



Cleveland State School

# Student Code of Conduct

2021-2024

## *Every student succeeding*

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

Queensland Department of Education  
State Schools Strategy 2020-2024

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## Purpose

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

The Cleveland 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.



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Contact Person: Mark Ionn

## Endorsement

Principal Name: Mark Ionn

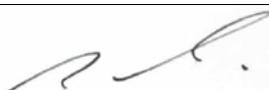
Principal Signature:



Date: 21/01/2021

School Council Chair Name: Malcolm Lack

School Council Chair Signature:



Date: 23/02/2021

## Principal's Foreword

Cleveland State School has a long and proud tradition of providing high quality education to students from across bayside in South East Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Cleveland State School has four main values:

- **Learning**
- **High Expectations**
- **Relationships**
- **Respect; Inclusive; Positive**

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.

Cleveland 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 this Cleveland State School Student Code of Conduct together over the last six months. 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 expectations.

**Mark Ionn**  
**Principal**

## Whole School Approach to Discipline

The Cleveland State School community supports and upholds the following values and beliefs:

- Students and staff have the right to learn and work in a safe and supportive environment free from unacceptable disruption, harassment and bullying.
- Students, staff and community members have the right to expect that interactions between community members are courteous and respectful.
- The rights of an individual should not be satisfied at the expense of the rights of the majority.
- Each individual is responsible for the choices they make.

At Cleveland State School, students are actively encouraged to be the “boss of themselves”. This language is familiar across all areas of the school community with a high proportion of parents responding to survey questions identifying with it and students being able to describe what it means.

Being the boss of yourself is about controlling yourself, not someone else. It is about thinking if something is the right thing to do before you do it.

Year 6 Student, 2018

There are community expectations to guide and assist our learners. At Cleveland State School:

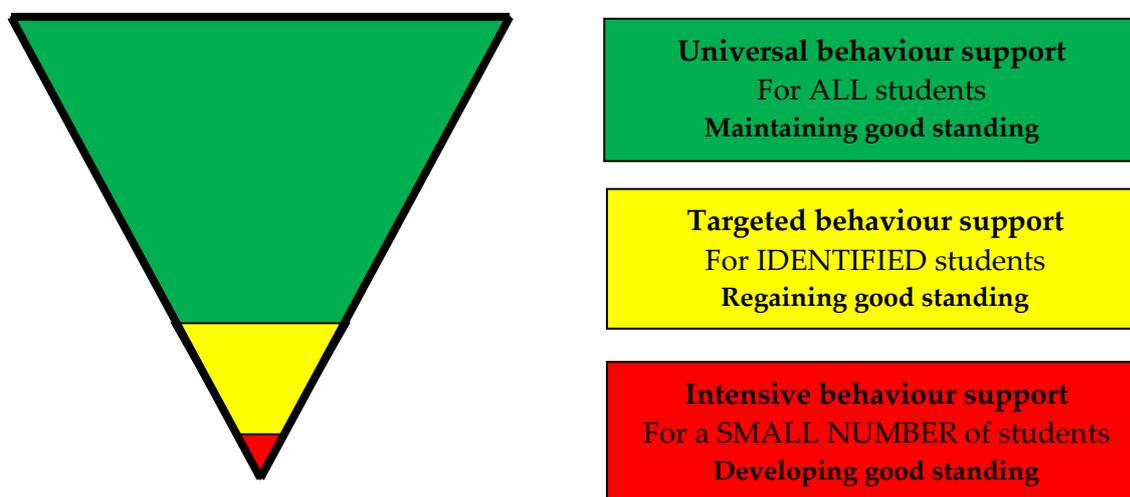
- We use respectful words and safe actions
- We follow instructions first time every time
- We make sure that we are in the right place at the right time

Firm foundations for learning are established through deliberate actions by staff to:

Teachers	By.....
Prepare for Learning...	<ul style="list-style-type: none"> <li>• Planning relevant, engaging curriculum</li> <li>• Establishing routines and expectations</li> </ul>
Build Relationships...	<ul style="list-style-type: none"> <li>• Taking a personal interest</li> <li>• Being respectful</li> <li>• Involving parents</li> <li>• Meeting student needs</li> </ul>
Use powerful language...	<ul style="list-style-type: none"> <li>• Using the language of 'belonging'</li> <li>• Using the language of 'choice'</li> <li>• Using the language of 'learning'</li> <li>• Using the language of 'responsibility'</li> <li>• Having clear expectations</li> <li>• Using an appropriate tone of voice</li> </ul>

