Sunset 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*

**Uncontrolled copy.** Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

## Purpose

The Department of Education and Training is committed to ensuring that every young Queenslander will have the right to access quality education.

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

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

The expectations outlined in this document apply to the students of Sunset State School during school hours, at any extra-curricular activity on school or outside of school grounds and at any community event where the students are representing Sunset State School.

## Contact Information

| | |
|---|---|
| Postal address: | Abel Smith Parade Mount Isa |
| Phone: | 4437 3444 |
| Email: | admin@sunsetss.eq.edu.au |
| School website address: | https://sunsetss.eq.edu.au/ |
| Contact Person: | Principal |

## Endorsement

| | |
|---|---|
| Principal Name: | Kath Donnelly |
| Principal Signature: | |
| Date: | |
| | |
| P/C President and-or Council Chair Name: | |
| P/C President and-or School Council Chair Signature: | |
| Date: | |

# Contents

Contents .....4
Whole School Approach to Discipline ..... 5
Disciplinary Consequences .....10
School Policies ..... 16
Restrictive Practices ..... 25
Critical Incidents..... 26
Student dress code ..... 27



Queensland Government

## Whole School Approach to Discipline

All areas of Sunset State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing inappropriate behaviour and responding to unacceptable behaviours. This document ensures that our expectations are clear to students, parents and staff members and enables all to play their role in maintaining Sunset State School as a positive and supportive learning environment.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- To show respect
- To be the best you can be
- To be safe

### Consideration of Individual Circumstances

Staff at Sunset State School take into account students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Considerations:

- behaviour history,

- disability,

- mental health and wellbeing,

- religion and culture,

- home environment and care arrangements

We teach, support and respond to students in different ways to help them be successful. This is the principle of equity. This means that not everyone will be treated the same. For example, some students need more support to understand an expectation or others need more practise.

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. Our teachers and principal consider all these things when teaching about behaviour and in response to behaviour.

We follow privacy laws. This means that while you may wish to know what punishment another student has received, we can't tell you. We can only share this information with that child's family. Even if your child was involved in the behaviour incident.

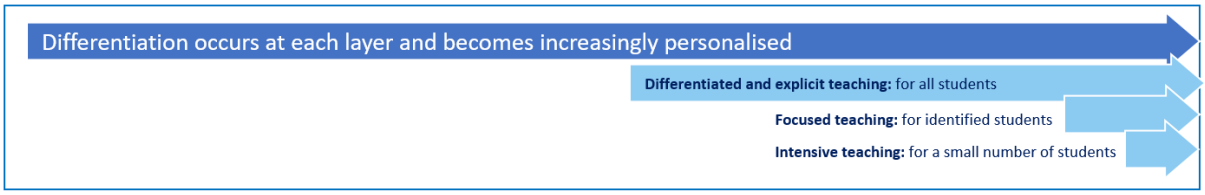
We take all behaviour seriously and will follow through in the right way. We expect parents and students to respect the privacy of other students and families. If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.



Queensland Government

## Differentiated and Explicit Teaching

Sunset State School provides teaching to support students' behavioural needs. This can include how students are taught, what they are taught and how they show that they know. When we adjust teaching we call it differentiation because it is using different strategies for learning. There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for learning and teaching.




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.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sunset State School we emphasise the importance of explicitly teaching students the behaviours we want them to demonstrate at school. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.



