



Cleveland State School

Student Code of Conduct

2025-2029

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Endorsement

Principal Name: Rob McCullough

Principal Signature:

Date: 20/05/2025

School Council
Chair Name:

Cathy Dwyer

School Council
Chair Signature:

Date: 20/05/2025

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Purpose

Cleveland State School is committed to providing a safe, respectful and disciplined learning environment for students and staff underpinned by our values: Kind, Safe and Learner. In this environment, we are able to enact our school's purpose and mission.

At Cleveland State School, we believe every individual has the right to work and learn in a safe and supportive environment. Our Student Engagement Plan provides a whole school approach to student acknowledgement and engagement and aligns with our systems' mission of:

‘Working together to ensure every day, in every classroom, every student is succeeding’.

We have developed positive, preventative, proactive systems to explicitly teach and support appropriate engagement and create positive environments for all school members. Students are acknowledged for following the school expectations of:

KIND

SAFE

LEARNER

Our school motto of ‘**Learning for Life**’ is underpinned by these expectations.

This Student Code of Conduct supports our school values. It is through the facilitation of high standards of engagement that the learning and teaching in our school can be effective and the true potential of our school community can be realised.

Student Engagement Plan (SEP)

“Our school’s Student Engagement Plan focuses on creating a safe and supportive learning environment where kindness, safety, and learning thrive. We use restorative practices to address behaviour and promote personal growth, responsibility, and respectful relationships.”

Key Points:

1. Restorative Approach Over Punishment:

- Instead of focusing on blame or punishment, we prioritise helping students learn from their mistakes and repair relationships.
- This approach builds empathy and ensures your child feels supported while being held accountable.

2. Collaborative Support:

- Teachers and leaders work together to guide students through reflective conversations about their behaviour.
- If harm occurs, students are given the opportunity to reflect and take action to make things right.

3. Proactive Measures:

- We focus on addressing small issues early, through positive language and guidance, to prevent bigger problems.
- Students are encouraged to regulate their emotions with the support of their teacher or leadership if needed.

4. Parent Roles:

- Parents are key partners in supporting positive behaviour. We’ll communicate with you regularly, whether to celebrate your child’s successes or to address challenges collaboratively.
- If significant incidents occur, parents may be included in restorative conferences to ensure a unified approach to resolving issues.

5. How We Support Students:

- All interactions aim to foster a sense of safety, fairness, and belonging. Even in cases of serious behaviour, students are guided back into the community through restorative processes that emphasise accountability and growth.

“Our goal is to ensure every student learns not only academically but also socially and emotionally. By focusing on harm and relationships, we’re helping students build the skills they need to thrive as responsible, empathetic members of the school and broader community.”

“The Student Engagement Plan is our approach to managing and improving student behaviour. It's grounded in restorative practices, which focus on repairing harm, building empathy, and fostering strong relationships. This ensures our school values—Kind, Safe, Learners—are consistently upheld.”

Key Points:

1. Restorative Practices as a Foundation:

- We address behaviour through *high expectations and high support*, ensuring students learn from mistakes.
- The focus is on harm and relationships rather than blame or punishment.

2. Continuum of Responses:

- *Affective Statements*: Brief emotional responses addressing low-level behaviour (e.g., “I feel upset when I see this happening because it disrupts learning”).
- *Affective Interactions*: Short, reflective conversations to guide behaviour (e.g., discussing what happened, its impact, and how to move forward).
- *Restorative Conferences*: For more significant incidents, we use structured discussions to repair harm and rebuild trust.

3. Proactive and Supportive Practices:

- Start with small, proactive measures like affective statements to de-escalate potential issues.
- Provide students with *time, space, and choice* to regulate themselves, co-regulate with support, or engage in restorative discussions after incidents.

4. Teacher-Leadership Partnership:

- Leadership is available to support you by facilitating restorative interactions or releasing you to repair relationships with students.

5. Involvement of Families:

- We actively include parents to share positive behaviours and partner with them when addressing challenges.

Practical Application:

- Follow restorative principles by asking key questions like, “*What happened?*” “*Who has been affected?*” and “*What can we do to repair the harm?*”
- Use class circles regularly to build a positive classroom culture, and lean on leadership support when situations escalate.

