection, coaching and feedback using:

- Capability Development Alignment Plan Induction processes
- Termly staff meetings
- Internal and external provision of Professional Learning
- Response to Intervention Referral process
- Classroom Profiling – twice a year or as required (Term 1 & 3)
- Pause Lesson Implementation/mentoring
- Peer mentoring
- Internal Specialist support – Dean of Students, Deputy Principal, Guidance Officer, Social Worker
- External Specialist Support – eg. FNQ NES

### **Responding to Unacceptable Behaviour**

When responding to inappropriate behaviour, a positive, proactive and reflective approach is used. When a student exhibits inappropriate behaviour, the first response of school staff members is to utilise a teaching approach - that is to question, teach, re-teach, or remind the student of expected school behaviour. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of the school community.

The following actions are taken by Parramatta State School to ensure that inappropriate behaviour is consistently managed:

- First response is to teach, re-teach, question or remind
- All adults are expected to abide by the Respect, Safety and Learning expectations at all times and to manage their own adult behaviour when responding to student behaviour
- Staff are trained in and expected to use the least to most intrusive ESCM strategies including; selective attending, non-verbal redirection, redirecting to the learning, questioning to redirect and redirection given
- Ongoing staff capability development regarding the management, recording, referral and follow up of inappropriate behaviours
- Timely parent/carer contact when relevant
- Referral to school-based Response to Intervention Team or external agencies

### **Targeted Behaviour Support:**

Parramatta State School is committed to identifying those students who require extra support to be successful in a mainstream educational setting. This support is provided through a targeted support model, which may include strategies from the Tier 2 (Targeted) section of the Tiered Intervention and Support Triangle.

### **Intensive Behaviour Support:**

Parramatta State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The school Guidance Officer facilitates the Intensive Behaviour Support Process, through Case Meetings with relevant stakeholders. These may include strategies from the Tier 3 (Intensive) section of the Tiered Intervention and Support Triangle.

## TIERED INTERVENTION and SUPPORT – Student Behaviour

### Tier 1 Strategies (Universal) ✓

School-wide expectations & reinforcement (Respect, Safety, Learning)	Explicitly teach routine of the week (weekly 10 minute lessons). Certificates and Awards. "I Caught You" acknowledgements – in/outside the classroom.	
Social Skilling	Explicitly teach all components of fortnightly Pause lessons. Complete SEL screener biannually.	
Classroom expectations (Recorded in Class Behaviour Management Plan)	Strategies to reignite learning, eg, brain breaks. Clear alignment with school-wide expectations. Rules displayed and referred to. Clear reminder process. Positive reinforcements. Redirection / Reflection strategies. Buddy class. Group or individual adjustments. Reflection room. Parent contact and/or meetings.	
Essential Skills for Classroom Management (ESCM)	Clear routines to gain student attention. Use whole class supportive actions to redirect behaviour (ie, expectation clarified, cueing, selective attending, curriculum refocus). Use individual supportive actions to redirect behaviour (ie, class talk, non-verbal, proximity, questioning, pause in talk, verbal redirection) Follow through on negative behaviours.	

### Tier 2 Strategies (Targeted) ✓

All Tier 1 strategies and a selection from the strategies below.		
Teaching and Learning	Review environment to increase attention, eg, minimise distractions, classroom layout. Differentiate instruction.	
Monitoring behaviour/s	Student Behaviours Rating Scale (Questionnaire). Behaviour frequency monitoring. Practical Functional Behaviour Assessment (FBA)	
Tier 2 Behaviour Support Plan *Class teacher as case manager	Individualised behaviour or learning chart. Adjusted Timetable. Behaviour monitoring card / booklet. Check in / Check out. Time in / Time out.	
- In Class Plan - Lunch Play Plan		
SSS referral for behaviour/s *Discussion with Line Manager prior to referral	Complete SSS referral form. Gather information / data. Contact parents.	
Human Resourcing/ Support	Guidance Officer. Behaviour Support Teacher. Parents – scheduled meetings.	
Resourcing	Extra support, ie, Teacher aide. Specific physical resources to assist behaviour / learning. Engage in small group social skilling.	