Queensland Government

# Sunset State School Expectations Matrix

| | ALL AREAS | CLASSROOM | PLAYGROUND | Excursions/Off Campus | TOILETS | Tuckshop/Eating |
|---|---|---|---|---|---|---|
| **TO SHOW RESPECT** | ▪ Friendly talk<br>▪ Look after school property<br>▪ Take care of other peoples' belongings<br>▪ Hands and feet to yourself<br>▪ Take care of own belongings<br>▪ Listen and follow adults' instructions immediately<br>▪ Use Manners<br>▪ Treat Others As You Would Like Them To Treat You<br>▪ Have Reasons For The Things You Say and Do | ▪ "Hands up" to talk<br>▪ Actively listen to the speaker<br>▪ 1 person speaking at a time<br>▪ Cooperate with teacher<br>▪ Share<br>▪ Take turns<br>▪ Look after personal and school property<br>▪ Ask for help if needed – ask nicely<br>▪ Show whole body listening<br>▪ Use appropriate voices/tone | ▪ Take turns<br>▪ Share equipment<br>▪ Use it, look after it, put it away<br>▪ Show fair play – include others<br>▪ Use positive conflict/resolution strategies<br>▪ Respect the personal space of others<br>▪ Put rubbish in the bin | ▪ Listen to adults' instructions<br>▪ Wear uniform with pride<br>▪ Use positive and encouraging language to others | ▪ Close the door<br>▪ Use the toilet appropriately<br>▪ Turn off taps<br>▪ Flush the toilet<br>▪ Allow others their privacy | ▪ Put rubbish in the bin<br>▪ Don't waste food<br>▪ Return plates and cups<br>▪ Remain seated until given permission to leave eating area |
| **BE THE BEST YOU CAN BE** | ▪ Have a Go<br>▪ Do your best<br>▪ Believe in yourself<br>▪ Be fair<br>▪ Be Brave – Participate to Progress<br>▪ Pursue Your Personal Best No Matter Who You Work With | ▪ Be resilient<br>▪ Try your best<br>▪ Attempt all set work<br>▪ Participate in your learning<br>▪ Help / support / encourage others<br>▪ Be organised<br>▪ Be 'Ready to Learn'<br>▪ Persistence with learning | ▪ Share school equipment only<br>▪ Care for others<br>▪ Help others<br>▪ Have fun<br>▪ Show fair play in sports | ▪ Display school pride<br>▪ Be on time<br>▪ Encourage others<br>▪ Be a role model<br>▪ Be organised<br>▪ Be fair | ▪ Use toilets during lunch breaks<br>▪ Treat toilet areas respectfully and help maintain a clean environment | ▪ Eat in designated areas |
| **ACT SAFELY** | ▪ Follow directions quickly<br>▪ Keep our school clean<br>▪ Walking feet on concrete<br>▪ Report any concerns<br>▪ Hands and feet to yourself<br>▪ It Takes Great Strength To Be Sensible<br>▪ Treat Others As You Would Like Them To Treat You | ▪ Sit safely on your chair<br>▪ Walking feet in classrooms<br>▪ Use equipment safely<br>▪ Ask permission to leave the room<br>▪ Walking feet on verandahs<br>▪ Only be in supervised areas | ▪ Safe play<br>▪ Know your personal space<br>▪ Wear a sun safe hat<br>▪ Wear closed in shoes<br>▪ Wait your turn<br>▪ Use equipment appropriately<br>▪ Only be in supervised areas<br>▪ No riding bikes/scooters in school<br>▪ Appropriate games | ▪ Follow the rules<br>▪ Think before I act<br>▪ Stay positive<br>▪ Wear appropriate clothing<br>▪ Follow road rules<br>▪ Stay with responsible adults | ▪ Wash hands<br>▪ No playing in or around toilets<br>▪ Use the correct toilets | ▪ Line up patiently<br>▪ Sit down while eating<br>▪ Walk to tuckshop<br>▪ Remain in your areas<br>▪ Don't share food |