Student Engagement Plan

Kind · Safe · Learner



Restorative principles continuum – to elevate student behaviour, empathy and cooperation



We support each other to elevate student behaviour restoratively

- We consistently respond to all problems restoratively, through the lens of high expectations, high support and positive reinforcement.
- Teachers work up and down the continuum as needed.
- Teachers look to pro-actively address behaviour by starting with affective statements before behaviours escalate.
- Teachers are supported by the school leadership to embed restorative language practices.
- From time to time, teachers will need to provide students with time, space and a choice of options to support them to regulate or co-regulate. If required, students who return from time spent regulating inside or outside the classroom will need to engage in conversations focused on repairing harm.
- If time in the office is required, all students will be exposed to affective interactions facilitated by available the school leadership team.
- The school leadership team looks for ways to release teachers to repair the student-teacher relationship.
- We look for ways to include parents in both the positive and negative behaviour patterns of their children.
- We use restorative conferences to return our students from any suspension that might be required.
- Regular school referral processes apply where a student requires supports beyond what the classroom teacher has already tried and implemented.
- We embed the basic restorative tenets of focusing on HARM & RELATIONSHIPS in response to all conflict and tension, including bullying behaviours.

Restorative questions

P3, P3, F3 – Talk about the past, present and future – 3 minutes

For those who have done the wrong thing

- What happened?
- What harm has been done? Who was hurt?
- What can be done to repair the relationship?

For those who have been harmed

- What happened?
- How did this make you and others feel?
- What needs to happen to make things right?



Our Values

OUR VALUES	
WE ARE KIND	<p>At Cleveland, our students:</p> <p>Show SELF RESPECT by taking pride in the way they present themselves. They are self-disciplined. They wear the correct uniform every day.</p> <p>Show KINDNESS for others by being thoughtful, considerate, using manners and showing courtesy to all. They follow instructions the first time.</p> <p>Show KINDNESS for the school by making a positive contribution. They care for the school facilities and environment.</p> <p>Show KINDNESS for the community by accepting diversity, valuing connection and showing compassion.</p>
WE ARE SAFE	<p>At Cleveland, our students:</p> <p>Are HONEST and take responsibility for their behaviour.</p> <p>Are RELIABLE role models who are trustworthy and responsible. They choose to do the right thing in all situations. They act in a safe way. They report problems immediately.</p> <p>Act in an HONOURABLE way when faced with challenges and are able to problem solve in a calm manner.</p>
WE ARE LEARNERS	<p>At Cleveland, our learners:</p> <p>Are DETERMINED to give their best always, in every lesson, every day. Their mind and body are ready for positive engagement.</p> <p>They have the COURAGE to give everything a go and actively participate in all aspects of learning. They are grateful for the opportunities available to them.</p> <p>Show RESILIENCE and work collaboratively, using effective communication skills, when faced with learning challenges.</p> <p>Demonstrate BRAVERY when sharing their learning with others and seek constructive feedback on all tasks so they can improve.</p>

Consideration of Individual Circumstances

Staff at Cleveland State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

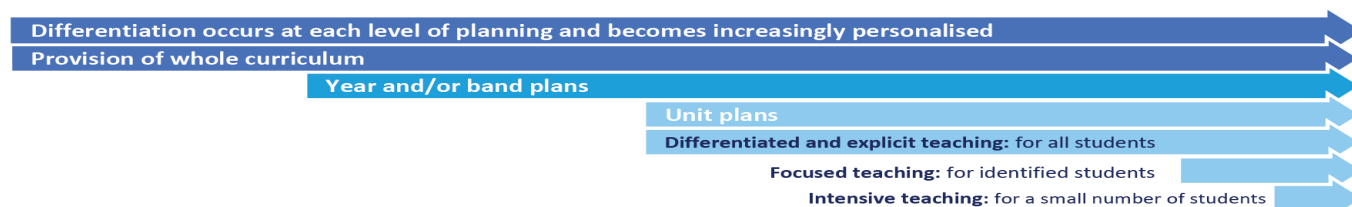
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Cleveland State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

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

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

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

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

Cleveland State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Rock'n'Water
- Drum Beat
- Seasons for Growth
- Lego Therapy

Intensive Teaching

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

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

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

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

Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

CLEVELAND STATE SCHOOL – SCHOOL WIDE UNIVERSAL EXPECTATIONS TEACHING MATRIX – ALL SCHOOL SETTINGS

Communicating the standards of behaviour that we expect staff and students to follow is the first step to establishing a culture of positive behaviour at Cleveland State School. By explicitly teaching these standards of behaviour, and through modelling and communicating the value of these standards, problem behaviours are in turn prevented, and a framework for responding to unacceptable behaviour is established. A school wide set of behavioural expectations in specific settings has been developed and linked to our three school expectations: Cleveland State School students are kind, safe and learners who show pride, integrity and perseverance in their learning. The Schoolwide Universal Expectations Teaching Matrix below outlines agreed rules and behavioural expectations of all students, staff and parents/carers across all learning settings.

