



"Yes We Can"

Pine Rivers Special School

Student Code of Conduct

2020 – 2023

Every Student Succeeding

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

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

Purpose

Pine Rivers Special School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have the opportunity to engage in quality learning experiences and to develop the knowledge, skills and values supportive of their long-term wellbeing.

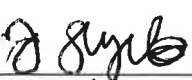
The *Student Code of Conduct* is designed to facilitate high standards of behaviour so that the teaching and learning in our school can be effective and so that students can participate positively within our school community.

Contact Information

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Endorsement

Principal Name:	Neil Larter
Principal Signature:	
Date:	13.11.2020

P&C President:	Julie Glyde
P&C President Signature:	
Date:	13.11.2020

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Introduction

At Pine Rivers Special School, we value being able to work and learn within a safe, supportive and friendly environment. But we also recognise that appropriate behaviour has to be learned and reinforced.

For many years, we have used a Positive Behaviour Support model to train an understanding of appropriate behaviour, and with a focus upon Teaching and Learning this has evolved into our embrace of Positive Behaviours for Learning (PBL).

Pine Rivers Special School is a state school catering for students from Prep to Year 12 who have been verified as having a significant intellectual disability, but many of our students also have verifications under other areas of disability, including Autism Spectrum Disorder (ASD), Physical Impairment (PI), Vision Impairment (VI) and Hearing Impairment (HI).

The school also hosts an Early Childhood Developmental Program (ECDP), which caters to young children who are suspected of having a disability and for whom attendance at a developmental program has been recommended by a paediatrician or therapist.

There is a positive, caring atmosphere within the school, which translates to friendly and supportive relationships demonstrated by the manner in which staff, students and parents interrelate.

At Pine Rivers Special School, it is expected that all members of the school community will demonstrate relationships characterised by Personal Regard, Respect and Integrity, and that enrolment of a child at the school will be a positive experience for all involved with students developing the knowledge, skills and attitudes to participate successfully in home, school and community life.

At Pine Rivers Special School, we expect students to be Safe, Proud, Cooperative and Friendly Learners. The behaviours associated with these expectations are explicitly taught and reinforced.

This *Student Code of Conduct* aims to articulate not only our belief about appropriate behaviour and our processes for training such behaviours, but also some of our School Policies which align to our expectation for Safe, Friendly and Cooperative Learning, about which we can be Proud.

Learning and Behaviour Statement

Pine Rivers Special School is committed to providing a positive school environment, where all students are included and feel safe and supported. All members of the school community (students, staff, parents and visitors to the school) have a role to play in creating a safe, supportive and disciplined school environment, where students can learn and achieve.

Pine Rivers Special School uses the Positive Behaviour for Learning (PBL) whole-school framework to promote positive behaviour across our school and develop a safe and supportive learning environment. Through the implementation of the PBL framework all students are explicitly taught the expected behaviours and clear and consistent boundaries are established.



PINE RIVERS SPECIAL SCHOOL

Our students are



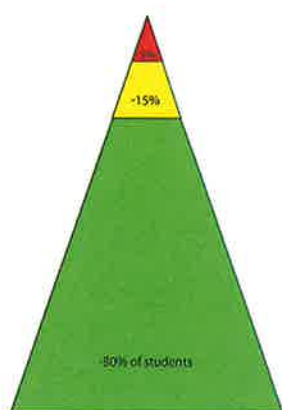
At Pine Rivers Special School, students are expected to display safe, proud, cooperative and friendly behaviours, whilst also demonstrating good behaviours for learning. (School Rules Poster is attached in Appendices).

Positive Behaviours for Learning:

Driven by data informed decision making, Positive Behaviours for Learning (PBL) is a proactive, preventative approach, ensuring that all students receive the appropriate level of support to help them to be successful at school. Student outcomes are monitored so that identified students can receive additional support when needed.

A Multi-Tiered System of Support

Pine Rivers Special School uses a multi-tiered system to support the learning of appropriate behaviour.



Intensive Behaviour Support (for a few)

Targeted Behaviour Support (for some)

Whole-School Behaviour Support (for all)

Tier1: Universal Training

Through the implementation of the PBL framework, all students are explicitly taught the expected behaviours and clear and consistent boundaries are established. Tier 1 Universal Training involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- seeking parent feedback on issues such as school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

Tier 2: Targeted Behaviour Support

Targeted Behaviour Support is provided to students who are identified through data gathering processes as requiring an Individual Positive Behaviour Support Plan to help shape Appropriate Behaviour.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports offer students more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working as they are “evidence-based” and matched to the student's needs.

Tier 3: Intensive Behaviour Support

Intensive Behaviour Support is provided to the small number of students at Pine Rivers Special School whose Complex and Challenging Behaviour necessitates some form of Intensive Intervention, involving a Functional Behaviour Analysis and the involvement of a team of Behaviour Support Personnel.

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) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the satisfaction that the student receives through their engagement in the problem behaviour.

Consideration of Individual Differences

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same.

For some students need additional support to interpret or understand an expectation may be required. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family

circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Student Wellbeing and Support Network

At Pine Rivers Special School, student wellbeing and support is coordinated by our Pedagogical Coach for PBL.

