



# Park Ridge State High School

## Student Code of Conduct

2021-2023

### ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2019-2023

## Purpose

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

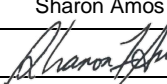
The Park Ridge State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

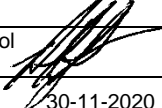
Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

## Contact Information

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Contact Person:	Sharon Amos (Principal)

## Endorsement

Principal Name:	Sharon Amos
Principal Signature:	
Date:	30-11-2020

P/C President and-or School Council Chair Name:	Rick Draper
P/C President and-or School Council Chair Signature:	
Date:	30-11-2020

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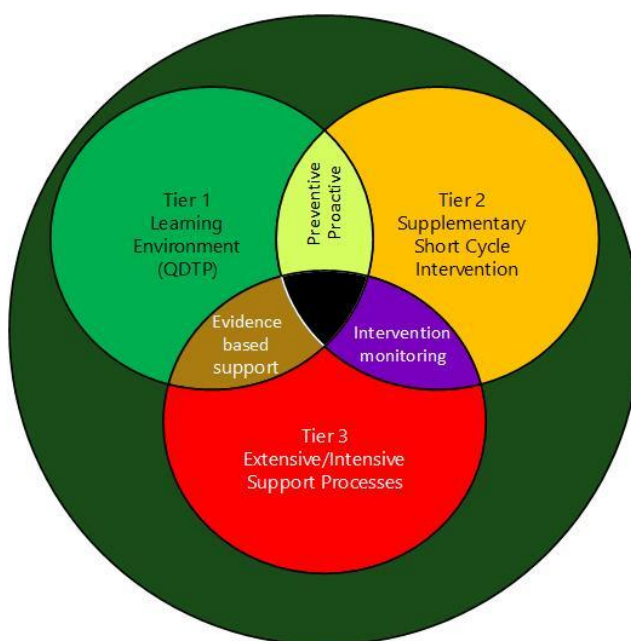
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## Learning and Behaviour Statement

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

## Multi-Tiered Systems of Support

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



Behaviour, Engagement and Support are coalesced to form a safe and secure environment for students and staff. Students may fluctuate and move between the layers of support depending on personal circumstances and 'access' needs.

Tier	Prevention Description
1	<p><b>All students</b> (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> <li>• teaching behaviours in the setting they will be used</li> <li>• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>
2	<p>Targeted instruction and supports for <b>some</b> students (15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations.</p>
3	<p>Individualised services for <b>few students</b> (5 %) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA)</p> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

## Consideration of Individual Circumstances

Staff at Park Ridge State High School take into account students' individual access needs, incorporating personalised support, corrective behaviour and accountability procedures.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. Park Ridge State High School applies a 'balance of probabilities' approach to delivering discipline and accountability in the school. The school will personalise a decision on the basis of all available information and individual circumstances. 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 expectations.

Our teachers are obliged by the *Education Act 2006* (Qld), and *Information Privacy Act 2009* (Qld), to protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what corrective response (punishment) another student might have received, we will not disclose or discuss this information with anyone but the student's family.

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

## Student Wellbeing

Park Ridge State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher, year coordinator, student case manager, or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

### **Curriculum and pedagogy**

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Park Ridge State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages, as well as a broader sexuality and relationship education programs.

## Park Ridge Student Support Services

Park Ridge State High School is proud to have a comprehensive Student Support Services team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Park Ridge State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services.