@CLEVELAND STATE SCHOOL OUR STUDENTS ARE KIND, SAFE, LEARNERS				@CLEVELAND STATE SCHOOL OUR STAFF, PARENTS AND CARERS ARE KIND, SAFE, LEARNERS
	OURSELF	OTHERS	COMMUNITY	
We are KIND to self, others and community.	<ul style="list-style-type: none"> Follow instructions the first time. Follow schoolwide routines. Wear the school uniform correctly and with pride. Use manners and show courtesy and kindness to everyone. Keep our hands, feet, words and objects to ourselves. Are honest. 	<ul style="list-style-type: none"> Show consideration for others and their feelings. Respect others by using the High 5. React appropriately to the size of the problem and solve differences in a calm manner. Think and communicate in a positive manner about myself and others. Show gratitude to those who help us and provide us with opportunity. 	<ul style="list-style-type: none"> Care for the school environment and the facilities provided at school. Follow school protocols for parades and special events. Follow school protocols when using the tuckshop. Travel to and from school whilst wearing our school uniform. Contribute to positive working relationships within all areas of the school environment. Visit places and people in the community. Welcome visitors into our school. Put our rubbish in the correct bins (and recycle when we can). 	<ul style="list-style-type: none"> Maintain confidentiality about information relating to staff, children and families. Recognise people are different, do not judge others and are fair and equitable to everyone in the schooling community. Welcome and celebrate a diverse school community and recognise, celebrate and embrace significant social, cultural and historical events. Make appointments to speak with staff/parents/carers at an appropriate time. Speak kindly and model appropriate behaviour in a positive manner, across all contexts.
We are SAFE to self, others and community.	<ul style="list-style-type: none"> Are prepared, organised and punctual, ready to learn – in the right place at the right time. Keep our work space organised and neat and use classroom equipment safely. Move sensibly and safely through the school - Use stairways, balconies and learning spaces safely. Report problems immediately to appropriate staff member. Follow the school's ICT agreement. Accept the consequences of our actions. Are only in a learning space if there is an adult present. Use toilets and school facilities appropriately and hygienically and at the correct time. Are sun safe. 	<ul style="list-style-type: none"> Help others perform duties within our schooling community. Model appropriate behaviour to others. Think of others when we are moving around and playing in the school. Are responsible when using ICTs (looking after equipment, reporting cyber bullying to an adult). Play appropriate games fairly. 	<ul style="list-style-type: none"> Look after the environment within and surrounding our school community. Help members outside of our schooling community and represent our school with pride. Sit down when eating. Make responsible, safe choices on the way to and from school. Ask for help from people who can keep us safe. Wait in the correct area before and after school. 	<ul style="list-style-type: none"> Model safe and law-abiding behaviours before and after school by using the footpaths, crossings and car parks correctly. Ensure students attend school every day and notify the school promptly of any absences or changes in contact details. Reinforce the school expectations at school and home and teach appropriate ways of handling bullying, harassment or conflict with others. Approach staff/parents/carers in an appropriate manner when problem solving situations.
We are LEARNERS	<ul style="list-style-type: none"> Give our best always. Attend school every day. Have the correct equipment at school every day. Actively participate and focus on our learning (We ask questions and seek feedback to help our learning and learn from our mistakes). Work cooperatively and collaboratively. Do our job the first time. 	<ul style="list-style-type: none"> Leave a positive impact on the learning environment. Understand and respect individual differences and that everyone learns differently. 	<ul style="list-style-type: none"> Listen to and learn from information given by others in the community. 	<ul style="list-style-type: none"> Read the newsletter, notes and Facebook posts. Listen to and learn from information given by others in the community. Attend parade and community events to celebrate the students of Cleveland State School.

Determining the type of behaviour

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

- **Minor** behaviour incidents are handled by staff members at the time it happens.
- **Major** behaviour incidents are referred directly to the school Administration team – Principal or Deputy Principal.

Minor problem behaviours are those that are:

- minor breaches of the school expectations
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of inappropriate behaviours
- do not require involvement of specialist support staff or Administration.