Respond with purpose...	<ul style="list-style-type: none"> <li>• Using appropriate body language</li> <li>• Recognising acceptable behaviour</li> <li>• 'Exiting' students from class who persist with negative behaviours</li> <li>• Respond in a timely manner</li> <li>• Notifying parents</li> <li>• Following up</li> <li>• Being consistent</li> <li>• Encouraging students to be the 'boss of themselves'</li> </ul>
Foster reconciliation...	<ul style="list-style-type: none"> <li>• Helping students to 'make good'</li> <li>• Taking advantage of teachable moments</li> </ul>

The majority of students at Cleveland State School actively build and demonstrate good standing across all school settings. A minority of students have need for occasional, additional support to regain or maintain their good standing. Some individual students need intensive support to develop good standing.

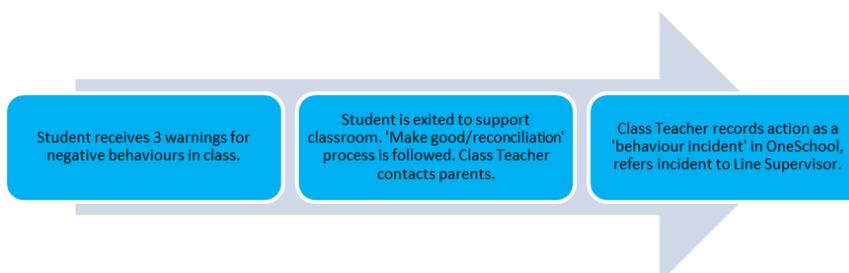


## Differentiated and Explicit Teaching

At Cleveland State School we believe it is important to directly model, teach and celebrate high standards of behaviour. Universal behaviour supports for all students include:

### Classroom Plans

All classes at Cleveland State School use a warning system to help students monitor their own behaviours and to establish clear boundaries with regard to ongoing behaviours that disrupt learning. Classes are asked to follow the following process:



### Expected/Unexpected Behaviours

Explicit PowerPoints, targeting different aspects of stated behaviour expectations, are developed and distributed across the school. Lessons explore aspects such as what each behaviour expectation means, what it looks like in context, what it doesn't look like, why it is important etc. PowerPoints are shared and revisited with students at assemblies, during before school routines, in classrooms and as individual circumstances require. The language of 'expected' and 'unexpected' behaviours is widely used across different school settings.

	<b>Expected Behaviours</b>	<b>Unexpected Behaviours</b>
<b>Learning Environments</b>	Paying attention Listening Trying your best Asking questions Goal setting Persisting Participating Allowing others to learn	Calling out Disrupting others Lack of attention Not 'having a go' Not following teacher instructions
<b>All Environments</b>	Building 'good standing' Show consideration for others Following instructions Respectful communication Using manners Talking in sentences Practising positivity Fair play Right place, right time	Use of unacceptable language Poor manners Hands-on Unsafe actions Wrong place, wrong time

### Behaviour Tours

Students are taken on a 'tour' of school areas outside the classroom. (Pool, Hall, Library, Eating Areas, Toilets etc.) Expectations around behaviour in each of these areas is explicitly taught and modelled for students during the 'tour'. This strategy is particularly relevant at the start of the school year.

### Spotlight on Learning Awards

Class Teacher identifies student(s) who have achieved targeted learning goals. These students are named and recognised during weekly assemblies. Certificates are given that detail the positive achievement being reinforced.

### Star Awards

A Star Gazing Assembly is held at the end of each term. Each Classroom Teacher nominates a maximum of 2 students to receive a Star Award at this assembly. Recipients of the Star Award are celebrated as 'behaviour stars' with their positive behaviour described as an example to other students.

### Annual Awards

A comprehensive annual award program is conducted at Cleveland State School. The efforts of students from Year 3 – Year 6 are formally recognised through the awarding of class, year level and school awards that target Citizenship, Endeavour, Academic success, Sport, Cultural, Language and Musical achievement.

## Focused Teaching

Each year a minority of students are identified through data and monitoring processes as needing targeted behaviour support. Identified students need help to regain their good standing within the community.

A number of processes and programs are used to support these students, including:

### Yanggabara

In the local indigenous language, 'Yanggabara' means 'safe place'. It exists as a support venue for students and families. The school's Guidance Officer and Chaplain work together to provide a wraparound service for members of the school community.