Role	What they do
Case Managers	<ul style="list-style-type: none"> <li>support students to individually achieve their personalised learning goals.</li> <li>manage student's academic, social and emotional and behaviour needs.</li> <li>liaise between parents, students, school supports and stakeholders</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>provides support, mentoring and guidance for students and staff wishing to have a supportive conversation.</li> <li>will work in small groups with students.</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting.</li> <li>assists students with specific difficulties, acting as a mediator or providing information on other life skills.</li> <li>liaises with parents, teachers, or other external health providers as needed as part of the counselling process.</li> </ul>
Head of Junior Secondary/ Head of Senior Secondary	<ul style="list-style-type: none"> <li>coordinate transition to secondary for students moving from Year 6 to Year 7.</li> <li>monitors student attendance data, arranges intervention for students.</li> <li>supports students in career transitions and with QCE/QCIA attainment.</li> </ul>
Year Level Coordinators	<ul style="list-style-type: none"> <li>oversees student welfare for year level cohort.</li> <li>provides continuity of contact for students and their families through the six years of schooling.</li> <li>ensures students feel safe and comfortable and want to come to school.</li> <li>nurtures a sense of belonging to a form class, year level and school.</li> </ul>
Youth Support Coordinator	<ul style="list-style-type: none"> <li>provides individual and, at times, group support to students to assist their engagement with education and training.</li> <li>support students to overcome barriers to education such as                         <ul style="list-style-type: none"> <li>attendance at school</li> <li>relationships/social skills</li> <li>conflict with family/peers/teachers</li> <li>social/emotional/physical wellbeing.</li> </ul> </li> </ul>
Behaviour Team	<ul style="list-style-type: none"> <li>promotes PBL (positive behaviour for learning) within the school.</li> <li>supports students to manage their behaviours in appropriate ways in the school context.</li> </ul>



## «Staff\_Retent\_2016»Whole School Approach to Discipline

Park Ridge State High School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Park Ridge State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Park Ridge State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.

## PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students:

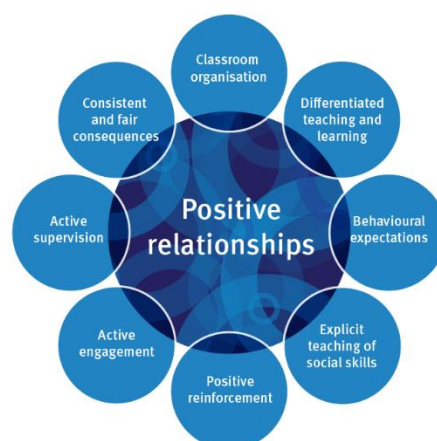
- We are here to learn
- We are here to do what is right
- We are here to work together.

### Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Park Ridge State High School.

<b>STUDENT EXPECTATIONS:</b>
<b>WE ARE HERE TO LEARN</b> <b>A commitment to learning requires me to:</b>
<ul style="list-style-type: none"> <li>• Attend all classes</li> <li>• Be on time</li> <li>• Set short and long term goals</li> <li>• Bring all learning materials required for each of my lessons</li> <li>• Complete all tasks and assessments to the best of my ability</li> <li>• Maintain a minimum attendance average of 92%</li> <li>• Explain all absences by parent/carer phone call or note</li> <li>• Remain in the school grounds throughout the day and attend all my classes</li> </ul>
<b>WE ARE HERE TO DO WHAT IS RIGHT</b> <b>A commitment to doing what is right requires me to:</b>
<ul style="list-style-type: none"> <li>• Wear the correct uniform</li> <li>• Say no to bullying</li> <li>• Speak up for what is right</li> <li>• Tell an adult if someone is in trouble</li> <li>• Show respect for myself, for others and my community, be honest and caring, take responsibility for my own actions</li> <li>• Accept consequences for my actions honourably</li> </ul>
<b>WE ARE HERE TO WORK TOGETHER</b> <b>A commitment to working together requires me to:</b>
<ul style="list-style-type: none"> <li>• Treat staff and other students with respect</li> <li>• Follow all staff directions the first time they are given</li> <li>• Resolve conflict peacefully</li> <li>• Use respectful language</li> <li>• Engage only in safe behaviour with a zero tolerance for physical violence</li> <li>• Work collaboratively with others, listening, valuing and respecting their ideas</li> <li>• Make myself open to new possibilities, being willing to work with or get to know people who may be very different from myself</li> <li>• Seek opportunities to be inspired by others and develop my potential</li> </ul>

Successful teachers define, teach, reteach and model the expected behaviours. They provide regular opportunities for students to practise the expected behaviours in the settings in which they will be used. They also actively supervise students, promote the expected behaviour, prevent and correct inappropriate behaviour and acknowledge positive behaviour continuously.



Great teachers differentiate behaviour support practices and strategies, based on data related to student progress and responsiveness, to teach appropriate behaviour and social and emotional skills. They also differentiate approaches and support to recognise disability, while not accepting inappropriate behaviour. Teacher interventions aim to increase student functioning and self-regulation in school and beyond.