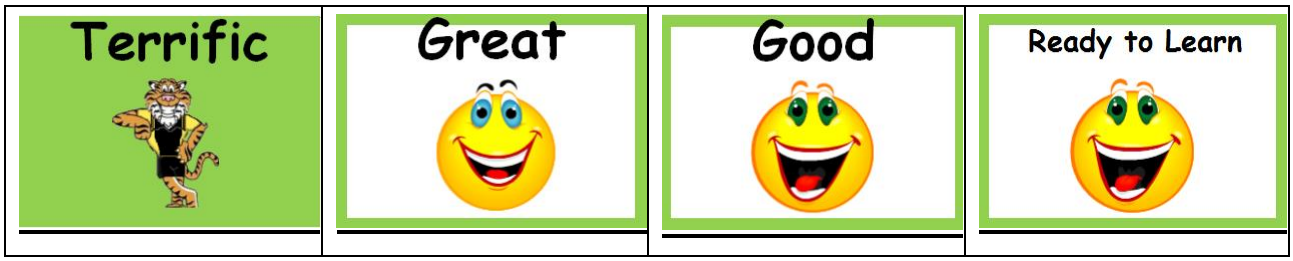
Queensland Government

## Classroom Procedures

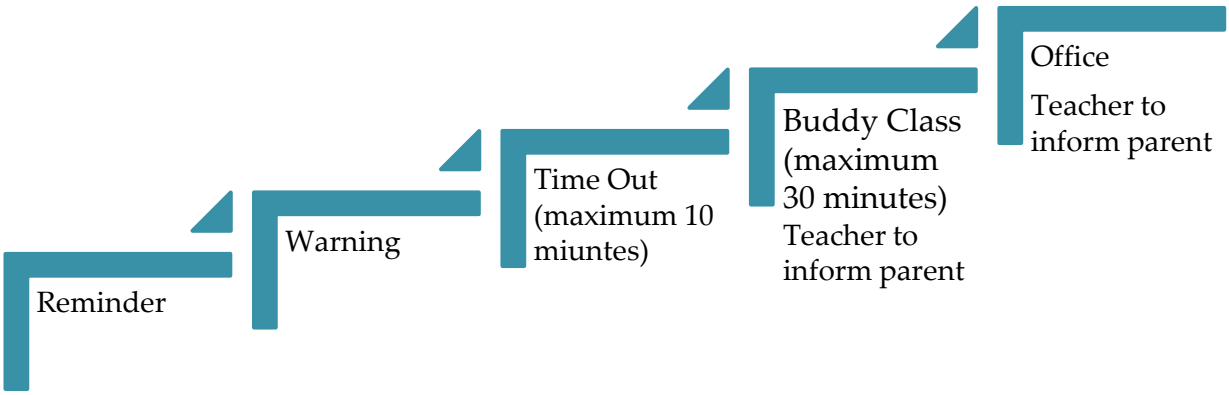
At Sunset State School we believe it is essential to acknowledge and celebrate students who are displaying appropriate behaviour. A formal recognition and monitoring system has been developed for both the classroom and playground. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff.

Our staff respond to inappropriate behaviour with fair and consistent consequences. Problem behaviours are related back to expected school behaviours.

Each teacher has a step plan when responding to low level inappropriate classroom behaviour, with students also being acknowledged for appropriate classroom behaviour.




**Consequences**




## Playground Procedure

Step 1:
Warning (verbal) behaviour unacceptable and rule reminder.
Step 2:
Period of sit out 5 – 10 minutes or walk with the duty teacher.
Step 3:
Continuation of unacceptable behaviour within the same lunch break – sent to office



Queensland Government

## Focussed Teaching

At Sunset State School we focus on teaching the six social skills from the 'Life Raft Program' and the use of the consistent language for behaviour. These skills are:

- Treat others as you wish to be treated
- Have reasons for the things you say and do
- Pursue your personal best no matter who you work with
- Be brave – participate to progress
- It takes great strength to be sensible
- Be the master, not the victim, of your feelings

These are explicitly taught and then reinforced on a weekly basis.

Selected staff have also been trained in the pro-social skills program "Play is the Way" by Wilson McCaskill. Each week all the classes engage their students in 'Play is the Way' sessions where specific games are used as an opportunity to practice and model the social skill that is being on focussed on that particular week.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who need intensive teaching to achieve behavioural expectations.

Intensive teaching involves lots of time on teaching children by themselves or in small groups, to follow the expectations. Some students may need intensive teaching for a short period, other students may require intensive teaching for a long time.

Teachers will work with families and professionals to choose a goal and work out the best way to support students.

A small number of students may continue to display behaviours that are complex and challenging. These students will have an individualised, function-based behaviour assessment and support plans.

Help from outside agencies may be provided to support the student. This approach seeks to address the impact of barriers to learning and participation faced by students who have complex personal issues.



Queensland Government

## Disciplinary Consequences

Consequences used at Sunset State School have three levels of response just like the teaching of behaviour.

| | Description | Response |
|---|---|---|
| Expected behaviour<br>(most students) | follow the expectations taught and practised | Reinforce and praise |
| Low level behaviours<br>(Some students) | Low severity and frequency (less than 3x a week)<br>Respond to teacher direction and learning is resumed. | Differentiated |
| Minor<br>(Approximately 15%) | Repeated low severity that interrupts learning | Focussed<br>Recorded in G Drive<br>Communication with parent/carer |
| Major<br>(Approximately 2-5%) | Major disruption to learning<br>Pose a danger to self or others<br>Illegal<br>Have not resolved with focussed response | Request support from Administration/ Student Services<br>Recorded in OneSchool<br>Parent/ carer contact<br>Monitoring and support processes<br>Detention<br>Withdrawal<br>Suspension<br>Exclusion |



