



Sunnybank Hills State School

Student Code of Conduct 2020-2023

Every student succeeding

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

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



Contact Information

Postal address:	77 Symons Road, Sunnybank Hills, 4109
Phone:	07 3323 8333
Email:	admin@sunnybankhillsss.eq.edu.au
School website address:	https://sunnybankhillsss.eq.edu.au
Contact Person:	Geoff Mill (Principal)

Endorsement

Principal Name:	Geoff Mill
Principal Signature:	
Date:	11-09-2020

P/C President and-or School Council Chair Name:	Andy Huang
P/C President and-or School Council Chair Signature:	
Date:	11-09-2020

Contents

Purpose	5
Principal's Foreword	6
P&C Statement of Support	7
Data Overview	8
School Opinion Survey	9
School Disciplinary Absences (SDA)	11
Learning and Behaviour Statement	12
Multi-Tiered Systems of Support	12
Consideration of Individual Circumstances	12
Student Wellbeing	13
Student Support Network	14
Whole School Approach to Discipline	15
PBL Expectations	15
PBL Expectations Matrix	16
Reinforcing Positive Behaviours	17
Proactive Responses	17
Disciplinary Consequences	18
Disciplinary Consequences Matrix	19
School Code of Conduct Flowchart	21
Frequent, Short Term and Long Term Rewards	22
Differentiated Teaching	23
Focussed Teaching	23
Intensive Teaching	24
Legislative Delegations	25
Legislation	25
Delegations	25
School Policies	26
Temporary removal of student property	26
Use of mobile phones and other devices by students	28
Preventing and responding to bullying	29
Appropriate use of social media	35
Critical Incidents	37
Resources	38
Conclusion	39

Purpose

Sunnybank Hills State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Sunnybank Hills State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.



Principal's Foreword

Sunnybank Hills State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Sunnybank Hills State School has four core values: Safety, Empathy, Active Participation and Learner Behaviour.

Safety	Engaging in safe practices in the classroom and school grounds. Being sun safe, cyber-safe, road safe and stranger danger aware, making healthy choices and engaging in healthy practices.
Empathy	Showing care and compassion toward others. Being inclusive, tolerant and empowered to stand up for others. Taking care of one's own wellbeing and that of others.
Active Citizens	Being respectful and responsible of self, others and personal and school property. Showing care for the school environment and being responsible consumers.
Learners	Being prepared for learning. Being an active participant, listener and questioner. Actively seeking and responding to constructive feedback. Working toward the achievement of personal learning and behavioural goals.

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 kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Sunnybank Hills 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 about 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.

P&C Statement of Support

As president of the Sunnybank Hills State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Geoff Mill and his team ensured that all parents had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Sunnybank Hills State School Student Code of Conduct, as awareness and involvement of parents is critical to ensuring all adults support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Sunnybank Hills State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Sunnybank Hills State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

Any parents who wish to discuss the Sunnybank Hills State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students, are welcome to contact myself or to join the Sunnybank Hills State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Data Overview

This section is used to report on key measures related to student discipline, 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 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. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, 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/caregiver 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

Parent, student and staff satisfaction

Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	97%	98%	99%
• this is a good school (S2035)	97%	98%	98%
• their child likes being at this school* (S2001)	97%	98%	99%
• their child feels safe at this school* (S2002)	97%	99%	98%
• their child's learning needs are being met at this school* (S2003)	97%	96%	96%
• their child is making good progress at this school* (S2004)	96%	96%	98%
• teachers at this school expect their child to do his or her best* (S2005)	95%	99%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	93%	95%
• teachers at this school motivate their child to learn* (S2007)	95%	97%	97%
• teachers at this school treat students fairly* (S2008)	94%	95%	94%
• they can talk to their child's teachers about their concerns* (S2009)	94%	97%	98%
• this school works with them to support their child's learning* (S2010)	94%	96%	96%
• this school takes parents' opinions seriously* (S2011)	92%	94%	94%
• student behaviour is well managed at this school* (S2012)	90%	94%	95%
• this school looks for ways to improve* (S2013)	94%	97%	96%
• this school is well maintained* (S2014)	96%	97%	97%

Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	100%	98%
• they like being at their school* (S2036)	96%	99%	98%
• they feel safe at their school* (S2037)	98%	98%	100%
• their teachers motivate them to learn* (S2038)	98%	100%	99%
• their teachers expect them to do their best* (S2039)	99%	99%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	99%
• teachers treat students fairly at their school* (S2041)	93%	96%	92%
• they can talk to their teachers about their concerns* (S2042)	90%	96%	96%
• their school takes students' opinions seriously* (S2043)	98%	92%	98%
• student behaviour is well managed at their school* (S2044)	95%	95%	96%
• their school looks for ways to improve* (S2045)	100%	99%	98%
• their school is well maintained* (S2046)	98%	99%	96%
• their school gives them opportunities to do interesting things* (S2047)	99%	98%	99%

Percentage of students who agree [#] that:	2017	2018	2019
---	------	------	------

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Staff opinion survey

Percentage of school staff who agree [#] that:	2017	2018	2019
• they enjoy working at their school (S2069)	100%	98%	91%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	92%
• they receive useful feedback about their work at their school (S2071)	96%	90%	88%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	90%	93%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	99%	96%	92%
• student behaviour is well managed at their school (S2074)	98%	95%	91%
• staff are well supported at their school (S2075)	95%	91%	88%
• their school takes staff opinions seriously (S2076)	96%	86%	85%
• their school looks for ways to improve (S2077)	98%	99%	94%
• their school is well maintained (S2078)	100%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	98%	90%	86%

School Disciplinary Absences

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

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

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

Re-entry following suspension

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

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals 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 Sunnybank Hills State School

Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	7	0	0
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Learning and Behaviour Statement

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

System of Support

Sunnybank Hills State School uses a multi-faceted system of support as the foundation for our integrated approach to learning and behaviour. Support is a pro-active, differentiated model, grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, the school team match increasingly intensive interventions to the identified needs of individual students.

All areas of Sunnybank Hills State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is School-wide Positive Behaviour Support.

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Sunnybank Hills 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.

All students in the school receive support for their academic, social participation and emotional well-being development.

Consideration of Individual Circumstances

Staff at Sunnybank Hills State School consider students' individual circumstances, such as their age, disability, history of behaviours, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour, providing support or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what punishment another

student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Student 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.

Specialised health needs

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

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

Medications

Sunnybank Hills 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.

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

Mental health

Sunnybank Hills State School works with parents to implement early intervention measures and support students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of appropriate plans to support their needs.

Responding to Critical Incidents

Some students may have emotional and physiological responses to situations or events beyond their control, and the planned and calm responses of key adults from our school will be required to manage the event both during and after it occurs. These students may also need help with managing relationships and with their emotional self-regulation as they may exhibit a very strong fight/flight or freeze response when feeling anxious or threatened.

Support plans include strategies that are:

- **PROACTIVE** -designed to enhance the student's capacity to engage safely and well with schooling and minimize the likelihood of concerns arising.
- **REACTIVE** -planning to guide responses when concerns arise. During these times, student's emotional and physiological responses may be beyond their control and the planned and calm responses of key adults from this school will manage the event and support the student.

- REPARATIVE -research has shown, that during and after an event, the best emotional, relational and behavioural outcomes can occur for a student if this event is viewed as a learning opportunity, rather than an event that needs a disciplinary response. The rebuilding and repairing of relationships is part of the work required.

Throughout this process, we endeavour to ensure-

- the student is supported by trusted adults
- their dignity is maintained
- the safety of all students and staff
- bystanders receive appropriate support
- parents/caregivers are advised
- all actions are documented and reported

We encourage parents 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.

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

Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Students enrolled at Sunnybank Hills State School are required to purchase the Wellbeing Journal stipulated on the booklist. These journals are used in conjunction with PBL lessons throughout the year.

Student Support Network

Every member of the school community, including teachers, support staff, families and students, work collaboratively so students can access and participate in all aspects of school life. The Student Services Committee support the academic, social, emotional and physical wellbeing needs of every student. Our team comprises of EAL/D Teachers, Support Teachers-Literacy and Numeracy, Special Education Teachers, Speech Language Pathologist, Deputy Principals and Guidance Officer, who work with Class Teachers to understand and support individual needs, ensuring our school is an inclusive, nurturing environment.

Maximising positive outcomes for students can also involve collaborative and productive partnerships with and between students, teachers, parents and carers, support staff and community based professionals, and we willingly engage with a range of school-based services and external agencies to support the health and wellbeing of students and their families.

Whole School Approach to Discipline

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Positive Behaviour for Learning (PBL) expectations in place for students, being Safe, Empathetic, Active Learners (SEALs). Our school expectations have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour, and are on display in every classroom.