### Cottage

The Cottage is the identified location within the school where support for verified students is centred.

### Supported Play

The Cottage and Yanggabara provide opportunities for identified students to participate in supervised playtime activities. Explicit teaching and opportunities for supported play allow identified students to develop social skills and interact with peers in a safe environment.

### Zones of Regulation

A program that facilitates explicit teaching of skills and concepts relating to self-regulation.

### Kids Hope

Trained volunteers from local churches mentor identified students through the Kids Hope program. Caring relationships with mentors have a significant impact on children because they help to meet their emotional and social development needs and enhance their capacity to learn.

## Intensive Teaching

Individual students may be considered to be "seriously at risk" of significant educational underachievement because behaviour choices are impacting negatively on classroom learning. Students and staff have the right to learn and work in a safe and supportive environment free from unacceptable disruption, harassment and bullying. Students whose behaviour patterns place them at risk are referred to the school's Student Support Team. Each referral is considered on an individual basis and the team seeks to identify the best support pathway. These support pathways may include:

- School based Guidance Officer
- Regional Behaviour Support Services including Alternative Education Programs and Senior Guidance Officer services
- External Professional Support Agencies (e.g. paediatrician, counselling services, CYMHS – Child Youth and Mental Health Services)

An Individual Behaviour Support Plan (IBSP) is developed for each student deemed to be in need of intensive behaviour support.

## Consideration of Individual Circumstances

Cleveland State School considers the individual circumstances of students when applying supports or consequences by:

- Promoting a learning environment which is responsive to the diverse needs of its students
- Recognising and considering a student's age, gender, disability, cultural background, socioeconomic situation and their emotional state

- Establishing procedures for applying fair, equitable and non-violent consequences ranging from the least intrusive sanctions to the most stringent
- Recognising the rights of all students to:
  - Express opinions in an appropriate manner at the appropriate time
  - Work and learn in a safe environment
  - Learn from their mistakes
  - Receive adjustments appropriate to support their learning

These considerations mean that not all students will be treated the same. 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.

Staff are obliged by law to respect and protect the privacy of individual students. We will not disclose or discuss information about individual students with anyone other than the student's legal guardians or those legally entitled to information (e.g. Queensland Police, Department of Child Safety).

## Student Wellbeing and Support Network

Cleveland State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer, chaplain or a member of the learning enhancement team 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 as well as the teacher and family can have on students' academic and social outcomes. They aim to address any barriers to learning and wellbeing in a timely and collaborative manner.

### **Student Support Network**

Students at Cleveland State School are supported through positive reinforcement and a system of universal, targeted, and intensive supports from a range of sources including:

**Parents**  
**Principal**  
**Guidance Officer**  
**Chaplain**  
**Indigenous Education Officer**  
**Head of Curriculum Department**  
**Head of Inclusive Learning**  
**Support Teacher/s in Literacy and Numeracy**  
**Student Wellbeing Co-ordinator**

**Class Teachers**  
**Teacher Aides**  
**Administration Staff**  
**Student Council**

Support is also available through the following government and community agencies:

- **Disability Services Queensland**
- **Yulu-Burri-Ba**
- **Family and Child Connect**
- **Child and Youth Mental Health**
- **Queensland Health**
- **Department of Communities (Child Safety Services)**
- **Police**
- **Local Council**

# Legislative Delegations

## Legislation

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

## Delegations

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.

A copy of the Instrument of Authorisation (Chapter 12, Part 3 of Education (General Provisions) Act 2006) from the Principal to the persons who are from time to time the holders of the position of Deputy Principal at this school is included in Appendix 2.

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

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

[Education \(General Provisions\) Act 2006 Minister's delegations](#)

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

[Education \(General Provisions\) Regulation 2006 Minister's delegations](#)

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

# Disciplinary Consequences

When unacceptable behaviour choices are made by students, students experience predictable consequences. These consequences may be applied in response to unacceptable behaviour during school hours on school grounds, on school excursions, when students are representing the school, during travel to and from school, at all times students are in school uniform and/or when the behaviour impacts or reflects poorly on the reputation of members of staff or the school itself, including situations involving the use of social media.