Queensland Government

| Behaviour Category | Definition | Low Level | Minors | Majors |
|---|---|---|---|---|
| | | • Low severity and frequency<br>• Managed by timetabled teacher<br>• Responds and learning is resumed immediately | • Managed by the timetabled teacher<br>• Continued low level disruptions<br>• May require more than one redirection and a number of essential skills and support strategies | • Major disruption to the learning environment<br>• Pose a danger to themselves/others<br>• Illegal<br>• Three minor referrals (see below) |
| | | • Use Essential Skills (ESCM)<br>• Restorative Justice<br>• Natural consequences<br>• Rule reminder Warning<br>• Time out | • Use Essential Skills<br>• Sunset support steps<br>• Possible communication with a parent<br>• Recorded on G Drive<br>• Possible referral to Student Services | • Request support from Administration/ Student Services<br>• Parent contact by Class teacher/ HOD/ DP/ Principal<br>• Monitoring and support processes<br>• Detention/Withdrawal/Suspension |
| **Bullying/harassment** | Ongoing and deliberate misuse of power through verbal, physical or social behaviours intended to cause harm | | Bullying/harassment targeted, verbal, written, or actions (persistent threats to other, persistent exclusion of another student) | Persistent targeted physical, verbal, written, cyber abuse or actions (persistent threats to other, persistent exclusion of another student) |
| **Lying/Cheating** | Making a false statement/ misrepresenting ones behaviour or work | Lying | Forging signature on school documents<br>Deliberately copying another students work<br>Taking answers for exams/assignment from staff members | |
| **Refusal to participate in program of instruction** | Not following teacher's instruction to complete set tasks | Does not attempt tasks or attempts tasks with little care<br>Refusal to work<br>Not following instructions | Continued refusal after support strategies and consequences<br>Repeated failure to complete tasks | Persistent non-compliance impacting on good order and management of school, work refusal is impacting on safety of others<br>Persistent refusal to attend and engage in education programs |
| **Defiant threat/s to adults** | Makes physical and/or verbal threats towards staff/community members | Does not follow adult instructions<br>Rolls eyes | Non-physical threats made towards an adult<br>Challenges authority | Persistent refusal to follow instructions causing major disruption to learning of others or safety risk<br>Physical threats or intimidation towards an adult |
| **Disruptive** | Preventing teaching and learning from continuing as usual | Calling out or talking out of turn<br>Making noises<br>Touching others or their property<br>Inappropriate use of resources to gain peer or adult attention | Yelling or continual calling out<br>Leaving desk for inappropriate reason,<br>Deliberate noise intended to distract<br>Turning over furniture | Persistent behaviours causing major disruption to learning and not responding to support strategies.<br>Persistent disruptive behaviours causing safety risk. |
| **Dress code** | A student who does not wear school uniform appropriately | No Hat No Play | Not wearing correct school uniform<br>Unsafe clothing or footwear ie. thongs | Inappropriate or offensive attire |
| **IT misconduct** | Unacceptable or improper behaviour involving, IT | | Non-compliance with school's responsible of internet agreement<br>Device switched on without permission<br>Does not hand personal device into office | Unlawful use of device and/or cyber abuse<br>Intentionally damages IT<br>Persistently does not hand personal device into office |
| **Late** | Late to class without permission | Student is late without permission | Continual lateness to class | |
| **Truant/skip class** | Student does not attend allocated class. | Not in class - responds to redirection to go to class | Student not in class and does not respond to direction to go to class.<br>Leaving classroom without permission. | Not attending school when sent by parents<br>Leaving school without permission |
| **Misconduct involving an object** | Using object inappropriately other than intended use. | Climbing trees, jumping up and touching roof<br>Breaking equipment<br>Rough handling of equipment | Incorrect use of equipment that does not cause harm or damage to property (playing in toilets with toilet paper)<br>Throwing items that may cause harm or damage | Deliberate inappropriate use of objects which causes harm to another student and/or damages object |
| **Property Misconduct** | Stealing or wilful damage of school, staff, students' or public property | Lack of care for the environment<br>Accidental damage of school property<br>Littering | Low level graffiti<br>Petty theft<br>Using others property without permission | Stealing (major theft), wilful damage, vandalism |
| **Physical misconduct** | Contact behaviours that can cause physical harm. | Fun play (no one is harmed) flicking, nudging<br>Play fighting<br>Accidental knocks | Pushing or shoving to provoke which does not cause harm<br>Deliberate contact which does not cause harm e.g. biting, smacking, pinching, kicking<br>Spurting water from tap or bottle | Contact with intent to cause harm e.g. punching<br>Verballing inviting another to participate in a fight<br>Spitting (own saliva) |
| **Non- compliant with routine** | Not following school routines, teacher/school expectations/rules | Requires repeated instructions to follow rules<br>Out of bounds<br>Running on concrete, in or around buildings<br>Playing unfairly | Continual failure to follow school rules and teacher instructions | Persistent failure to follow school rules and teacher instructions and not responding to support strategies |
| **Threat/s to other** | Written, verbal or non-verbal threat to harm someone | | Threatening to harm others (e.g I'm going to smack you) | Deliberate severe verbal, written, abuse or offensive actions threatening to harm others |
| **Verbal misconduct** | Incidents involving verbal language causing offense. | Name calling<br>Encouraging wrong behaviour in others<br>Responding in disrespectful tone | Continued name calling<br>Swearing and does not respond to redirection | Deliberately using offensive and aggressive language, verbal abuse |
| **Possess prohibited items** | Students have items that are a danger or banned from school. | | Students bring prohibited item to school (ie. chewing gum) | Possession of weapons, aerosol cans, any form of knife (i.e. Stanley knife, lighter, cutters, pen knives, etc), alcohol, drugs, stolen property |
| **Substance misconduct involving illicit substance** | Possession of/or uses of illicit/illegal substances. | | | Possession of/or use of illicit substances or implemented deemed illegal |
| **Other conduct prejudicial to the good order and management of the school** | Inappropriate conduct that defames reputation of school /staff. | | Rudeness to community member | Defamatory posts on social media<br>High level disruption to school grounds |
| **Substance misconduct involving tobacco and other legal substances** | Possession of/or uses of tobacco and other illegal substances. | | | Possession of cigarettes/lighters/matches or tobacco<br>Possession of alcohol and/or medication (without consent) on school ground or at school events<br>Taking another student's medication |
| **Other** | Other breach of the Student code of conduct | | | |
| **Third minor referral** | Three completions of school behaviour support steps in one day (student given multiple opportunities to turn behaviour around) | | | Three completions of school behaviour support steps in one day (student given multiple opportunities to turn behaviour around) |