### Parents and Staff

The tables below explain the PBL expectations for parents when visiting our school as well as the standards we commit to as staff.

STAFF EXPECTATIONS:	
WE ARE HERE TO LEARN	
A commitment to learning requires me to:	
<ul style="list-style-type: none"> <li>• Be on time, organised and prepared</li> <li>• Explicitly display clear expectations with objectives</li> <li>• Set high standards for students to strive toward</li> <li>• Know my students (data)</li> <li>• Have a strong and current understanding of my subject areas</li> <li>• Monitor student achievement and provide meaningful feedback</li> <li>• Realign teaching practices to suit individual students/class</li> <li>• Use behaviour management and micro skills, remembering to acknowledge positives</li> <li>• Be adaptable, be positive, be resilient, be consistent</li> </ul>	
WE ARE HERE TO DO WHAT IS RIGHT	
A commitment to doing what is right requires me to:	
<ul style="list-style-type: none"> <li>• Use respectful language and resolve any conflicts peacefully throughout the entire school community</li> <li>• Collaborate and work in teams with colleagues by sharing experience, ideas and resources</li> <li>• Develop strong learning partnerships – i.e. student&gt;teacher, teacher&gt;teacher, teacher&gt;parents and community, student&gt;community</li> <li>• Seek out strengths of staff and student and use effectively</li> <li>• Treat colleagues with respect by meeting commitments – helping others – attending meetings – supporting other staff (e.g. WDR -PGD)</li> </ul>	
WE ARE HERE TO WORK TOGETHER	
A commitment to working together requires me to:	
<ul style="list-style-type: none"> <li>• Treat students and parents with respect</li> <li>• Follow and reinforce school policies and procedures</li> <li>• Model good behaviour (lead by example)</li> <li>• Demonstrate social justice – be fair/consistent</li> <li>• Work with peers in a professional manner</li> <li>• Provide a safe and supportive environment</li> </ul>	

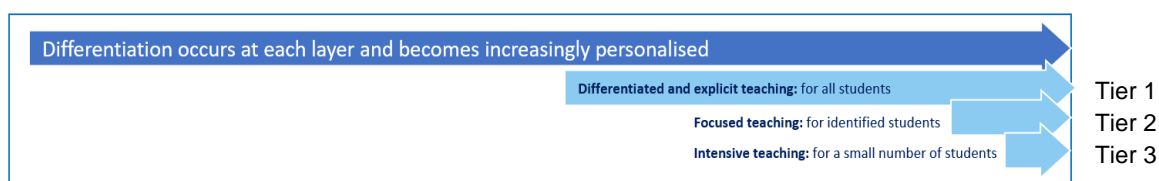
<b>PARENT EXPECTATIONS:</b>
<b>WE ARE HERE TO LEARN</b> <b>A commitment to learning requires me to:</b> <ul style="list-style-type: none"> <li>• Support my child to attend school every day aiming for a minimum of 92% attendance</li> <li>• Inform the school of all absences on the day of the absence</li> <li>• Ensure my child is prepared with BYO Device, stationery and lunch</li> <li>• Encourage my child to complete their homework</li> <li>• Stay informed about school news and activities by accessing the school website, following the school's facebook page, and reading emails and other materials sent home by school staff</li> </ul>
<b>WE ARE HERE TO DO WHAT IS RIGHT</b> <b>A commitment to doing what is right requires me to:</b> <ul style="list-style-type: none"> <li>• Be respectful in my conversations at home about school staff</li> <li>• Leave and collect my child from the designated area at school</li> <li>• Ensure my child attends school every day and notify the school promptly of any absences or changes in contact details</li> <li>• Respect school, student and staff privacy in my online communications</li> <li>• Seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues</li> <li>• Help my child to see the strengths and benefits in diversity and difference in their classmates</li> </ul>
<b>WE ARE HERE TO WORK TOGETHER</b> <b>A commitment to working together requires me to:</b> <ul style="list-style-type: none"> <li>• Treat staff with respect</li> <li>• Take a positive, solution-focused approach to resolving complaints</li> <li>• Make an appointment to speak with the class teacher or principal <ul style="list-style-type: none"> <li>▪ to discuss any matters relating to your child</li> <li>▪ if am concerned about the behaviour of a staff member, another student or parent</li> </ul> </li> <li>• Respect the obligation of staff to maintain student and family privacy</li> <li>• Recognise people are different and be non-judgemental, fair and equitable to others in the school community</li> <li>• Support my child to meet the learning and behavioural expectations at school</li> <li>• Share relevant information about your child's learning, social and behavioural needs with school staff</li> </ul>