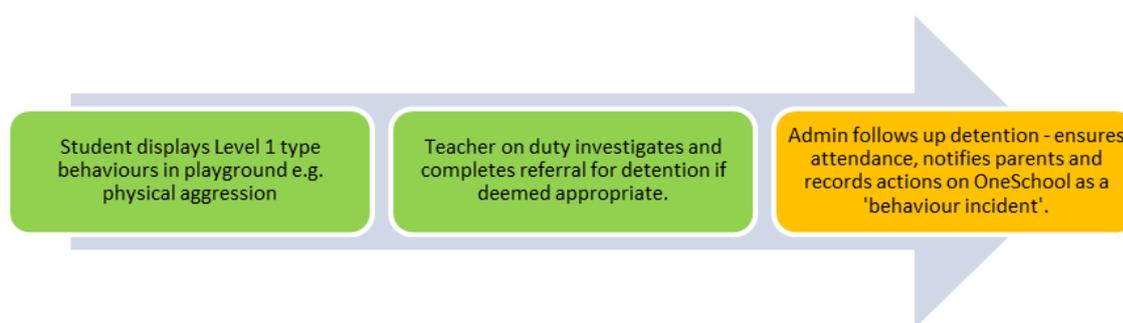
Behaviour descriptions, examples and possible consequences are outlined in the table below:

	<b>Minor</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Severe</b>
<b>Behaviours that:</b>	<ul style="list-style-type: none"> <li>• Are not part of a pattern of unacceptable behaviour</li> <li>• Are able to be handled by members of staff at the time the behaviour occurs</li> <li>• Are best addressed through redirection, a logical consequence or a teachable moment</li> </ul>	<ul style="list-style-type: none"> <li>• Violate the rights of others</li> <li>• Put others at risk of harm</li> <li>• Show disregard for school expectations</li> <li>• Are beginning to demonstrate a pattern of unacceptable behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Violate the rights of others</li> <li>• Cause harm to others</li> <li>• Show repeated disregard for school expectations</li> <li>• Are part of a behaviour pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Significantly violate the rights of others</li> <li>• Are illegal or immoral</li> <li>• Demonstrate a persistent or blatant disregard for school expectations</li> </ul>
<b>May look like:</b>	<ul style="list-style-type: none"> <li>• Unkind words/language/gestures</li> <li>• Non-threatening physical interactions (e.g. play fighting)</li> <li>• Disruptions to learning</li> <li>• Out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted use of mean words/language/gestures</li> <li>• Physical aggression where injury may occur</li> <li>• Non-compliance</li> <li>• Ongoing minor behaviours</li> <li>• Property damage</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted use of abusive words/language/gestures</li> <li>• Instances of bullying</li> <li>• High level physical aggression</li> <li>• Repeated Minor or Level 1 type behaviours</li> <li>• Use of technology likely to have a negative impact on other students</li> </ul>	<ul style="list-style-type: none"> <li>• Use/possession/distribution of illegal drugs/alcohol/tobacco</li> <li>• Possession of a dangerous weapon</li> <li>• Blatant repetition of lower level behaviours</li> <li>• Use of technology likely to have a negative impact on staff or school reputation</li> </ul>
<b>May receive consequences like:</b>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Time out</li> <li>• Community service</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Listed minor consequences</li> <li>• Time in office</li> <li>• Exit from class</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Listed Level 1 consequences</li> <li>• After school detention</li> </ul>	<ul style="list-style-type: none"> <li>• Parent contact</li> <li>• Listed Level 2 consequences</li> <li>• Use of SDAs – School</li> </ul>

	<ul style="list-style-type: none"> <li>• Restricted playground access</li> </ul>	<ul style="list-style-type: none"> <li>• Playtime detention</li> <li>• Temporary removal of property</li> </ul>	<ul style="list-style-type: none"> <li>• In school suspension</li> <li>• Discipline improvement plan</li> <li>• Loss of opportunity to represent</li> </ul>	Disciplinary Absences
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### On My Watch

Each member of staff is seen as the ‘first responder’ to unexpected behaviours that occur on ‘their watch’. In practice this means that staff have the responsibility of developing an accurate understanding of each behaviour incident that occurs while they are on duty, and responding as appropriate to Minor and Level 1 behaviours. If detention is deemed appropriate, the following process is followed:



### Code of Conduct

Students who are selected to represent Cleveland State School may be asked to sign a Code of Conduct agreement. This agreement outlines clear expectations with regard to student behaviour leading up to and during representative opportunities. Students who do not meet the agreed expectations may lose their opportunity to represent.