Major behaviours are those that are:

- physically or verbally abusive
- unsafe
- significantly violate the rights of others

Staff use the table below to assist in identifying and provide consistency when determining the appropriate response:

ONE SCHOOL CATEGORY	MINOR DEFINITION TEACHER MANAGED	MAJOR DEFINITION OFFICE REFERRED AND MANAGED
Support and management	<ul style="list-style-type: none"> ▪ Are minor breaches of the school expectations Do not seriously harm others (or cause suspicion that the student may be harmed). ▪ Do not violate the rights of others in any serious way. ▪ Are not part of an ongoing pattern of inappropriate behaviours. 	<ul style="list-style-type: none"> ▪ Are major breaches of school expectations ▪ Puts others/self at risk or harm ▪ Significantly violates the rights of others ▪ May warrant removal from learning/play/school environment ▪ Requires immediate referral to school leadership team because of the seriousness.
Bullying/ Harassment	<ul style="list-style-type: none"> ▪ Staff effectively and consistently use the Essential Skills for Classroom Management to support children to redirect their behaviour. ▪ Staff member guides student through Behaviour Management/Consequence flow chart (using language prompts to scaffold). ▪ Record behaviour incident on one school according to school flow chart. Contact home if required/record contact. 	<ul style="list-style-type: none"> ▪ Staff member calmly reminds the student of their role/job in alignment with the school's expectations. ▪ Staff member contacts the school leadership team to escort the student to administration (or a red card is sent). ▪ Record behaviour incident on one school. ▪ Further support/intervention may be required/enacted internally or externally to the school as a result.
Defiant/threat/s to adults	<ul style="list-style-type: none"> ▪ A one-off random act or behaviour which cause hurt, fear or humiliation to another person. This may be in person through other students or via technological devices. It may involve physical, social, verbal and emotional intimidation. ▪ Inappropriate comments based on race/ ▪ Religion/ethnicity/disability. 	<ul style="list-style-type: none"> ▪ Ongoing and persistent acts of behaviour which causes hurt, fear or humiliation to another person. This may be in person through other students or via technological devices. It may involve physical, social, verbal and emotional intimidation. ▪ Verbal and physical threats to hurt/harm someone.
Disruptive	<ul style="list-style-type: none"> ▪ Refusal to follow directions or engaged with adult or learning. ▪ Deliberately ignoring adult instructions. 	<ul style="list-style-type: none"> ▪ Threatening an adult with violence or retribution. Blatant or persistent refusal to follow directions. ▪ Verbal or physical threat to an adult. ▪ Swearing at an adult. ▪ Threatening an adult's belongings.
	<ul style="list-style-type: none"> ▪ Exhibiting off task behaviour which interferes with learning/safety of others. ▪ Calling out/talking ▪ Out of seat disrupting others ▪ Making noise during learning time 	<ul style="list-style-type: none"> ▪ Persistent interruption to the learning, causing a teacher to stop teaching for a prolonged period of time. ▪ Unable to take redirection ▪ Repeatedly out of seat disrupting others ▪ Disrupting on parade/special events

ONE SCHOOL CATEGORY	MINOR DEFINITION TEACHER MANAGED	MAJOR DEFINITION OFFICE REFERRED AND MANAGED
Dress Code	<ul style="list-style-type: none"> ▪ Violation of dress code through ignorance/misinformation. ▪ Not wearing a hat in playground. ▪ Not wearing shoes outside. 	<ul style="list-style-type: none"> ▪ Explicit and/or persistent defiance of school uniform/dress code or deliberate contradiction of directions given in relation to dress code. ▪ The wearing of clothes with offensive language. ▪ The wearing of revealing/inappropriate clothing in the school setting.
IT misconduct	<ul style="list-style-type: none"> ▪ Any actions resulting in breach of the internet agreement, misusing equipment and/or accessing accounts other than your own. 	<ul style="list-style-type: none"> ▪ Using school computers/iPads/technology for inappropriate or illegal activity. ▪ Use of technological devices for voicemail, email, text messaging, photography, videoing or filming purposes without authorisation. ▪ Repeated violation of the school's IT policy. ▪ Deliberate misuse or damage to school IT equipment. ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school.
Lying/cheating	<ul style="list-style-type: none"> ▪ Lying: elaborations, altering outcomes, falsifying events, not reporting factually. ▪ Saying a lie to get out of trouble. ▪ Cheating: plagiarism, copying work of another student, not following rules of a game or sport. Cheating on a test. 	<ul style="list-style-type: none"> ▪ Deliberate alteration of the truth for personal gain or to cause blame/harm to others. ▪ Deliberate false accusation. ▪ Lying about a serious offence. ▪ Ongoing cheating for assessment tasks.
Misconduct involving an object	<ul style="list-style-type: none"> ▪ Threatening to use, any object in a way that is not for its intended purpose. ▪ Throwing objects that may not hurt/injure someone. 	<ul style="list-style-type: none"> ▪ Threatened or actual use of an object in an aggressive manner with the intent to harm another person, property or the object. ▪ Intentional throwing of objects that may hurt/injure someone.
Non-compliance with routine	<ul style="list-style-type: none"> ▪ Failure or refusal to comply with expectations and/or instructions and routines. ▪ Running on concrete or around buildings. ▪ Running in stair wells. ▪ Not walking bike/scooter in school grounds. ▪ In out of bounds area. ▪ Not in the right place at the right time. 	<ul style="list-style-type: none"> ▪ Continued and deliberate flaunting of expectations and procedures made clear to students. ▪ Repeated refusal to walk on hard surfaces. ▪ Repeated refusal to move around the school safely. ▪ Repeatedly in an out of bounds area. ▪ Repeatedly not being in the right place at the right time.
Physical misconduct	<ul style="list-style-type: none"> ▪ Physical contact between students to annoy/and or provoke. ▪ Minor deliberate physical contact (shoving, bumping, pushing, without intent to hurt). ▪ Spitting at ground or floor. ▪ Not playing school approved games. 	<ul style="list-style-type: none"> ▪ Serious physical aggression. ▪ Fighting with the intent to hurt or harm. ▪ As above, any punching, biting, hitting, kicking, choking, grabbing, head butting at others that involves contact to another. ▪ Spitting and snotting at others. ▪ Any physical intimidation through sexual connotations.
Possess prohibited items	<ul style="list-style-type: none"> ▪ Toys/objects at school without permission. ▪ Possession of energy drinks or electronics. ▪ Possession of mobile phone without the intention of handing it into the office. 	<ul style="list-style-type: none"> ▪ Possession or selling of drugs/alcohol/cigarettes. ▪ Possession of weapons including knives, scissors, sharp objects and any other items which could be considered a weapon being taken to school.