### Tier 3 Strategies (Intensive) ✓

All Tier 2 strategies and a selection from the strategies below.	
Tier 3 Behaviour Support Plan. *BST, DP, GO as Case Manager	
Full Functional Behaviour Assessment (FBA).	
Human Resourcing Support (Additional Time).	
1-1 Social Skilling.	
1-1 support with Social Worker.	
1-1 support with Guidance Officer.	
Case meetings every 2-3 weeks.	
Referral to external agencies.	
Regular review at RTI meetings.	
Behaviour Risk Assessment Template (BRAT).	
Part-time Education Plan (PEP).	
Individual Student Safety Plan (ISSP).	
Student Support Request (Regional Office)	



## Consideration of Individual Circumstances

Staff at Parramatta State School take individual student circumstances into account when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence, including; behaviour history, disability, mental health and wellbeing, religious and cultural beliefs, home environment and care arrangements. The actions of the student and the needs and rights of school community are also considered.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful, and this may be different for individual students. For example, some students may need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family or personal circumstances. These are all matters that are considered for each individual student in both the instruction of behaviour and the response to behaviour.

Parramatta State School considers the individual circumstances of students when applying support and consequences by:

- responding to inappropriate behaviour promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socioeconomic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs



## Legislative Delegations

### Legislation

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

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

### Delegations

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

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

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

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

## Authorisations

Parramatta State School Principal has authorised Deputy Principals to tell a student and their parents/carers about a decision to suspend.

The decision to suspend or exclude a student remains the sole responsibility of the principal and written notice of the decision will be sent to the student and parents/carers on the approved OneSchool form once signed by the Principal.

The authorisation enables a Deputy Principal to provide support in communicating the Principal's decision in a timely manner to the affected student and parents/carers.

A record of this authorisation is on file at the school administration.

**On 28/01/20 Michael Patane authorised the following staff at Parramatta State School:**

Deputy Principal (Culture, Wellbeing & Engagement) – Cheryl Matysek

Deputy Principal (Educational Achievement) – Dale Archibald

## Disciplinary Consequences

Parramatta State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, the principle of procedural fairness applies in all decision making and students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. This is detailed for staff reference in the '*Student Incident Management Flowchart*' document.

Parramatta State School uses 'minor' and 'major' when describing problem behaviour and the seriousness of the behaviour incident/s observed. When responding to behaviour incidents staff determine if the problem behaviour is minor or major using the following agreed definitions. Possible consequences are listed to support teachers and administration when following through with consequences for the problem behaviour.

Student incidents are recorded and monitored in the Departmental OneSchool system. Data is analysed to inform decision making on resourcing, support and intervention. OneSchool data is used to inform planning for teaching of expected behaviours. OneSchool information is accessible by any State School in which a student enrolls.

### **Minor Behaviours are those that:**

- Are minor breeches of school expectations
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any serious way
- Are not part of a pattern of problem behaviours

### **Major Behaviours are those that:**

- Significantly violate the rights of others
- Put others or self at risk of harm
- Often require support or assistance of school Administration (immediate or deferred)

**Major** behaviours may be dealt with by the staff member involved or result in a referral to School Administration or the Dean of Students because of their seriousness. When major problem behaviour occurs, staff members calmly manage the situation, ensuring the safety of all students and staff. The school responds by conducting a fair inclusive investigation to cover all possible outcomes and administer an appropriate consequence.

**Major** problem behaviours may result in the following consequences:

- *discussion with the teacher to reflect on the behaviour and make a plan to lessen the likelihood of this behaviour continuing*
- *partial or complete removal from an activity or event (time in/time out) for a specified period of time*
- *detention or reflection room*
- *apology or other restitution*
- *contact with family members*
- *referral to administration for further follow up*
- *implementation of behaviour monitoring or support plan*
- *implementation of a Part-Time Education Plan*
- *referral to internal support staff such as Behaviour Support Teacher or Guidance Officer*
- *investigation of incident and handover to Deputy Principal or Principal for consideration of further consequences*
- *short or long suspension*
- *recommendation for exclusion*

### **Ensuring Consistent Responses To Problem Behaviour**

At Parramatta State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. School staff use school-based documents to enact consistent responses to problem behaviour where possible. Further information for staff on how to document these actions, is detailed in the *'OneSchool Incident Recording Guidelines'* document.