Descriptions of Consequences	
Time out	The Principal or representative may use time out as a strategy to assist a student to manage his or her own behaviour and/or to assist the student to calm down. Time out may take place in the student’s own classroom, at the office or in another location relevant to the activity being carried out. The student is supervised during time out, they may be asked to complete a reflection sheet, and they are given an opportunity to re-join the class.
Exit from class	The Principal or representative may ‘exit’ a student from class if the student persists in disrupting learning. ‘Exiting’ involves the student being sent to a ‘buddy’ classroom where they are supervised and asked to complete assigned tasks. The student has to ‘make good’ before returning to class. ‘Making good’ typically involves an apology and an undertaking to make up for lost learning time and/or to modify behaviour. Parents are notified as a matter of routine if a student is exited from class.
Restricted playground access	The Principal or representative may decide to place restrictions on an individual’s playground access. These restrictions can describe places or times individual students should or shouldn’t be in the playground.

Community service	The Principal or representative may ask a student to be of service to the school community as a consequence for unacceptable behaviour.
Playtime detention	The Principal or representative may detain a student during a break as a consequence for unacceptable behaviour. Parents are notified as a matter of routine if a student receives a playtime detention.
After school detention	The Principal or representative may detain a student after school for up to 30 minutes as a consequence for unacceptable behaviour. Parents must be informed prior to the student receiving the after school detention.
Loss of opportunity to represent	A school-based consequence. The Principal or representative may decide that a student will not be able to take part in representative activities as a consequence for unacceptable behaviour. Students without 'good standing' will not be able to represent.
Temporary removal of property	The Principal or representative has the authority to temporarily remove property from a student as per DoE policy document
In-school suspension	A school-based consequence. The Principal or representative may decide that a student should attend school but complete set work separate from their class group. Students typically spend their time while on an in-school suspension working in the office area.
Discipline improvement plan	A discipline improvement plan is a written agreement that sets out the expectations for behaviour, the consequences for inappropriate behaviour, the strategies that will be used and the support that will be provided by the school to promote positive behaviour. The discipline improvement plan is the school's way of giving the student another chance and trying to support the student to change his/her behaviour so that the student and others in the class can learn.
There is a range of School Disciplinary Absences (SDAs) that can be employed in response to severe instances of unacceptable behaviour. The Education & General Provisions Act 2006 (EGPA) states the following in relation to SDAs:	
Suspension	A Principal may suspend a student from the school under the following circumstances: <ul style="list-style-type: none"> <li>a) Disobedience by the student</li> <li>b) Misconduct by the student</li> <li>c) Other conduct that is prejudicial to the good order and management of the school</li> </ul>
Recommendation for exclusion	A Principal may recommend exclusion of a student from the school or certain State schools under the following circumstances: <ul style="list-style-type: none"> <li>a) Disobedience by the student</li> <li>b) Misconduct by the student</li> <li>c) Other conduct that is prejudicial to the good order and management of the school</li> </ul> <p>If the student's disobedience, misconduct or other conduct is so serious that suspension is inadequate to deal with the behaviour</p>

### School Disciplinary Absences

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

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

## School Policies

Cleveland State School applies Department of Education 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 student
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The Temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school Principals and school staff when temporarily removing student property. Please see [Temporary removal of student property by school staff procedure](#) for more information.

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 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 and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives)
- 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).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

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

## RESPONSIBILITIES

### State school staff (including staff at our school):

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

### Parents of Cleveland State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to this 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 school staff that the property is available for collection.

Students of Cleveland 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 this 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 school staff it is available for collection.

## Use of mobile phones and other devices by students

### Mobile Phones

Students are discouraged from bringing mobile phones to school. Should phones be necessary for before or after school activities, students must hand phones into the office on arrival at school and collect them on departure. At NO time should students have mobile phones in their possession during school hours.

### Smart Watches

Once at school, any function of a smart watch other than telling the time must be switched off. Students must not be connected to any 4G/5G network or messaging Apps whilst on the school grounds.

### Recording Voices and Images

At no time should a personal technology device be used to record voices or images at Cleveland State School unless such an action is part of an approved and supervised school activity. This includes smart watches.

Recordings must never be made anywhere that recording would not reasonably be considered appropriate (e.g. change rooms, toilets)

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

At NO time should any recordings made at school be uploaded to personal social media platforms. Recording done outside of school activity that includes names of students or staff will be considered in the next section and may be considered through the Student code of Conduct in terms of consequences.

### Social Media/Text Communication/Cyberbullying

Parents are reminded that most social media platforms have age restrictions that are detailed on sign up and would exclude the majority of primary school users.