School Creed

The school creed is recited at our monthly Whole School Assemblies: At Sunnybank Hills we strive for knowledge by being Safe, Empathetic, Active, Learners. We are the Sunnybank Hills SEALs!

Universal Behaviour Support

The first step in facilitating standards of positive behaviour is to communicate those standards to all students. At Sunnybank Hills State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed toward all students. It is designed to prevent problem behaviour and provide a framework for responding to unacceptable behaviour.

The PBL Expectations Matrix (page 16) outlines our agreed expectations and specific behaviours in all school settings.

These expectations are communicated to students via a number of strategies, including:

1. Behaviour lessons conducted by classroom teachers;
2. Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff in class and out of class.

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

1. Implementation of a flow chart for responding to positive and negative behaviours
2. Use of a classroom behaviour ladder
3. The class buddy system
4. Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
5. Provision of a Social Skilling for identified students – Social Communication Program + Supported play in the SEP
6. Weekly 'Student Services Meetings' to review applications for behaviour support, and make recommendations
7. PBL Committee membership and meetings
8. The Playground Buddies Program
9. Operation of the SEAL Room

PBL Expectations Matrix

	Safe	Empathetic	Active	Learners
Classroom	<ul style="list-style-type: none"> • Use equipment appropriately • Respect personal space • Move safely 	<ul style="list-style-type: none"> • Work collaboratively (turn taking & sharing) • Communicate kindly and respectfully 	<ul style="list-style-type: none"> • Actively follow instructions • Use whole body listening and actively contribute • Participate – have-a-go, try your best 	<ul style="list-style-type: none"> • Be a problem solver • Be organised and prepared • Be responsible for your own learning
Playground	<ul style="list-style-type: none"> • Play and use equipment safely • Practise sun safety • Wait for a supervisor before playing on equipment or oval 	<ul style="list-style-type: none"> • Include all and be a friend • Encourage others 	<ul style="list-style-type: none"> • Participate and have a go • Use social strategies 	<ul style="list-style-type: none"> • Learn new skills • Learn and use social skills
Eating	<ul style="list-style-type: none"> • Sit and eat 	<ul style="list-style-type: none"> • Eat your own food and spend only your money • Talk kindly 	<ul style="list-style-type: none"> • Keep areas clean • Arrive/Leave on time 	<ul style="list-style-type: none"> • Choose wisely from the food pyramid
Toilets	<ul style="list-style-type: none"> • Use facilities correctly • Walk directly to toilet 	<ul style="list-style-type: none"> • Respect privacy • Respect facilities 	<ul style="list-style-type: none"> • Keep facilities clean • Wash hands 	<ul style="list-style-type: none"> • Use facilities at the right times
Learning Areas (PAC), Hall, eLearning, Library, Practical Learning Spaces	<ul style="list-style-type: none"> • Enter when a teacher is present • Use equipment appropriately 	<ul style="list-style-type: none"> • Respect property • Maintain appropriate voice and behaviour 	<ul style="list-style-type: none"> • Prepare the room for the next lesson 	<ul style="list-style-type: none"> • Use technology correctly
Around the School	<ul style="list-style-type: none"> • Be in the right place at the right time • Walk on concrete • Line up safely 	<ul style="list-style-type: none"> • Respect school grounds • Moving quietly around school – consider others • Use manners 	<ul style="list-style-type: none"> • Wear correct school uniform with pride • Be prepared at the tuckshop 	<ul style="list-style-type: none"> • Familiarise yourself with school expectations • School song
Before and after school	<ul style="list-style-type: none"> • Wait in the morning area until 8:15am • Wait near the classroom until school begins • Follow drop off/pick up zone procedures 	<ul style="list-style-type: none"> • Respect class preparation time 	<ul style="list-style-type: none"> • Follow pick up procedures • Quiet activities 	<ul style="list-style-type: none"> • Arrive at school punctually • Be alert and in the right place
Online	<ul style="list-style-type: none"> • Use of a strong password • Interact with known persons • Don't reveal personal info 	<ul style="list-style-type: none"> • Appropriate interactions online • Seek permission before posting • Report concerns 	<ul style="list-style-type: none"> • Use a variety of online sources • Devices to be charged 	<ul style="list-style-type: none"> • Use reliable online sources • Refine web searches • Check sites for accuracy

Reinforcing Positive Behaviours

At Sunnybank Hills State School there are various means for responding to positive behaviours, both within and outside the classroom.