Queensland Government

## Possible Consequences

| Minor behaviour | Major behaviour<br>(behaviour with intent and purpose) |
|---|---|
| Possible Consequences<br><br>• Rule Reminders – direct student's attention to the behaviour anchor charts and use of consistent language<br>- Is that acting safely?<br>- Is that being the best you can be?<br>- Is that showing us/them/yourself respect?<br>• Give choices – remind student of their decision making capability<br>• Move student to a different location in the room to minimise distractions<br>• Individual close talk with student (remind student of expectations, assist with work, talk briefly about issue and how to turn it around)<br>• Verbal redirection / rule reminder<br>• Non-verbal redirection / rule reminder<br>• Teacher proximity<br>• Selective attending/tactical ignoring<br>• Follow through – time out in class (max 10 mins) at a designated 'time out' location<br>• Follow through – time out in buddy – rest of session (a major referral is then generated)<br>• Removal of privileges e.g. lunch time, sport, not allowed in Junction/Library<br>• Related consequence to behaviour e.g. picking up rubbish after littering<br>• Making up lost time during lunch breaks<br>• Writing lines, copy out dictionary meanings relevant to offence<br>• Community service, cleaning up mess they made<br><br>**NOTE: 3 minors of the *same* behaviour equal a major** | Possible Consequences<br><br>• Removal to the Office for supervision. Student will be collected from class.<br>• Time in the Office (Session, day)<br>• In school suspension<br>• Removed from school events (eg: camps, sports, etc)<br>• Lunch time skills sessions (eg: for those who need support to develop appropriate pro-social skills)<br>• Parent contact<br>- Classroom incidents will be the class teacher's responsibility<br>- Playground incidents will be responsibility of the admin person who investigated the incident<br>• Suspension 1-5 days or 6-20 days<br>• Exclusion<br>- Principal will notify parents in writing<br><br>**Consequences may be negotiated with Admin and the student's class teacher** |
| Minor behaviour infringements are recorded on G drive. Class teachers are responsible to enter any minor infringements that occur during class time. Minor infringements that occur in the playground are recorded by the duty teacher on the classes minor incident log on G drive. The pathway to these is at G://drive/coredata/common/behaviour/2021/minor incident logs/ | *Each incident is considered individually – the length of a suspension is determined by prior behaviour and the individual's case. A re-entry program is developed after a suspension is completed – the re-entry program supports students to return to school and engage in their work program. All investigations are based on natural justice and all decisions are made in accordance with EQ guidelines.*<br><br>Major behaviour infringements are recorded directly on OneSchool with staff indicating a referral of the incident to the Principal and HOD/DP for follow up. |