At times, students use social media platforms or text communication to inappropriately harass, belittle or bully other students. Such actions often have repercussions at school. If the school becomes aware that students are using social media platforms or text communication to inappropriately target other students, then the following actions may be taken:

- Parents of all parties involved may be contacted and advised regarding student actions.
- Consequences may be imposed in line with the Student Code of Conduct



- Information may be forwarded to the police if appropriate.

### Confiscation

Personal technology devices used contrary to statements made under 'The Use of Personal Technology Devices' may be confiscated by school staff and arrangements made for their collection by a parent.

### Reputation of Staff and School

Any use of personal technology devices, social media platforms or text communication that has the potential to damage the reputation of staff or the school will be subject to disciplinary action by the school. Consequences may include suspension or recommendation for exclusion.

### Illegal use of Personal Technology Devices

Recording or sharing of images that are considered indecent (such as nudity or sexual acts involving minors) is against the law and if detected by the school will result in a referral to the Queensland Police

## Preventing and responding to bullying

### **Bullying**

There is no place for bullying at Cleveland State School.

Bullying is a widely used term with many perceived meanings. A shared understanding of bullying is the starting point for effectively preventing and responding to bullying.

Cleveland State School uses the 'National Definition' of bullying and non-bullying behaviours from the *Bullying. No Way!* website.

Bullying is an ongoing misuse of power in relationships through **repeated** verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

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

Other behaviours that do not constitute bullying include:

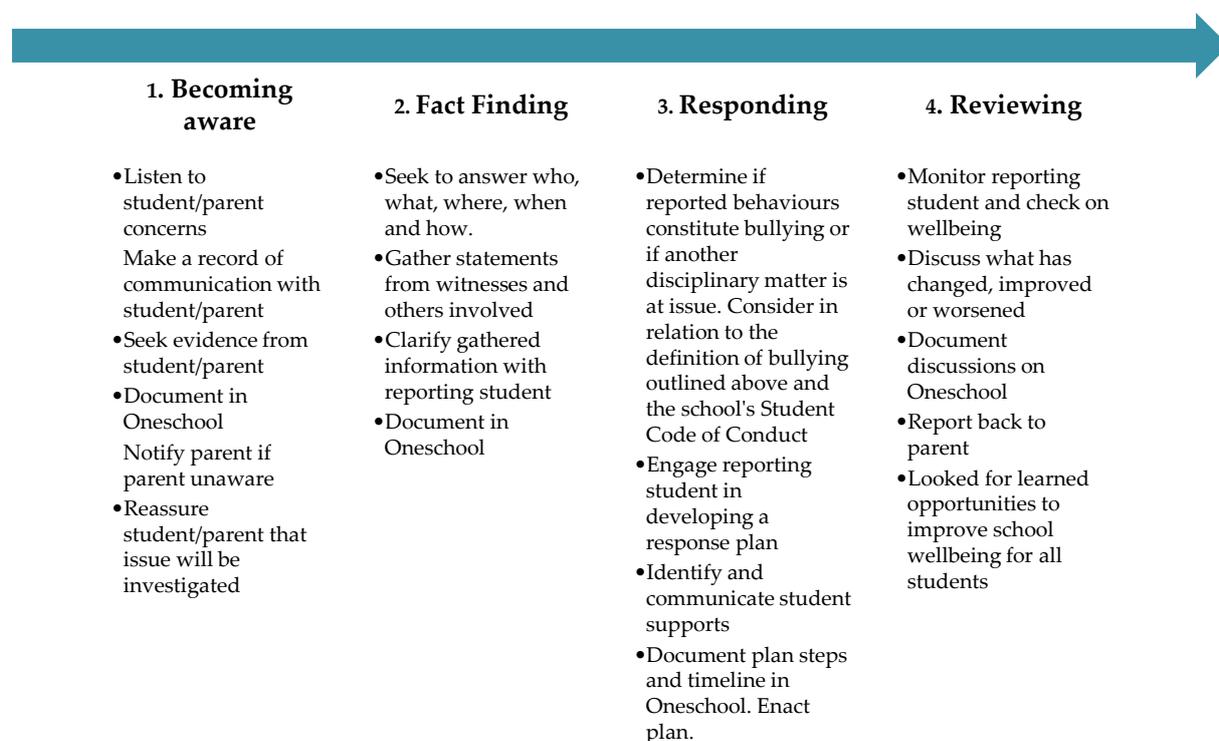
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

*Reference: <https://bullyingnoway.gov.au/WhatIsBullying/DefinitionOfBullying>*

The school undertakes:

- To develop a community understanding of bullying through enrolment interviews, newsletter articles, class work and assembly items.
- To schedule cybersafety programs for upper school classes
- To investigate reported instances of behaviour believed to be examples of bullying (see response flowchart).
- Respond to students whose behaviour is believed to encourage bullying actions, e.g. laughing, watching etc, in an appropriate manner in line with the school's Student Code of Conduct. Passive bystanders may be considered to be encouraging bullying behaviours.
- To offer support to students who are bullied, as well as to those students who bully.