## Differentiated and Explicit Teaching – Tier 1

Park Ridge State High 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 Park Ridge State High 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 focused 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.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

EXPECTATION	WHOLE SCHOOL	CLASSROOM	SCHOOL GROUNDS/ AMENITIES	TRANSITIONS	OFF-CAMPUS
WE ARE HERE TO LEARN	<ul style="list-style-type: none"> <li>• Make school attendance a priority – every lesson, every day counts</li> <li>• Make the most of your learning opportunities</li> <li>• Be in the right place at the right time</li> <li>• Be organised every lesson, every event, every day</li> <li>• Have a go and be ready to contribute</li> <li>• Challenge yourself – set goals</li> <li>• Be proud of your achievements – celebrate success</li> <li>• Ask for help</li> <li>• Solve problems in a constructive manner</li> <li>• Use technology responsibly</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time to class</li> <li>• Be on task in class</li> <li>• Have necessary equipment</li> <li>• Allow others to learn and to teach</li> <li>• Follow teacher instructions</li> <li>• Enter classroom calmly ready to learn</li> <li>• Listen actively to others</li> <li>• Complete all class work and assessment on time and to the best of your ability</li> <li>• Show pride in your work</li> <li>• Review your progress and refocus goals when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new games and activities – be involved</li> <li>• Make healthy choices - eat and drink healthily</li> <li>• Manage your own money/ belongings</li> </ul>	<ul style="list-style-type: none"> <li>• Be on time for next class</li> <li>• Return to class promptly</li> <li>• Socialise at break times, not directly before class</li> </ul>	<ul style="list-style-type: none"> <li>• Complete homework tasks</li> <li>• Complete assignment work at home</li> <li>• Revise for assessment</li> <li>• Involve your family in your studies and in school life</li> <li>• Always work during your study lines</li> </ul>
WE ARE HERE TO DO WHAT IS RIGHT	<ul style="list-style-type: none"> <li>• Stay in-bounds and on the school grounds</li> <li>• Wear the uniform correctly</li> <li>• Treat others respectfully</li> <li>• Use polite language</li> <li>• All deliveries via office</li> <li>• Walk away – don't hit out</li> <li>• Report unsafe behaviours and equipment</li> <li>• Report unauthorised visitors to staff</li> <li>• Take responsibility for your own choices</li> <li>• Make visitors to the school feel welcome</li> </ul>	<ul style="list-style-type: none"> <li>• Contact with parents, family via office during class time</li> <li>• Care for the classroom environment</li> <li>• Follow staff instructions</li> <li>• Use equipment safely and for intended purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Follow instructions of all staff</li> <li>• Use facilities for intended purposes</li> <li>• Enter and exit canteen area in an orderly fashion</li> <li>• Allow through traffic on walkways</li> <li>• Participate in school approved games/ activities only</li> <li>• Do not bully or engage in dangerous or anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Follow procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Follow all traffic laws</li> <li>• Be cyber safe</li> <li>• Be aware of your environment</li> <li>• Be an ambassador for the school</li> <li>• Be an active citizen</li> </ul>
WE ARE HERE TO WORK TOGETHER	<ul style="list-style-type: none"> <li>• Follow directions from all staff</li> <li>• Manage your time</li> <li>• Show self-control</li> <li>• Practise good hygiene</li> <li>• Take care of yourself, others and the whole school environment</li> <li>• Respect others' personal space and belongings</li> <li>• Be tolerant and accepting of others' needs, identities, culture and differences</li> </ul>	<ul style="list-style-type: none"> <li>• Actively contribute to a positive learning environment</li> <li>• Bring a positive attitude to class</li> <li>• Respect others' personal space and property</li> <li>• Treat others with respect</li> </ul>	<ul style="list-style-type: none"> <li>• Show pride in your environment – place rubbish in bins, stay out of gardens</li> <li>• Respect others' personal space and belongings</li> <li>• Bystanders – inspire others to do the right thing</li> <li>• Wait patiently in the designated areas for bus travel</li> <li>• Report all bullying or dangerous/ antisocial behaviour</li> <li>• Fair play – show good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>• Do not disturb other classes if you are moving about the school</li> <li>• Be aware of surroundings and objects</li> <li>• Be considerate of the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>• Show consideration through courtesy and manners to others</li> </ul>

## Focused Teaching – Tier 2

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 Park Ridge State High 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 focused teaching
- require intensive teaching

Park Ridge State High 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.