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 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 schools days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Cleveland 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.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing

- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

Cleveland 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

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 Cleveland 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).

* 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Cleveland 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, 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 students at 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 the Cleveland 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 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 the Cleveland 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

Important to note

For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

The explicit teaching of responsible use of devices 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/carers, school staff and students.

'Away for the day'

From the first day of Term 1 2024, all Queensland state school students must have their mobile phones switched off and away for the school day. Wearable devices, including smartwatches, must have notifications disabled so that phone calls, messages and other notifications cannot be sent or received.

Responsibilities:

Students are permitted to use mobile phones after school once they are out of the school grounds. The students will hand them to their classroom teacher on arrival to class where they will be kept in the classroom safe for the school day.

It is acceptable for students at Cleveland State School to:

- use school computers, school laptops and school iPads for
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents/carers or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a device

It is unacceptable for students at Cleveland State School to:

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use devices in an unlawful manner
- use a mobile phone in school grounds
- 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
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)

- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use of school images, logos or school name used inappropriately that bring the school into disrepute

Preventing and responding to bullying

Cleveland 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 leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Cleveland State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Cleveland State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Cleveland 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.

Cleveland State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Year 7 to Year 12 – Form teacher or Year Level Coordinator

Dean of Students – Malcolm Smith, 07 5555 5555

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

Cyberbullying

Cyberbullying is treated at Cleveland 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 regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, 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 Cleveland 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 Dean of Students, Malcolm Smith.

Cleveland 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?**

YES OR NO

1. Initiate an incident response

Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence

Gather and preserve any [evidence](#) of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the [Temporary removal of student property by school staff procedure](#).

3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, [Office of the eSafety Commissioner](#) or the [Australian Cybercrime Online Reporting Network](#).
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the [Disclosing personal information to law enforcement agencies procedure](#). Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an [LEA referral form](#). Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to [Disclosing personal information to law enforcement agencies procedure](#).

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
 - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
 - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;
- OR
- use non-statutory options to deal with the matter, for example:
 - discussion with student's parents;
 - student mediation;
 - apology;
 - ICT / mobile technology ban;
 - guidance referral.

6. Student welfare

Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool

If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.



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

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

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

Cleveland State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Cleveland State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

Cleveland State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) 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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

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

Links

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

Intensive Support: <https://behaviour.education.qld.gov.au/supporting-student-behaviour/intensive-support>

Bullying and Cyberbullying: <https://behaviour.education.qld.gov.au/supporting-student-behaviour/bullying-and-cyberbullying>

Home and School Relationships: <https://behaviour.education.qld.gov.au/supporting-student-behaviour/home-and-school-relationships>

Procedures, Guidelines and Forms: <https://behaviour.education.qld.gov.au/procedures-guidelines-and-forms>

Resources and Publications: <https://behaviour.education.qld.gov.au/resources-and-publications>