## Response flowchart



# Appropriate use of social media

## How to manage online incidents that impact your school

### Student protection

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

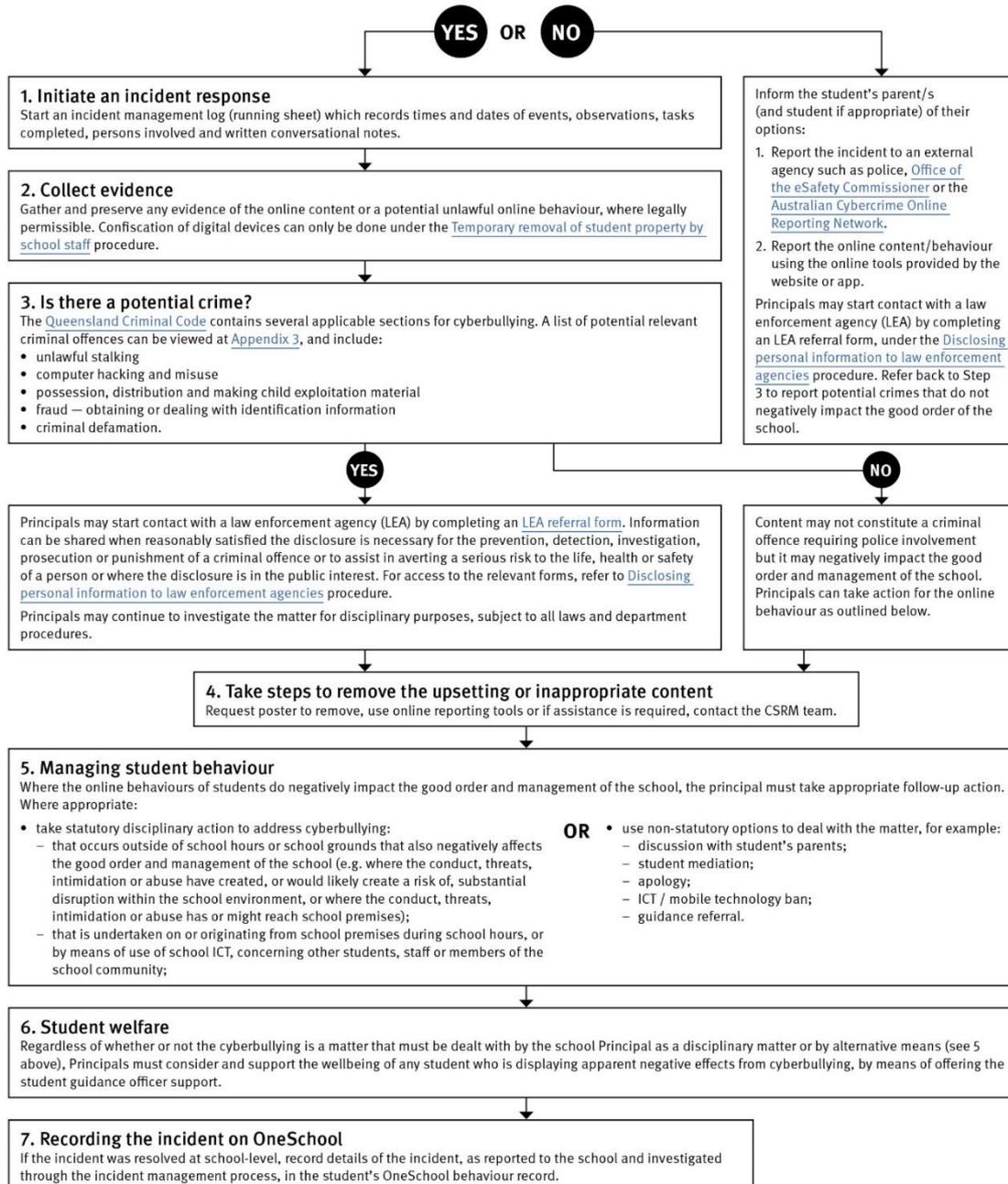
### Explicit images

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

### Help

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

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



# Restrictive Practices

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

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

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

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

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

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

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

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

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies that seriously endanger students 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).