## Intensive Teaching – Tier 3

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 case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

## «Staff\_Retent\_2016»Disciplinary Consequences

The disciplinary consequences model used at Park Ridge State High 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 Withdrawal Room to continue the assigned class work.

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, or 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 4 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide 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

## Focused

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 (Behaviour Success Plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Positive Behaviour Card
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services 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
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student who 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.

## 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 Park Ridge State High School, the use of any SDA is considered a very serious decision. It is typically used when other options have been exhausted or the student's behaviour is so serious that the continued attendance at the school is considered a risk to the learning, safety or wellbeing of the school community.

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

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

### Re-entry following suspension

Students who are suspended from Park Ridge State High School will 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.

The invitation to attend the re-entry meeting will be communicated in writing via SDA paperwork or via telephone. Re-entry meetings are short, take less than 10 minutes and are 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), providing 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.

## «Staff\_Retent\_2016»School Policies

Park Ridge State High 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 Park Ridge State High 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, glue, paint, cigarettes, permanent markers, other's prescription medication, other illegal or banned substances)
- alcohol
- energy drinks
- 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)**.

## Use of personal technology devices by students

Students are advised not to bring any electronic equipment, other than their prescribed BYOx device, to school because of the potential for theft, damage and general disruption/distraction associated with them. No responsibility for lost, damaged or stolen personal technology devices is taken by the school. If a student chooses to ignore this advice, the following rules apply:

1. Mobile Phones are not to be accessed during class time including all times between 9:00am and 3:00pm (outside of designated breaks) and all circumstances where a student is outside of a classroom during class time.
2. Mobile Phones must be switched off and out of sight.

Where a student uses personal technology devices contrary to this policy; consequences will be strictly applied.

**First offence** = Detention and contact with parents/carers

**Second offence** = 1 Day internal withdrawal

**Third offence** = 2 Day suspension (SDA)

**Any subsequent offence** is considered defiance of school rules and as such further and escalated SDA will be applied. Parent conference with Deputy Principal.

### Confiscation

Where a student uses personal technology devices contrary to this policy, the student may be required to hand the device in at the student office for the remainder of the day. Repeat offences will result in the requirement for a meeting between the parents, student and Deputy Principal.

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

### Recording Voice and Images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by persons recording them without their knowledge or consent.

We uphold the value of trust and the right to privacy at Park Ridge State High School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices, being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying<sup>1</sup> or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording

breach this policy and may be subject to discipline (including suspension and recommendation for exclusion).

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

### **Text Communication**

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school office.

### **Assumption of Cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

### **Recording Private Conversations and the Invasion of Privacy Act 1971**

It is important that all members of the school community understand that under the Invasion of Privacy Act 1971, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

### **Special Circumstances Arrangement**

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the deputy principal or principal.

\* Personal Technology Devices includes, but is not limited to, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.

<sup>1</sup> Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

## Preventing and responding to bullying

### Purpose

Park Ridge State High School strives to create positive, predictable environments for all students at all times of the day. The disciplined teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising student achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Park Ridge State High School. Research indicates that both those being bullied and those who bully are at risk of behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Park Ridge State High School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture
- disability
- appearance or health conditions
- sexual orientation / gender identity
- sexist or sexual language

At Park Ridge State High School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, retaliation, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

### Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to problem behaviour, including bullying, in such a way that those who bully are not socially reinforced.

All students are being explicitly taught the expected school behaviours. Lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to. The student curriculum modules of the anti-bullying process are covered in curriculum classes in the Acting Against Bullying program,

through the Mentoring in Violence Prevention Program and during our Anti- Bullying Awareness Week.