In consultation with the Class Teacher, Sector Deputy, Guidance Officer and Principal, the PBL Pedagogical Coach leads weekly Case Conferences where the support needs of individual students are discussed.

In order to gain a full understanding of student support needs, we might also call upon the expertise of the Speech Language Pathologist, Occupational and Physio Therapists, School Nurse and Teachers who might offer particular insight into a student's wellbeing needs.

For students who exhibit Complex Behavioural Needs, the Guidance Officer will facilitate a 'Wrap Around Case Conference' bringing together parents, teachers, PBL support staff, therapists, representatives from external agencies and medical specialists (if appropriate).

A Whole School Approach to Teaching of Discipline

Pine Rivers Special School uses Positive Behaviour for Learning (PBL) as the multi-tiered system to promote positive behaviour across the school and to develop a safe, disciplined and supportive learning environment.

PBL is an evidence-based framework used to:

- Analyse and improve student behaviour and learning outcomes,
- Ensure that only evidence-based practices are used by teachers to support student learning, and
- Support staff members to maintain consistent school expectations and classroom practices.

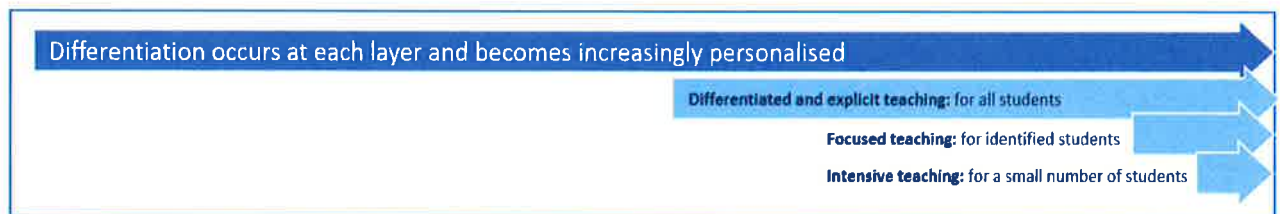
At Pine Rivers Special School we believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

Differentiated and Explicit Teaching

Pine Rivers Special 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 Pine Rivers Special 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, to 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.



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Pine Rivers Special School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher.

Intensive Teaching

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

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

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

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

Disciplinary Consequences

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

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

Prior to making any decision about disciplinary consequences, the Principal will:

- Make an assessment of the student's behaviour and the level of risk that this behaviour presents,
- Take into account the student's individual circumstances, including their behaviour history, their level of disability and subsequent understanding of their behaviour,
- Consider what individualised training this student has received and whether an adjustment to their Intensive Behaviour Support Plan may prove beneficial, and
- Apply a School Disciplinary Absence (Suspension or Recommendation for Exclusion) as a strategy of last resort after all pro-active approaches to behaviour support have been deemed unsuccessful.

Confidentiality

In accordance with the Code of Conduct for the Queensland Public Service, staff at Pine Rivers Special School recognise the importance of their responsibility to always conduct themselves in a professional manner, and to demonstrate respect for all persons, whether they be fellow employees, students, their parents or members of the public.

As such, we respect the rights of all to the principle of confidentiality, which includes the limiting of discussion or sharing of any information about students with persons other than that student's parents or guardians.

Instrument of Authorisation

The Principal of Pine Rivers Special School may authorise a Deputy Principal to notify the parents of the decision to suspend a student.

Students who are suspended from Pine Rivers Special School may be invited to attend a re-entry meeting on the day of their scheduled return to school. This re-entry meeting may be conducted by the Principal or a Deputy Principal and parents or carers may be required to attend this meeting.



Pine Rivers Special School has a number of 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 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 and value of the property,
- The circumstances in which the property was removed,
- The safety of the student from whom the property was removed, of other students and members of staff, and
- The good order and management of the school.

The Principal or state school staff shall 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 Pine Rivers Special School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives, chains, etc.)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs (including tobacco) and 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)

The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

State school staff at Pine Rivers Special School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police. Consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- must obtain consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency).

Parents of students at Pine Rivers Special School should:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Pine Rivers Special School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Pine Rivers Special School:

- should not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Pine Rivers Special School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal that it is available for collection.



Use of mobile phones and other devices by students

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

At Pine Rivers Special School the explicit teaching of responsible use of mobile phones and other devices is considered to be a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It must also be acknowledged however that there should also be time and space committed to social learning that is not dependent upon technology and when the presence of mobile phones is not allowed.

Responsibilities

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

It is **acceptable** for students at Pine Rivers Special School to:

- use mobile phones or other devices for
 - assigned class work and assignments set by teachers,
 - developing appropriate literacy, communication and information skills,
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school,
 - conducting general research for school activities and projects,
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work,
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment.