Students also receive training in the expected behaviours and routines, social skills, how to respond appropriately when other students display problem behaviour, and the appropriate way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Students are also taught how their brain and body works so as to empower them with the knowledge of what is happening so they understand their behaviour choices. They can then identify non-helpful or inappropriate behaviours as well as the replacement helpful or appropriate behaviours.

All staff are expected to demonstrate the school expectations of Respect, Safety and Learning when managing student behaviour and engage with students in a calm and predictable way. Further information on the management of major incidents is detailed for staff in the *'Major Incident Investigation'* document. Further information on the management of escalated students for staff is detailed in the *'Responding to Escalated Students'* document. (See appendices)

### **Behaviour Categories & Possible Consequences:**

The *'Behaviour Categories and Possible Consequence Matrix'* is a reference document for staff when problem behaviours occur. This document outlines the definitions of the types of behaviours and the possible consequences. Parramatta School Staff refer to the matrix to help make decisions about best matched consequences for problem behaviour.

### **Types Of Problem Behaviours (OneSchool Categories):**

Abusive Language  
Academic Misconduct  
Bomb Threat/False Alarm  
Bullying  
Defiance  
Disrespect  
Disruption  
Falsifying Documents  
Dress Code  
Fighting  
Harassment  
Other – Charge related suspension  
Physical aggression  
Property misuse causing risk to others  
Property damage  
Refusal to participate in the educational program of the school  
Technology violation  
Theft  
Truancy out of class/ Truancy out of school  
Use/possession of combustibles  
Use/possession of weapons  
Other – charge-related suspension



## Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class based incentive system
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Reflection Room – lunch time out to reflect on behaviour.

Reflection Room Referral		
Student name:	Class:	Date:
Name of staff member referring:	Location:	Time:
<b>Reason for referral</b> (give a brief outline of observed behaviour)		
<input type="checkbox"/> Disruptive <input type="checkbox"/> Non-compliance <input type="checkbox"/> Bullying/harassment <input type="checkbox"/> Non-compliance with routine	<input type="checkbox"/> Defiant/threats to adults <input type="checkbox"/> Physical misconduct <input type="checkbox"/> Property misconduct <input type="checkbox"/> Threats to others	<input type="checkbox"/> Refusal to participate in program of instruction <input type="checkbox"/> Verbal misconduct <input type="checkbox"/> Other
<b>Action/strategies used so far</b> (one on one discussions, missed playtime, parent contacts, etc.)		
(For reflection rooms use only)		
<b>Strategies used:</b> <input type="checkbox"/> Mindful Meditation (breathes calmly and meditation arranged) <input type="checkbox"/> Create a Plan (make a plan for a better outcome) <input type="checkbox"/> Discuss Existing Plan (review existing plan) <input type="checkbox"/> Debrief Discussion (discuss situation and feeling drives behaviour) <input type="checkbox"/> Reevaluation Plan (create a plan to make amends) <input type="checkbox"/> Practice Planned Strategies (practice set plan strategies) <input type="checkbox"/> Discuss Social Impact (discuss the effect of the incident on others) <input type="checkbox"/> Social Stories (discuss the socially appropriate responses to similar situations) <input type="checkbox"/> Other	<b>Comments:</b> <div style="height: 100px;"></div>	



## School Disciplinary Absences

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

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

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

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

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

## School Policies

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

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

### Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our school

We welcome parents<sup>1</sup> and other members of our diverse community into our school.

Working together with the school community<sup>2</sup>, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful.