Queensland Government

## Differentiated

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

- Use of Essential Skills for Classroom Management
  - Establishing expectations – Making rules.
  - Giving instructions – Telling students what to do.
  - Waiting and scanning – Stopping to assess what is happening.
  - Cueing with parallel acknowledgement – Praising a particular student to prompt others.
  - Body language encouraging – Smiling, nodding, gesturing and moving near.
  - Descriptive encouraging – Praise describing behaviour.
  - Selective attending – Not obviously reacting to certain behaviours.
  - Redirecting to the learning – Prompting on-task behaviour.
  - Giving a choice – Describing the student's options and likely consequences of their behaviour.
  - Following through – Doing what you said you would.
- Whole class practising of routines
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Low voice and tone for individual instructions
- Reduce verbal language
- Break down tasks into smaller chunks
- 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)
- Discussion with student and/or class about expected behaviour
- Reprimand for inappropriate behaviour
- Time spent in class at break time
- Warning of more serious consequences (e.g. removal from classroom)

## Focussed

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

- Participation in whole school social skills lessons based on the 'Life Raft' skills in the program Play is the Way.
- Participation in small group social skills lessons.
- Participation in sand play activities.
- Provision of an alternative supervised play area for students who continually and constantly receive major behaviour referrals at lunch times. The activities during these play breaks are designed to be the tool to explicitly teach one of the six social skills.
- Classroom and/or playground behaviour contracts (such as 'check in /check out')
- Communication book/tracker with parents.



Queensland Government

## Intensive

Students qualify for intensive behaviour support if focussed behaviour support has not assisted them in modifying their behaviour. Alternatively some students may receive intensive behaviour support after displaying “high level” behaviour.

At Sunset State School we fundamentally believe that every child has the right to an education and as a result are committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support that are focussed on responding to the specific needs of the student. Some strategies include:

- Accessing the school based guidance officer
- Alternate Learning Environments
- Recommending community based programs through agencies such as BushKids, Centacare and Child and Youth Mental Health

Parents, students, staff and any relevant external agencies work in partnership to develop an individual behaviour plan that identifies specific goals for the individual student to work on. The plan outlines a clear process to celebrate success as well as an agreed response to any inappropriate behaviour.

## 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 Sunset 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.



Queensland Government

## Re-entry following suspension

Students who are suspended from Sunset 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 re-entry meeting will be communicated in the suspension letter. Re-entry meetings are short and kept small with only the Principal or their delegate attending with the student and their parent/s.

## 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, Special Education Teacher or Indigenous Education Worker, may also offer important advice to ensure a successful outcome to the re-entry meeting.



Queensland Government

## Temporary removal of student property

Sometimes a student may have an item at school that interrupts learning or is unsafe. When this happens the item may be temporarily removed from the student by school staff. You can read the procedure for temporary removal of student property by school staff on the Department's website.

**What may be removed or seized?**

- items that interrupt learning, play or safety (e.g. toys)
- dangerous items (see below)
- items not a part of the school uniform (e.g. unicorn headband)
- 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;

**The following items are explicitly prohibited at Sunset 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 ****

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).

**How long will the item be removed for?** It depends on:

- what the item is
- how much the item is worth
- why it was removed



Queensland Government

- the safety of students and staff

- good management, administration and control of the school

The Principal or staff will decide when the item can be returned, unless the property has been handed to the Queensland Police Service.

**What can be searched without permission?**

- school property such as lockers, desks, laptops, iPads
- bags to find change of clothes when a child has an 'accident' or young child can't find item (e.g. lunch or permission form)
- bags in an emergency (e.g. to get an EpiPen)

**What needs permission from student or parent to be searched?**

- the contents of a phone or mobile device.
- the person of a student (e.g. pockets or shoes)

In both these situations, 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.