### **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school-wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Park Ridge State High School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Park Ridge State High School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process. 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:

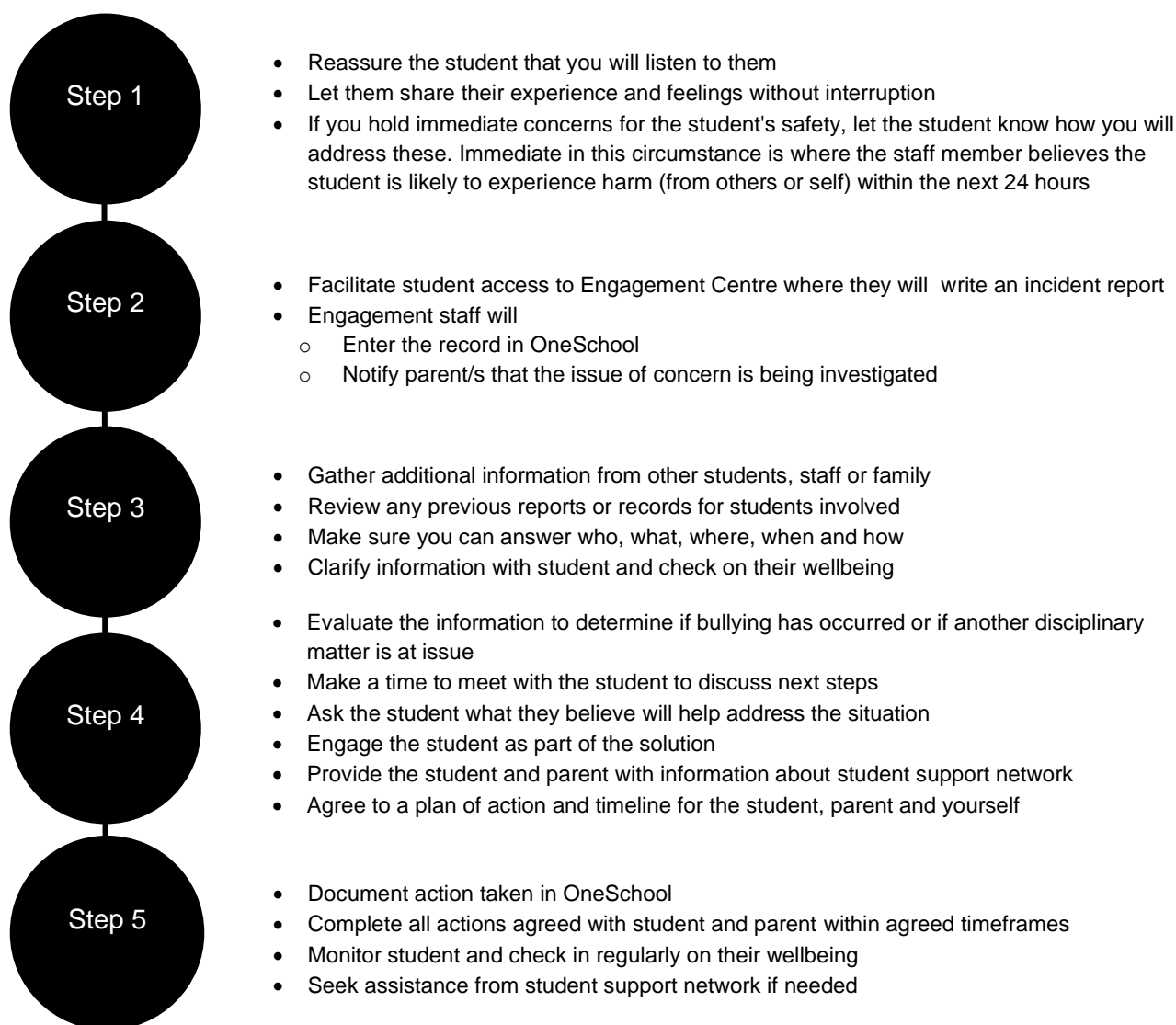
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Park Ridge State High 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 Park Ridge State High 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 judgement of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

## Park Ridge State High School - bullying response flowchart for school staff



## Cyberbullying

Cyberbullying is treated at Park Ridge State High 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 contact the Engagement Centre.

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 Park Ridge State High 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.