Behaviour Ladder

Every class teacher has a Behaviour Ladder. All students' names/avatars commence the day on the 'Start Rung'. Displays of positive behaviour are rewarded by moving up the ladder.

Free and Frequent

Teachers also provide students with 'Free and Frequent' rewards. These are personalised to the classroom teacher and may take the form of verbal praise, stickers, minutes of free time, points, etc.

Student of the Month

Each month one student per class is selected as 'Student of the Month'. The identified student demonstrates the school's expectations of exemplary social, emotional, physical, cultural or academic behaviour. The behaviour is recorded in OneSchool and a certificate generated. Parents are notified and a list of recipients is advertised in the school's newsletter.

Proactive Responses

Re-directing low-level and infrequent problem behaviour

When a student exhibits a low-level and infrequent problem behaviour, a reminder of the expected is issued. The student is then asked to move one rung down on the ladder.

When the same student exhibits a second low-level, in-class behaviour, the student receives an additional reminder. The student may be asked to move to time-out to reflect further upon the expectations of the class and the school. During time-out they consider the impact of their actions on the learning of others and contemplate how they may change their behaviour to comply with expectations. The student is warned that a further infringement will result in removal from the class to relocate to a buddy class. The student is asked to move their name/avatar to the red space on the behaviour ladder.

A third infringement results in a 'Buddy Class' intervention. The offending student is informed they, "Have chosen to leave the class." At 'Buddy Class', the supervisory teacher offers no interaction. The withdrawn student completes set work, and after a minimum of thirty minutes returns to their home class to debrief. They discuss future behaviour.

When a student refuses to go to Buddy Class, the Deputy Principal responds to address this situation. A OneSchool entry is then made. The DP and student discuss any further action.

1. Targeted behaviour support: SEAL Program

A small number of students at Sunnybank Hills are identified as needing extra targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk.

Students in this category may be directed to the SEAL room. They attend during recess and forfeit their break/s. The SEAL Team counsel, document and follow up students. The length of SEAL room is initially determined by the DP with the SEAL Team deciding on further intervention based on their interactions with the student.

2. Intensive behaviour support

Students requiring intensive ongoing behaviour support are referred to the DP and/or Student Services Committee. The learning, emotional well-being, social participation and safety needs of the student are discussed, and relevant team members and parents develop appropriate support strategies that may include input from external professionals.

Disciplinary Consequences

Sunnybank Hills State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours in an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens
- Major problem behaviour is referred directly to the school Administration team

Minor behaviours are those that

- are minor breeches of the school rules
- 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 other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion
- a re-direction procedure. The staff member takes the student aside and names the behaviour that the student is displaying and asks the student to name expected school behaviour, states and explains expected school behaviour if necessary; and gives positive verbal acknowledgement for expected school behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration

Major behaviours result in a referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour.

Major problem behaviours may result in the following consequences:

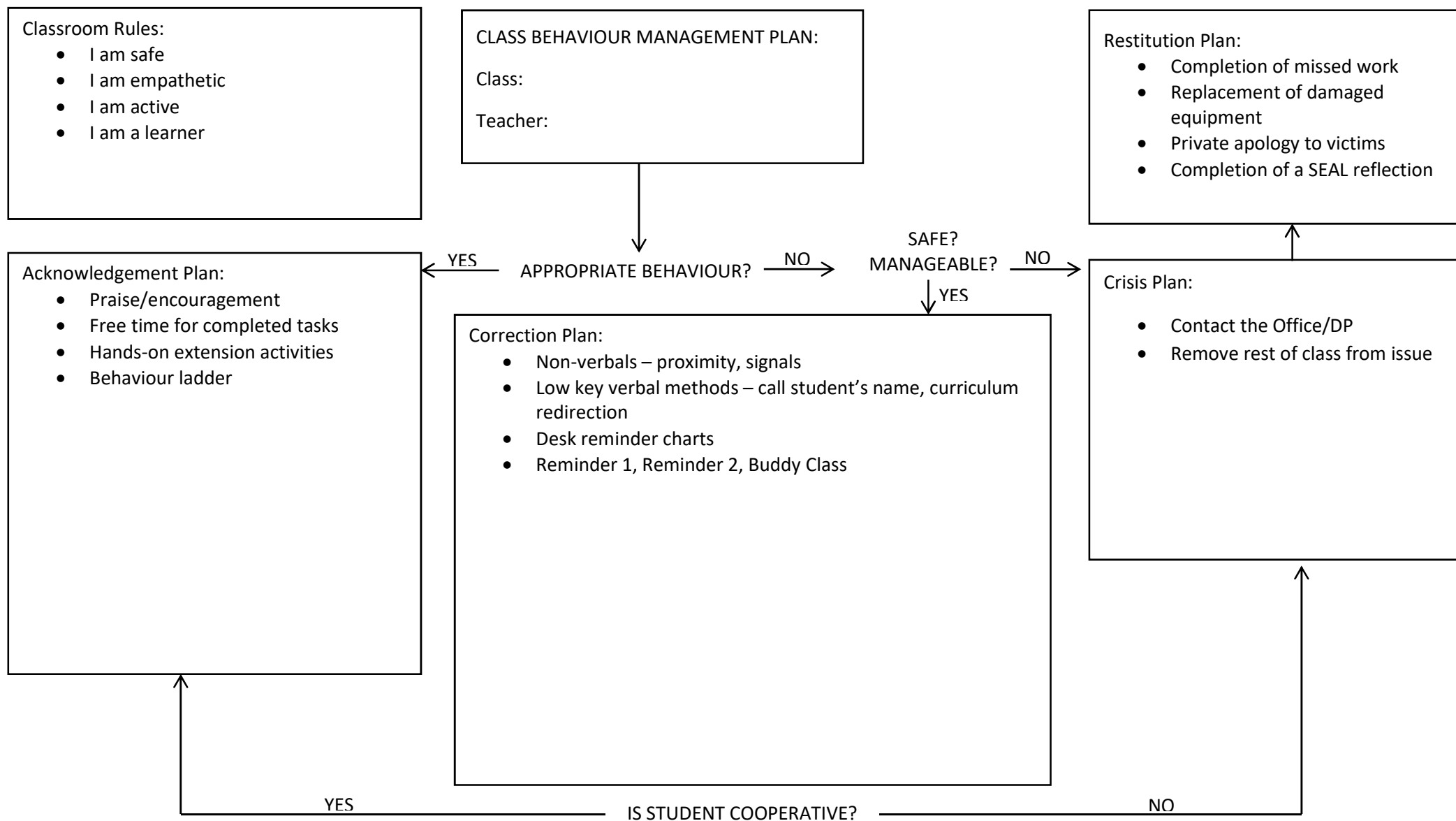
- referral to SEAL Team
- multi-elemental plans
- individual play plans
- supported play
- restitution
- warning regarding future consequence for repeated offence
- referral to Student Services Committee
- suspension from school