It is expected, however, that students will:

- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Pine Rivers Special School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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 Pine Rivers Special School *Student Code of Conduct*. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and Responding to Bullying

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 Pine Rivers Special 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 that teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Key Contacts for Students and Parents to Report Bullying

Prep to Year 12 – Class teacher

Deputy Principal (Early Years & Primary) – Ms Kelly Enstone

Deputy Principal (Junior & Senior Secondary) – Mr Aaron Morgan

Principal – Mr Neil Larter, 07 3285 0555



Bullying Response – Timeline for Teachers

Please note these timelines may be adjusted depending upon the unique circumstances and the risk associated with each situation.

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

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, consider refraining from discussing those details on social media, particularly the names of anyone involved.

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying

At Pine Rivers Special School, Cyberbullying is treated 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 and their homes, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

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

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

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

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



Cyberbullying Response – Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

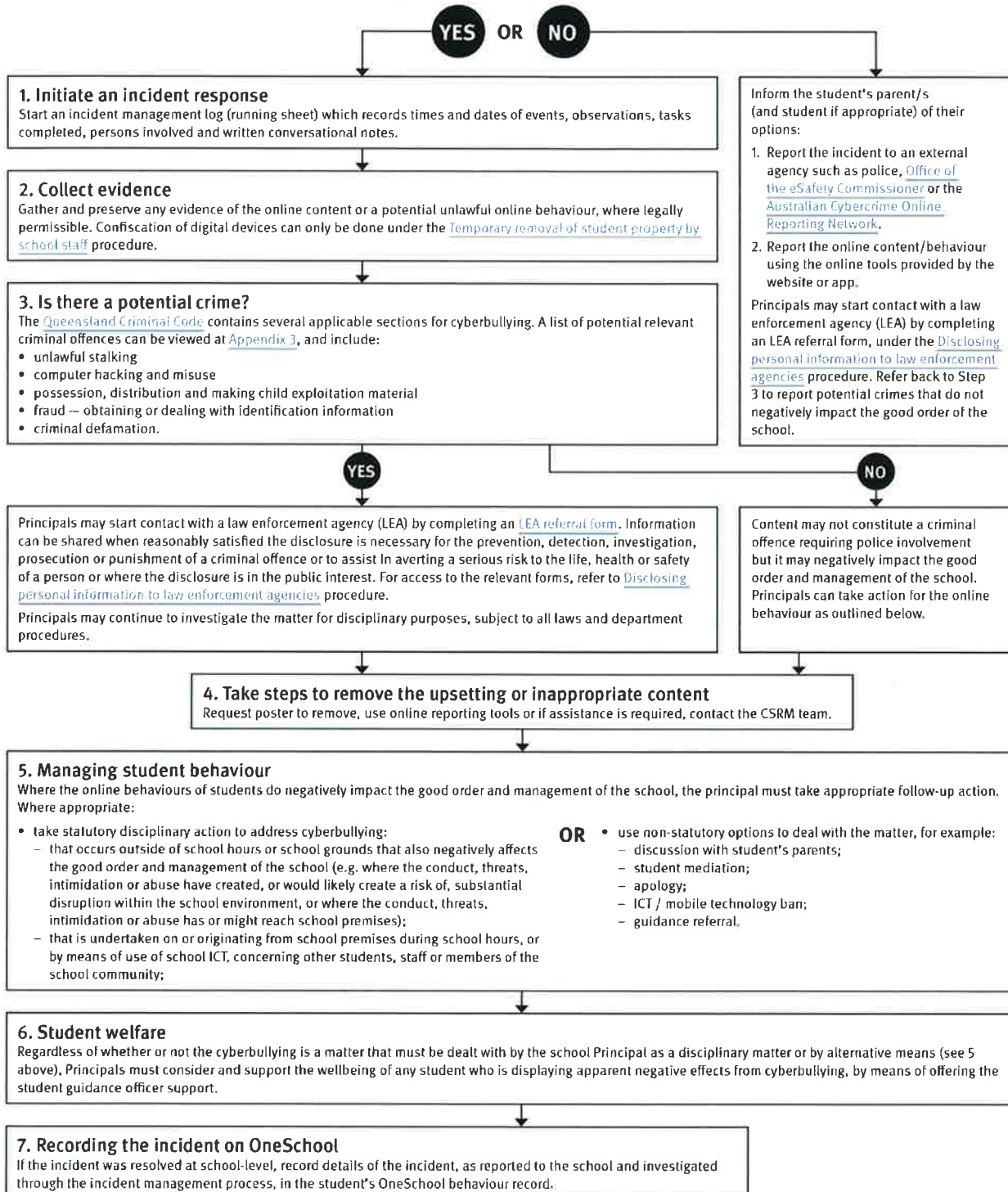
Explicit images

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

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?



Restrictive Practices

There may be times when staff of Pine Rivers Special School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others.

While it is anticipated that most instances of challenging behaviour can be de-escalated and resolved quickly, on occasions a student's behaviour may continue to escalate and staff may need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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 which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the Restrictive Practices Procedure.

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

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

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents. A copy of this plan should be saved and available for staff to review in OneSchool. A paper copy should also be available in the classroom TRS Folder.

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Legislation

In this section of the Pine Rivers Special School Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

Under the Education (General Provisions) Act 2006, state school principals are responsible for “controlling and regulating student discipline in the school”.

Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school.

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

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