## How to manage online incidents that impact your school

### Student protection

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

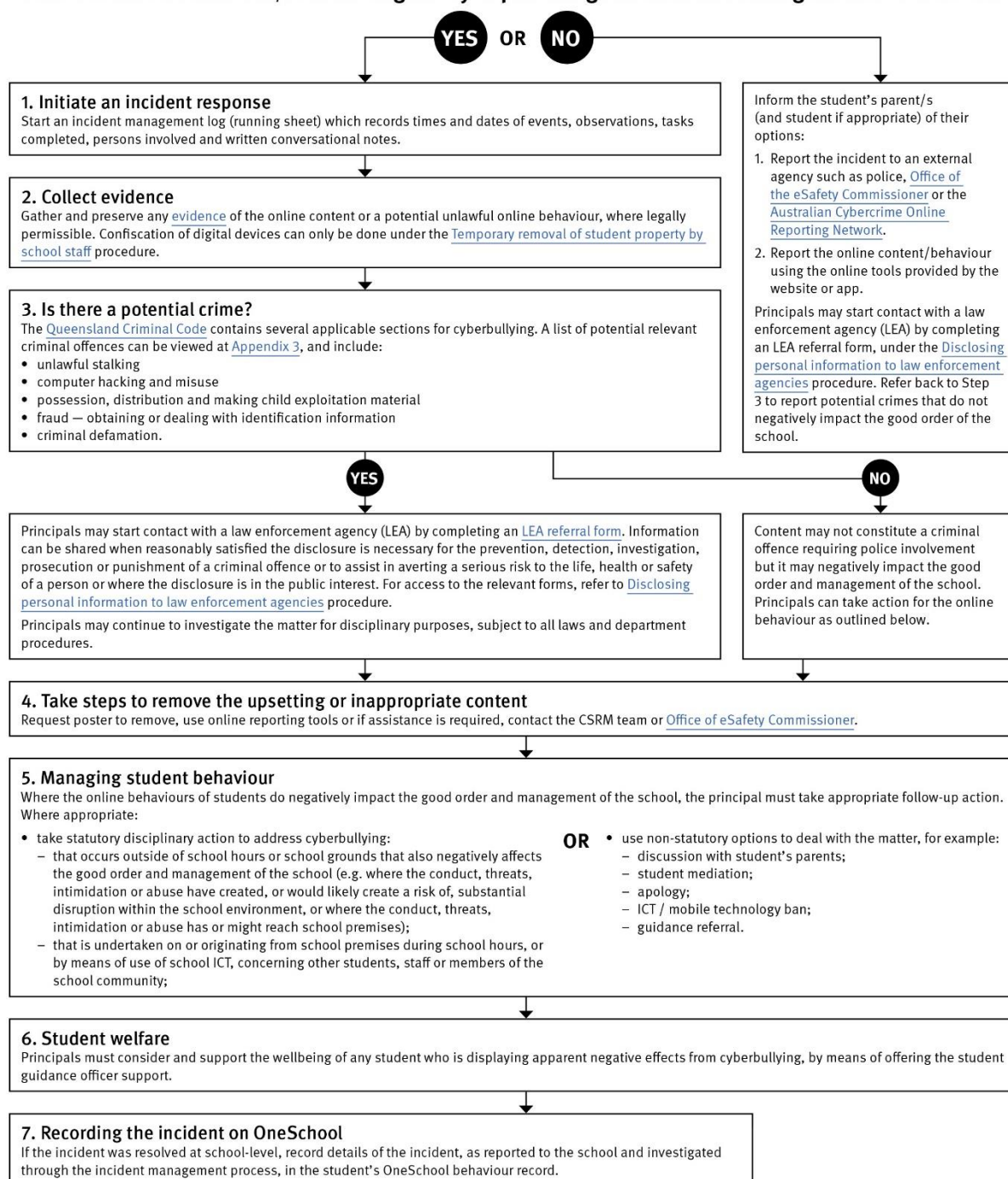
### Explicit images

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

### Report

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

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



## Appropriate use of social media

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, don't discuss these details on social media, particularly the names of anyone involved.

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## «Staff\_Retent\_2016» Restrictive Practices

School staff at Park Ridge State High 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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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.



## «Staff\_Retent\_2016»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 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.

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).





- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).