<b>ELEMENTS OF ENGAGEMENT</b>	<b>It is expected that parents and visitors to our school will:</b>	<b>Parents and visitors to our school demonstrate this by:</b>
 Communication	<ul style="list-style-type: none"> <li>• be polite to others</li> <li>• act as positive role models</li> <li>• recognise and respect personal differences</li> <li>• use the school's communication process to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>• using polite spoken and written language</li> <li>• speaking and behaving respectfully at all times</li> <li>• being compassionate when interacting with others</li> <li>• informing staff if the behaviour of others is negatively impacting them or their family</li> <li>• respecting staff time by accepting they will respond to appropriate communication when they are able</li> <li>• requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited</li> </ul>
 Collaboration	<ul style="list-style-type: none"> <li>• (parents) ensure their child attends school ready to learn</li> <li>• support the Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>• taking responsibility for their child arriving and departing school safely on time every day</li> <li>• reading and encouraging their child to understand and follow the Student Code of Conduct</li> </ul>
 School Culture	<ul style="list-style-type: none"> <li>• recognise every student is important to us</li> <li>• contribute to a positive school culture</li> <li>• work together with staff to resolve issues or concerns</li> <li>• respect people's privacy</li> </ul>	<ul style="list-style-type: none"> <li>• valuing each child's education</li> <li>• acknowledging staff are responsible for supporting the whole school community</li> <li>• speaking positively about the school and its staff</li> <li>• not making negative comments or gossiping about other school community members, including students – in person, in writing or on social media</li> <li>• understanding, at times, compromises may be necessary</li> <li>• considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.</li> </ul>

## Uniform Expectations

**The Parramatta State School uniform consists of:**

### Bucket Hat

Royal blue cotton bucket hat with PSS lettering embroidered. Caps and bucket hats with a narrower brim (less than 70mm) are not permitted.



### Polo Shirt

Royal blue polo shirt and turquoise in colour with new school logo embroidered. Students can continue to wear the previous sky blue school shirt. Singlets and shirts of different colours are not permitted.



### Sports Shirts

Sports shirts are only to be worn on Fridays and at sports events



### Shorts

Basketball style shorts and/ or skorts for girls, royal blue in colour, with PSS lettering embroidered on the leg. Short denim shorts, leggings/tights, board shorts or Rugby League-type shorts are not permitted.



### Jumpers/Jackets

Students are required to wear a royal blue jumper or jacket. School jackets with PSS lettering can be purchased from the uniform shop.

### Shoes

Students are also required to wear appropriate shoes or footwear that can be attached to the feet using velcro, laces, buckles, elastic, etc. Slip on thongs or high heels are not acceptable.

### Students who arrive at school wearing inappropriate clothing will:

- be reminded of the school dress code
- be offered suitable clothing from the school pool
- be withdrawn from non-essential activities
- have their parents contacted

### Students who arrive at school without a hat or shoes will:

- be reminded of the school dress code
- have their parents phoned
- not be permitted to play in uncovered areas and will be confined to the following areas: P-2 Undercover area and 3-6 undercover benches outside the tuckshop

### Students should not wear any makeup to school and jewellery should be limited.

- This includes lipstick.
- If a child has sore lips a clear lip balm such as Chapstick is permitted.
- Lip gloss is not permitted.
- Jewellery should be limited to one watch and plain stud earrings or small sleeper earrings.
- Sleepers should either safely unlatch if a finger is caught in them or, should be too small for fingers to enter the loop.

Students who wish to represent the school in choir, sports activities and on school outings (excursions, visits etc.) must wear full school uniform including suitable shoes and bucket hats.

The School uniform can be purchased from the P&C through the tuckshop.

## Temporary removal of student property

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

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

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

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

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

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

\* No knives of any type are allowed at school. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

**The following items are not permitted at Parramatta State School and may be removed if found in a student's possession:**

- Toys
- Chewing gum
- Lollies or sugar soft drinks
- Cool C
- Salty Plums

### **Responsibilities:**

**State school staff** at Parramatta State School:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school.



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

#### **Parents** of students at Parramatta State School

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

#### **Students** of Parramatta State School

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

## Use of mobile phones and other devices by students

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods and devices of a similar nature. Students bringing personal technology devices to school is not encouraged due to the potential for theft and general distraction and/or disruption associated with them.

### Student use of mobile devices and phones policy:

The [policy](#) requires all public schools to implement a ban on the use of mobile phones for all students from the time they arrive at school to the end of the school day. This extends to the use of smart watches which need to be on airplane mode during this period. The policy aims to reduce distractions in class and improve student engagement. Under the policy:

- Primary students cannot have a mobile phone in their possession. If your child is in Kindergarten to Year 6 and they bring a mobile phone to school, it will be stored until the end of school.