Disciplinary Consequences Matrix

	Behaviour	Minor	Consequence	Major	Consequence
Safe	Movement around school	<ul style="list-style-type: none"> running on concrete or around buildings not walking bike/scooter in school out of bounds/going under building 	<ul style="list-style-type: none"> rule reminder whole class practising routines rule reminder rule reminder 	<ul style="list-style-type: none"> leaving the school grounds without permission 	<ul style="list-style-type: none"> parent contact/referral to DP
	Play	<ul style="list-style-type: none"> incorrect use of equipment rough play playing contact sports playing in toilets 	<ul style="list-style-type: none"> rule reminder/confiscation rule reminder/time out rule reminder/time out rule reminder/move on from area 	<ul style="list-style-type: none"> rough play resulting in injury throwing rocks/sticks with intent 	<ul style="list-style-type: none"> referral to DP/parent contact/SEAL referral to DP/parent contact/SEAL
	Physical Misconduct	<ul style="list-style-type: none"> minor physical contact (pushing/shoving/tripping) unsafe behaviour (climbing tree) 	<ul style="list-style-type: none"> apology rule reminder/time out 	<ul style="list-style-type: none"> fighting serious physical aggression physical bullying 	<ul style="list-style-type: none"> referral to DP/SEAL room referral to DP/SEAL room referral to DP/GO
	Attire	<ul style="list-style-type: none"> failure to wear hat/correct hat lack of shoes outside wearing nail polish excessive jewellery incorrect shoe colour incorrect jacket or clothing colour 	<ul style="list-style-type: none"> directed to shaded area/no play no play removal with DP removal to teacher/DP reminder/parent contact reminder/parent contact 	<ul style="list-style-type: none"> refusal to remove make-up, nail polish, jewellery 	<ul style="list-style-type: none"> referral to DP/parent contact
	Eating	<ul style="list-style-type: none"> throwing food spitting/throwing water (↓Yr 3) moving around during eating time 	<ul style="list-style-type: none"> clean up area apology/time out rule reminder 	<ul style="list-style-type: none"> spitting at another person (↑Yr 3) deliberate food contamination – person with anaphylaxis 	<ul style="list-style-type: none"> referral to DP referral to DP/possible suspension
	Electronic devices	<ul style="list-style-type: none"> use of device before or after school 	<ul style="list-style-type: none"> rule reminder 	<ul style="list-style-type: none"> use of an electronic device to film and upload images of a fight/school activity inappropriate use of personal devices or social networking sites 	<ul style="list-style-type: none"> referral to DP/parent contact/possible suspension referral to DP/parent contact/possible suspension
	Other	<ul style="list-style-type: none"> public display of affection (↓Yr 3) unwittingly bringing inappropriate belongings to school e.g. electronic games 	<ul style="list-style-type: none"> rule reminder/separation confiscation of the item/parent contact 	<ul style="list-style-type: none"> smoking possession/selling drugs possession of banned weapons offence of a sexual nature 	<ul style="list-style-type: none"> referral to DP/parent contact referral to DP/police involvement referral to DP/parent/police contact referral to DP/parent/police contact
Empathetic	Verbal	<ul style="list-style-type: none"> swearing (frustration/non-directive) minor name calling minor dishonesty disrespectful tone poor attitude 	<ul style="list-style-type: none"> discussion with teacher/apology apology rule reminder/apology rule reminder/apology 	<ul style="list-style-type: none"> abusive, directive swearing verbal bullying/threat serious verbal abuse of students, teacher or other staff blatant disrespect blatant lying impacting others 	<ul style="list-style-type: none"> referral to DP/parent contact/SEAL referral to DP/parent contact/GO referral to DP/parent contact/SEAL referral to DP/parent contact/SEAL referral to DP/parent contact/SEAL
	Theft	<ul style="list-style-type: none"> minor stealing taking without asking 	<ul style="list-style-type: none"> return of stolen object/apology rule reminder/return of object 	<ul style="list-style-type: none"> theft 	<ul style="list-style-type: none"> referral to DP

	Exclusion	<ul style="list-style-type: none"> not playing fairly 	<ul style="list-style-type: none"> rule reminder/appoint new leader 	<ul style="list-style-type: none"> blatant exclusion of students 	<ul style="list-style-type: none"> referral to DP/parent contact
	Electronic devices	<ul style="list-style-type: none"> failure to hand mobile phone to Office for safe keeping unauthorised use of mobile phone 	<ul style="list-style-type: none"> confiscation – phone sent to Office confiscation/parent contact 	<ul style="list-style-type: none"> use of electronic device or social networking site to send inappropriate messages/bully 	<ul style="list-style-type: none"> referral to DP/parent/police contact/possible suspension
	Property	<ul style="list-style-type: none"> minor damage to property e.g. writing name on desk lack of care for the environment 	<ul style="list-style-type: none"> fix damage caused in own time restitution/community service 	<ul style="list-style-type: none"> vandalism and wilful destruction of school property 	<ul style="list-style-type: none"> referral to DP/parent contact/restitution/possible suspension
Active	Participation	<ul style="list-style-type: none"> refusal to participate refusal to go to specialist lesson refusal to leave the room at breaks disengagement 	<ul style="list-style-type: none"> repetition of request/take-up time repetition of request/take-up time repetition of request/take-up time 	<ul style="list-style-type: none"> blatant and repeated refusal to participate 	<ul style="list-style-type: none"> referral to DP/parent contact
Learner	Being in the right place	<ul style="list-style-type: none"> not being punctual (late after breaks) not in the right place at the right time repeatedly late for school/classes 	<ul style="list-style-type: none"> reminder of bell times/catch-up work in own time reminder of where to be parent contact 	<ul style="list-style-type: none"> truancy during classes leaving class without permission hiding from class teacher 	<ul style="list-style-type: none"> referral to DP/parent contact/SEAL referral to DP/parent contact/SEAL referral to DP/parent contact/SEAL
	Disrupting	<ul style="list-style-type: none"> incessant calling out incessant talking 	<ul style="list-style-type: none"> revised seating plan/buddy class revised seating plan/buddy class 	<ul style="list-style-type: none"> major disruption 	<ul style="list-style-type: none"> referral to DP/parent contact/SEAL
	Following instructions	<ul style="list-style-type: none"> low intensity failure to respond to adult request non-compliance uncooperative behaviour 	<ul style="list-style-type: none"> redirection rule reminder/buddy class rule reminder/buddy class 	<ul style="list-style-type: none"> major defiance 	<ul style="list-style-type: none"> referral to DP/parent contact/SEAL
	Class tasks	<ul style="list-style-type: none"> work refusal failure to complete set tasks that are ability appropriate accessing electronic device or websites during lesson without permission failure to charge iPad 	<ul style="list-style-type: none"> repeat request/take-up time/buddy class complete task in own time/movement to buddy class rule reminder/buddy class rule reminder 	<ul style="list-style-type: none"> cheating on assessments defacing another student's work 	<ul style="list-style-type: none"> referral to DP/parent contact/SEAL referral to DP/parent contact/SEAL
	Homework	<ul style="list-style-type: none"> failure to complete homework defaced homework repeated failure to complete/submit homework 	<ul style="list-style-type: none"> complete unfinished work in own time/contact parent if recurring redo the set homework task in own time parent contact 		
*NB Referral could lead to disciplinary absence of recommendations to seek external or other agencies					