**What are the parents' responsibilities?**

- make sure your child doesn't bring anything to school or school activity that
  - is prohibited according to the Sunset 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 temporarily removed student property as soon as possible after they have been notified by the Principal or staff that the property is available for collection.

**What do students need to do?**

- 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 Sunset State School Code of Conduct
  - is illegal o puts the safety or wellbeing of others at risk o 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.



Queensland Government

## Use of mobile phones and other devices by students

Students are not permitted to have phones and other personal devices at school. Any child who carries a phone while travelling to and from school must hand the phone into the office at the start of the day and collect it at the end of the day. This includes all devices capable of internet, taking photos and/or making calls (e.g. apple watch).

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Sunset State School Student Code of Conduct.

In addition students and their parents should:

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

  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs

  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices

  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



Queensland Government

## Preventing and responding to bullying

Sunset State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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.



Queensland Government

**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, spite or rudeness
- isolated incidents of aggression, intimidation or violence.

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

The following flowchart explains the actions Sunset 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.



Queensland Government

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

**Prep to Year 6** - Class teacher
**Principal** – 4437 3444

**Step 1 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

**Step 2 Investigate**

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

**Step 3 Evaluate**

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

**Step 4 Support**

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

**Step 5 Implement**

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

**Step 6 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



Queensland Government

## Cyberbullying

Cyberbullying is treated the same way as in-person bullying. It can happen at home or at school.

The school can take disciplinary action to address student behaviours that happen outside of school hours or school grounds. This includes cyberbullying.

To make a report about cyberbullying students or parents should approach the regular class teacher.

If parents and students have concerns about cyberbullying incidents occurring during school holidays they should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

All the same behaviour responses and consequences exist for incidences of cyberbullying. These also apply to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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



Queensland Government

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

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

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

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

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

**YES** OR **NO**

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

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

### 3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

**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**

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.

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

### 4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

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

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

**OR**

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

### 6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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



Queensland Government

**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**

Students who have been bullied or witnessed bullying can access the range of supports through support services.

Students are encouraged to talk to any staff member they feel comfortable with to share their concerns. All staff know how to respond to reports of bullying, and will act quickly to help students. A formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who bully others will also be provided with support to help 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. Students may also have consequences to let them know the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

.



Queensland Government

## Restrictive Practices

School staff at Sunset 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 emotions 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 focussed 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.



Queensland Government

## 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



Queensland Government

## Student dress code

Our school colours are yellow and black. School uniforms can be purchased from the office.

**Girls uniform:**
Black shorts or black sports skirt
Gold and black polo shirt with school logo
Sunset SS bucket hat
Covered protective footwear
Winter uniform – black tracksuit

**Boys uniform:**
Black shorts
Gold and black polo shirt with school logo
Sunset SS bucket hat
Covered protective footwear
Winter uniform – black tracksuit

We strongly encourage students to wear their uniforms

- When attending or representing our school
- When travelling to and from school and
- Engaging in school activities out of school hours

Our Student dress code aims to provide clothing guidelines that aim to contribute to a safe and supportive teaching and learning environment through

- Ready identification of students and non-students at school
- Fostering a sense of belonging
- Developing mutual respect among students by minimising visible evidence of economic or social differences.

Sunset's dress code reflects our school community's standards and is consistent with Occupational Health and Safety and anti-discrimination legislation.

Acceptable or reasonable dress refers to clothing or apparel that would be socially acceptable, although it might not conform to the school's student dress code.

Inappropriate dress refers to clothing or apparel worn by students that is deemed to be:

- Offensive
- Likely to disrupt, or negatively influence normal school operation
- Unsafe for student or others; and
- Likely to result in a risk to health and safety of students or others

At Sunset State School, we have the following explicit rules

- No jewellery except small studs or sleepers
- **No thongs**, enclosed shoes should be worn
- No advertising/ logos of inappropriate subjects for example, alcohol

Sunset State School can choose to impose sanctions to those students that do not comply with this dress code. These sanctions can include:

- Prevention of students from attending, or participating in, any activity for which the student is representing the school; or

- Prevention of students from attending, or participating in, any school activity that is not an essential school educational program.


Queensland Government