Exceptions are allowed for students who have approval from the principal to use a phone to monitor health conditions, or where teachers give students permission to use mobile phones for a specific purpose.

If students need to contact their parents/carers, they can do so through the school's administration. Likewise, if parents/carers need to get a message to their children, they should call the school.

All risk for mobile phones relating to theft or loss is accepted by students and their families, the school accepts no risk or responsibility for loss, damage or theft.

Mobile phones that are used on the school premises by students contrary to this policy may be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation. In this case they will only be returned in the presence of a parent/carer. Repeated instances of students not following the mobile phone policy may result in parental contact and the removal of the right to bring a mobile phone on school site for a period of time.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents/carers will be advised to contact Queensland Police Service (QPS) directly.

### Prohibited personal technology devices

Students must not bring valuable personal technology devices like iPads, cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

### Recording voice and images

Parramatta State School staff and students uphold the value of trust and the right to privacy. Students are not permitted to take images or record on school grounds without direct and explicit permission from the Deputy Principal or Principal. Any student using personal technology devices to record students without their permission or knowledge, 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, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

It is **unacceptable** for students at Parramatta State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone during school hours
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices during class unless expressly permitted by school staff

Students should note that any recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QLD Police.

#### **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 QLD Police. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

#### **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 this 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 Deputy Principal or Principal.

## **Preventing and responding to bullying (including cyber-bullying)**

Parramatta State School strives to create positive and safe environments for all students at all times of the day. The disciplined 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.

Bullying behaviours are not acceptable at Parramatta State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Parramatta State School there is broad agreement among students, staff and parents that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, school staff will follow the major incident investigation process and apply consequences as required.

Parramatta State School participates in the National Day of Action against Bullying held in March each year. Teachers deliver lessons about bullying during that week including; what bullying is, what action to take and what bystanders can do. Students are taught positive, pro-social behaviours through the Pause Program, Explicit lessons on the High Five, Bullying No Way and through PBL lessons throughout the year.

Many bullying behaviours are peer-maintained through the actions of 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. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school

a set of safe and effective responses to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