School Code of Conduct Flowchart



Frequent, Short Term and Long Term Rewards

Reward	In the Classroom	In the Playground	In Specialist Lessons
Free and Frequent	<ul style="list-style-type: none"> ➤ verbals - praise ➤ non-verbals – smile, nod, thumbs up ➤ points ➤ free time ➤ extension activity ➤ seat placement – next to a friend ➤ leader for the day ➤ positive behaviour entry in OneSchool ➤ visit to DP or Principal 	<ul style="list-style-type: none"> ➤ verbals - praise ➤ non-verbals – smile, nod, thumbs up ➤ time with teacher 	<ul style="list-style-type: none"> ➤ verbals - praise ➤ non-verbals – smile, nod, thumbs up ➤ selected as class leader ➤ first to have a turn
Short Term	<ul style="list-style-type: none"> ➤ stickers ➤ movement of name on the class ladder ➤ movement of name on the class target or equivalent ➤ Deputy Principal/Principal sticker 		<ul style="list-style-type: none"> ➤ Movement of class on target or equivalent ➤ Class-wide incentive
Long Term	<ul style="list-style-type: none"> ➤ Student of the Month recognition on parade and certificate ➤ Student of the Month trophy 		<ul style="list-style-type: none"> ➤ Class-wide incentive

Differentiated Teaching

Additional Differentiated Strategies applied at Sunnybank Hills State School include:

- Pre-correction
- Non-verbal cues
- Corrective feedback
- Explicit behavioural instructions
- Proximity control
- Tactical ignoring of inappropriate behaviour
- Class-wide incentives
- Reminder of class goals
- Low voice and tone for individual instructions
- Prompt student to take break time or time away from the class
- Model appropriate language, problem solving and verbalise thinking

Focused Teaching

Some students 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 during 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 about 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, which could include HOSES, EAL/D, LS and the GO, work collaboratively with class teachers at Sunnybank Hills State School to provide focused teaching episodes. Focused teaching is aligned to the PBL Expectations Matrix. Students are monitored to identify those who:

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

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

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

Intensive Teaching

Research shows that even in an effective, well-functioning school there will always be a small percentage of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or 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 in consultation with the student's family.

The school leadership team works in consultation with Student Services to address persistent or ongoing serious problem behaviour. This may include:

- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

Legislative Delegations

Legislation

In this section of the Sunnybank Hills 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, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy principals.

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

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

School Policies

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

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Sunnybank Hills 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)
- 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).

Responsibilities

State school staff at Sunnybank Hills State School:

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

Parents of students at Sunnybank Hills 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 Sunnybank Hills State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Sunnybank Hills 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 Sunnybank Hills 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

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

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

It is expected that students hand their mobile phone in at the office at the start of the day. iPads are used under the direction of the teacher in class time.

It is **unacceptable** for students at Sunnybank Hills State School to:

- use a mobile phone or other devices in an unlawful manner
- 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
- damage computers, printers or network equipment
- 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
- 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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Sunnybank Hills State School Student Code of Conduct. In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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

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

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders.