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

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

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

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with student wellbeing, behaviour and learning.

*This may include reference to:*

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- 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](#)

## Conclusion

Cleveland State School staff are committed to ensuring that every child is supported to feel safe, welcomed and valued in our school. We expect families to build productive relationships with the school over time. There may, however, be occasions when parents need to raise a concern or make a complaint about an issue you feel has adversely affected their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

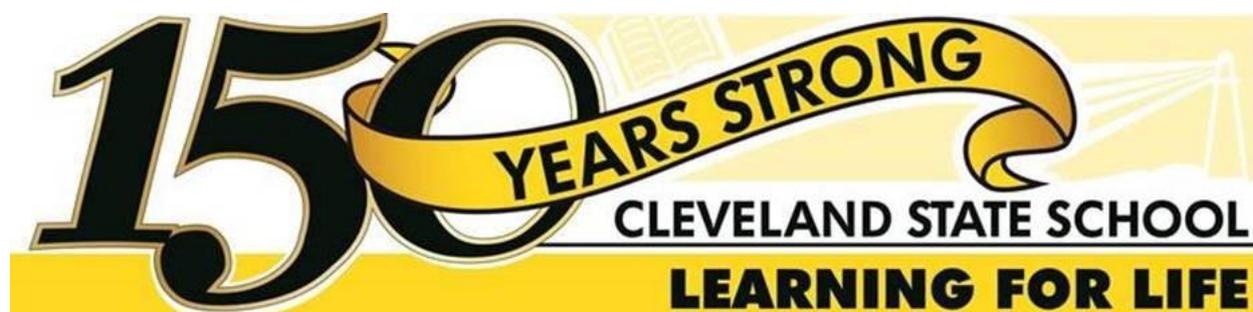
1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint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

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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [Regional Office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://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](#).





Department of Education

Cleveland State School

**Instrument of Authorisation**

**Requirement to tell a student about a suspension under Chapter 12,  
Part 3, Division 2 of the *Education (General Provisions) Act 2006*  
(‘EGPA’)**

I, Mark A Ionn, Principal of (Cleveland State School), **authorise** the persons who are from time to time the holders of the position of Deputy Principal at this school to tell a student on my behalf of my decision to suspend the student under section 281 of the EGPA.

A Deputy Principal who tells a student of my decision to suspend that student, acts in my name.

The effect of this authorisation is that a suspension of a student under section 281 of the EGPA will start when a Deputy Principal, tells the student about my decision, as per section 283(2) of the EGPA.

A handwritten signature in black ink, appearing to read 'Mark A Ionn', is written over a horizontal line.

Mark A Ionn

Cleveland State School

QUEENSLAND DEPARTMENT OF EDUCATION

DATE 21/1/21



Department of Education

Cleveland State School

**Instrument of Authorisation**

**Requirement to tell a student about a suspension and exclusion under Chapter 12, Part 3, Division 3 of the *Education (General Provisions) Act 2006* ('EGPA')**

I, Mark A Ionn, Principal of Cleveland State School, **authorise** the persons who are from time to time the holders of the position of Deputy Principal, at this school to tell a student on my behalf of my decision to suspend the student under section 293 of the EGPA.

I further authorise the persons who are the holder of the position of Deputy Principal to tell a student on my behalf of my decision not to exclude that student under section 295(2)(a) of the EGPA. This authorisation includes telling the student that their suspension under section 293 has ended and the student may resume attendance at the school.

A Deputy Principal, who tells a student of my decision to suspend that student and/or my decision about their exclusion, acts in my name.

The effect of this authorisation is as follows:

- a suspension of a student under section 293 of the EGPA will start when a Deputy Principal tells the student about my decision, as per section 293(3) of the EGPA;
- when a Deputy Principal tells a student about my decision not to exclude the student, and that the student's suspension has ended, and the student may resume attendance at the school, the student has been told in satisfaction of section 295(2)(a) of the EGPA.

A handwritten signature in black ink, appearing to read 'Mark A Ionn', is written over a horizontal line.

Mark A Ionn  
Cleveland State School

QUEENSLAND DEPARTMENT OF EDUCATION

DATE 21/1/21