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

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

# How to manage online incidents that impact your school

## Student protection

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

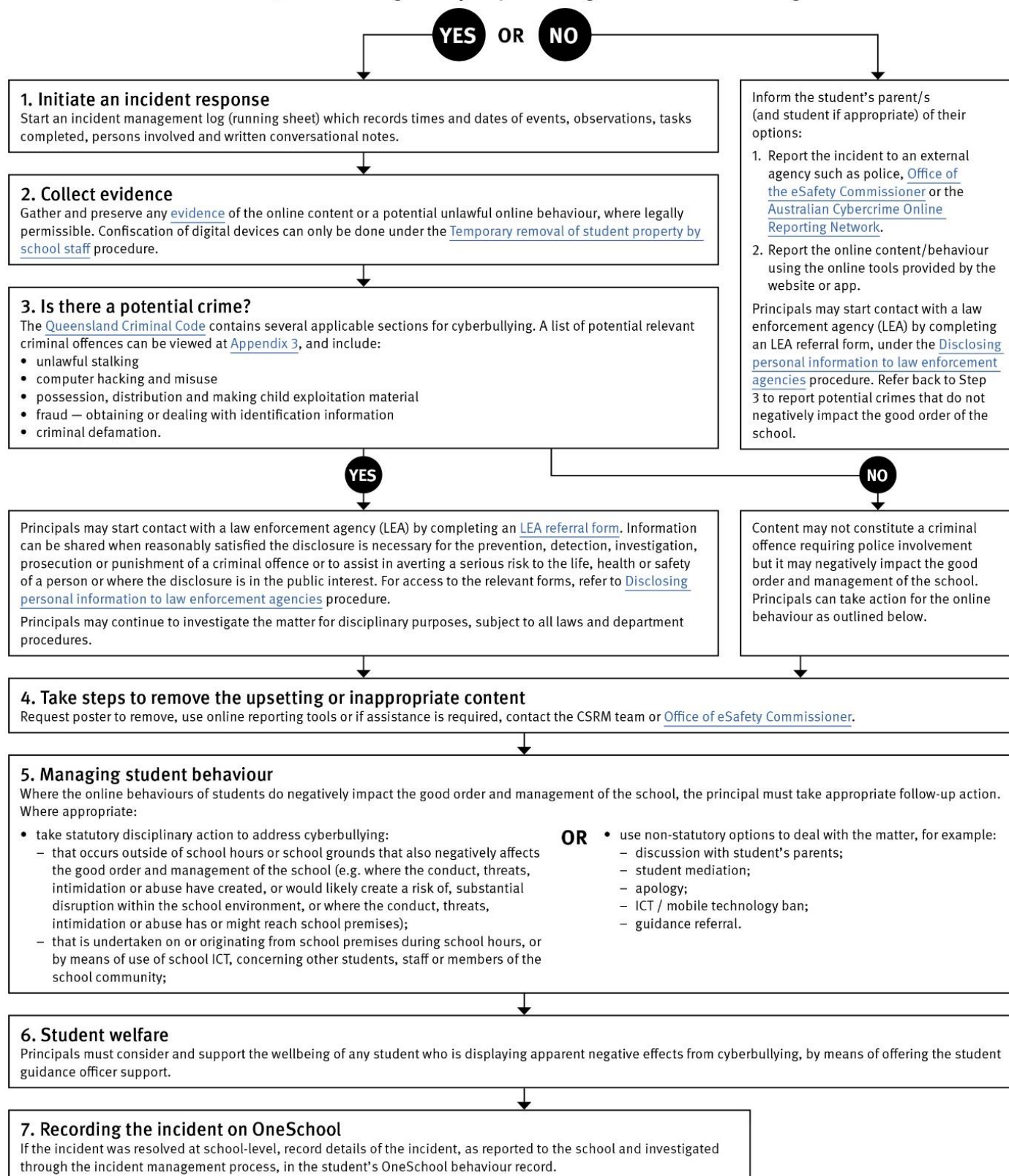
## Explicit images

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

## Report

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

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





## Appropriate use of social media

Parramatta State School embraces the opportunities that technology and the internet provide for student learning, creativity and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided use can lead to negative outcomes for the user and others.

Parramatta State School is committed to promoting the responsible and positive use of social media sites and apps. Student will not face disciplinary action for having an account on Facebook or other social media sites.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying) found at **Appendix 2**, it is unacceptable for students to bully, harass or victimise another person whether within Parramatta SS grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Parramatta SS, whether those behaviours occur during or outside school hours.

This policy reflects the importance of students at Parramatta State School engaging in appropriate online behaviour.

### Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. However, at times, social media is misused for students to engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future.

Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

### Appropriate use of social media

Students of Parramatta State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps include:

- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Parramatta State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Parramatta State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Parramatta State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Parramatta State School expects its students to engage in positive online behaviours.

## Restrictive Practices

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

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

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

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

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

Very rarely restrictive practices may be part of a planned response for identified students and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded as part of the student's support plan. The use of planned strategies will only be enacted when there is foreseeable immediate risk consistent with the **Restrictive practices procedure**.

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will follow the Serious and Critical Incident Process to ensure a staff member observes the student. Seclusion will cease as soon as possible.

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

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

## Critical Incidents

All staff at Parramatta State School are provided induction and training on how to respond to serious or critical incidents involving severe problem behaviour from any student or adult. This process is documented in the school's PBL Handbook and is titled Assistance at Parramatta. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

If there is a **critical** or **serious** incident and assistance is required the process is:

- Take immediate action to ensure the safety of students and staff.
- Call the office via phone, they will contact the relevant person to respond OR
- Send a student to the office with an orange (serious) or red (critical) card.
- Depending on the type of incident the office staff will contact the Positive Behaviour Teacher or a member of the Administration team to respond. The staff member responding will follow the student holding the card to location of the teacher who issued the card or go to the class where the incident was reported.

### **Critical incidents (red card)**

A critical incident is described as one that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. Eg. significant injury, or significant risk of injury, to a student or staff member. Examples of a critical incident may include; fire, very unsafe behaviour from a community member or threats to student safety. The teacher dealing with the critical incident remains responsible and will manage the situation until a member of the school Administration team arrives.