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.
- Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

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

Sunnybank Hills State School - Bullying Process

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

Step 1

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

Step 2

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

Step 3

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

Step 4

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

Step 5

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

Step 6

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

Step 7

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

Cyberbullying

Cyberbullying is treated at Sunnybank Hills State School 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher. There is also a dedicated Deputy Principal for each sector of the school who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Sunnybank Hills State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

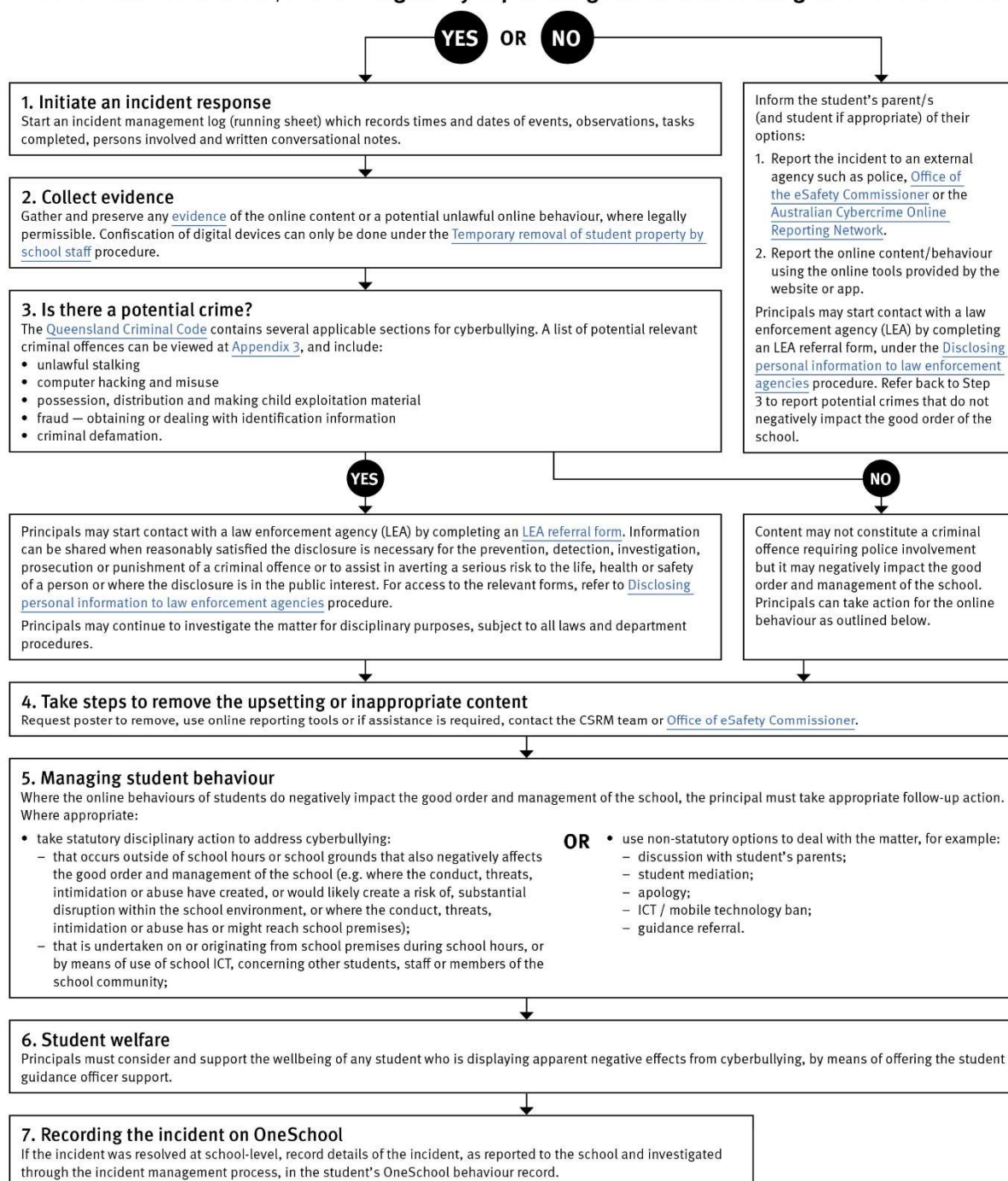
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

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

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

Appropriate use of social media

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

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school,

hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Critical Incidents

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

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

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

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

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

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](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

2. Internal review: [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local

[regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

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

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).