Response: one or more of the School Administration team will cease any other tasks to respond immediately and will delegate further action as required.

### **Serious Incidents (orange card)**

Unsafe/aggressive behaviour from a student/s of such intensity, frequency, or duration that the physical safety of the student or others is likely to be compromised. Such as fighting, escalated behaviour or a student who has left the school grounds. The teacher dealing with the serious incident remains responsible and will manage the situation until support arrives.

Response: the relevant/available staff member will respond as soon as is manageable.

Actions may also be required as detailed in the '*PSS Lockdown Procedures*' school document or '*PSS Emergency Evacuation Procedure*' school document if a member of the Leadership team determines this action is necessary.

### **Physical Intervention**

If Physical intervention is required, staff adhere to the Restrictive Practice procedure.

### **Responding to Escalated Students**

If a student is escalated, staff follow the Responding to Escalated Students Procedure.

## 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.

<https://behaviour.education.qld.gov.au/>

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

## Resources

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

### Legislation

- *Anti-Discrimination Act 1991* (Qld)
- *Criminal Code Act 1899* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Education (General Provisions) Act 2006* (Qld) Chapter 12
- *Human Rights Act 2019* (Qld)

### Delegations/Authorisations

- Nil

### Related policies

- Code of Conduct for the Queensland Public Service
- Department of Education Standard of Practice

### Related procedures

- Administration of medications in schools
- Managing first aid procedure

### Guidelines

- Principal guidelines - student discipline
- Guidelines for the administration of medication in schools

### Supporting information/websites

- Accidents, incidents and incident investigations • Behaviour risk assessment tool – safety or wellbeing • Complaint process for restrictive practices • Fact sheet – Restrictive practices (physical restraint, mechanical restraint and chemical restraint) • Fact sheet – Restrictive practices (seclusion, containment and time out) • Fact sheet – Restrictive practices (clinical holding) • Fact sheet – Restrictive practices (practice principles) • Guidelines and Standards for Focused Review • Template for Individual Student Safety Plan






# Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in our school

We welcome parents<sup>1</sup> and other members of our diverse community into our school.

Working together with the school community<sup>2</sup>, school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.

Parents and other visitors to our school support safety by ensuring their communications and conduct at the school and school activities is respectful.

<b>ELEMENTS OF ENGAGEMENT</b>	<b>It is expected that parents and visitors to our school will:</b>	<b>Parents and visitors to our school demonstrate this by:</b>
 <b>Communication</b>	<ul style="list-style-type: none"> <li>be polite to others</li> <li>act as positive role models</li> <li>recognise and respect personal differences</li> <li>use the school's communication process to address concerns</li> </ul>	<ul style="list-style-type: none"> <li>using polite spoken and written language</li> <li>speaking and behaving respectfully at all times</li> <li>being compassionate when interacting with others</li> <li>informing staff if the behaviour of others is negatively impacting them or their family</li> <li>respecting staff time by accepting they will respond to appropriate communication when they are able</li> <li>requesting a meeting to discuss any concerns about their child's education – allowing staff time to prepare and appreciating their time may be limited</li> </ul>
 <b>Collaboration</b>	<ul style="list-style-type: none"> <li>(parents) ensure their child attends school ready to learn</li> <li>support the Student Code of Conduct</li> </ul>	<ul style="list-style-type: none"> <li>taking responsibility for their child arriving and departing school safely on time every day</li> <li>reading and encouraging their child to understand and follow the Student Code of Conduct</li> </ul>
 <b>School Culture</b>	<ul style="list-style-type: none"> <li>recognise every student is important to us</li> <li>contribute to a positive school culture</li> <li>work together with staff to resolve issues or concerns</li> <li>respect people's privacy</li> </ul>	<ul style="list-style-type: none"> <li>valuing each child's education</li> <li>acknowledging staff are responsible for supporting the whole school community</li> <li>speaking positively about the school and its staff</li> <li>not making negative comments or gossiping about other school community members, including students – in person, in writing or on social media</li> <li>understanding, at times, compromises may be necessary</li> <li>considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.</li> </ul>

<sup>1</sup> The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

<sup>2</sup> The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.