

# STUDENT CODE OF CONDUCT 2021 - 2024

## Every Student Succeeding

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

*Queensland Department of Education State Schools Strategy 2021-2025*

**STRONG - SMART - CONNECTED**

## Purpose

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

This Code of Conduct for Students has been designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.



Essential to effective learning is safe, supportive and disciplined environment that respects the following rights:

- the right of all students to learn
- the right of all teachers to teach
- the right of all to be safe.

## Contact Information

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Contact Person:	Principal: Mr Judd Burgess

# Endorsement

Principal Name:	Mr Judd Burgess
Principal Signature:	
Date:	4/2/2021
P&C President Name:	Jason Smart
P&C President Signature:	
Date:	4/2/2021.

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### BUILDING AN EXEMPLARY SCHOOL CULTURE OF HIGH EXPECTATIONS

How do we define culture and what makes one exemplary? In many ways, an exemplary culture is something that is intangible and cannot be seen; it is more of a 'feeling' that you have in a school and it shows in the students' interactions among one another. Children learning and adults working in a school with an exemplary culture feel positive and respond positively to one another through accountability and expectation of improvement and strong relationships. An exemplary culture in a school has students feeling enormous pride in their school and behaving appropriately toward each other and staff in classrooms, playgrounds and outside the school gate. An exemplary culture displays students striving to do their best and feeling proud of their learning while modelling appropriate behaviour expectations. It is about visitors to the school saying that this school has a great feel about it. It is about parents who are keen to be involved in their children's learning and who want to send their children to the school because it feels right, it feels safe and their children feel they belong. **The foundation of building this exemplary culture is the school's Code of Conduct.**

Our Code of Conduct builds our exemplary culture through:

- High expectations for learning of every Weir State School student
- High expectations of **ALL** student behaviour which meets the conditions within the Code of Conduct
- A clear understanding that **ALL** students, regardless of disability or impairment, fall within the Code of Conduct to support **ALL** students having the right to a safe and supportive learning environment
- An expectation that **ALL** school staff have the right to enter and exit Weir State School each day in the same physical and mental health in which they came
- Consequences for behaviour are evidenced based and are adequately aligned to our behaviour matrices
- Strength and connection in every relationship and that students are supported to ensure they have the best chance of success should behaviour challenges continue
- Productive and frequent communication between the school and parent for student / family support
- Acknowledgement of positive behaviour and strong school systems to encourage whole school positive behaviour among the students

...but most all, everyone is immersed in the **Strong, Smart and Connected** culture that makes Weir State School a special place to grow and learn.

I am looking forward to building on our culture of high expectations together.

**Mr B and the Weir Team**

## Consultation

Weir State School developed this plan in collaboration with our school community. Broad consultation with parents/carers, staff and students was undertaken through survey distribution and community meetings. Support for and effectiveness of the Student Code of Conduct is determined through the School Opinion Survey, the Annual SET (School Evaluation Tool) data and EBS (Effective Behaviour Systems) Survey. A review of school data related to attendance, School Disciplinary Absences and behaviour incidents also informed the development process determined through the School Opinion Survey, the Annual SET (School Evaluation Tool) data and EBS (Effective Behaviour Systems) Survey. A review of school data related to attendance, School Disciplinary Absences and behaviour incidents also informed the development process.

## Data Overview

Weir State School developed the Code of Conduct for Students through the School Opinion Survey, the Annual SET (School Evaluation Tool) data and EBS (Effective Behaviour Systems) Survey. A review of school data related to attendance, School Disciplinary Absences and behaviour incidents also informed the development process.

Weir State School records all behaviour on OneSchool. Teachers record both positive and negative behaviour on OneSchool. On OneSchool, Education Queensland staff:

*Manage the tone of their writing so messages have the results they intended to convey, and avoid comments being misconstrued. Tone is the quality in writing that reveals an attitude towards topic and reader. It is easy for tone to slip from professional to casual. Records are permanent in OneSchool, so all staff take great care when making an incident report. When writing OneSchool records, staff take care not to use language that is judgmental, condescending or inflammatory.*

*All records are prepared clearly and with professionalism. Consideration to the following is given:*

- *records in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies*
- *avoid use of contentious, highly emotional or highly sensitive language*
- *data will be available to a wider Department of Education audience*
- *include concrete observations, without judgements.*

Parents or legal guardians have the right to request a copy of their child/ren's behaviour record. They can do this by submitting a request in writing to the principal. Principals will respond to requests within 10 school days of receiving it. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request). A parent or legal guardian can make the request for records to be amended. This does not guarantee that it will occur though. The final decision lies with the principal if a OneSchool record needs to be amended after considering all evidence provided. In granting the request of a copy of a child's records, Weir State School has the legal requirement to censor names of other students and/or staff to protect and maintain their right to confidentiality.



## Learning and Behaviour Statement

Weir State School considers behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. It is applicable to all areas of Weir State School, such as; learning, teaching and recreation environments.

Weir State School is committed to the evidence based organisational framework of the **Positive Behaviour for Learning (PBL)** system. PBL is a system that looks at behaviour and learning from a whole school and individual student perspective. It follows a process for teaching behavioural and social skills using a positive and proactive approach. Behaviour data is analysed weekly and from this analysis, a rule of the week is developed and then introduced to students at assembly. Every week a lesson is created, based around the rule of the week, and delivered to students. Every week, the PBL rule of the week is displayed in every classroom, learning environment and office spaces around the school.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Weir State School uses CCTV to enhance and to provide a safe and supportive school environment and, if required, uses footage for investigative purposes. Through our school plan, shared expectations for student behaviour assist to create and maintain a positive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

At Weir State School our core business is learning. We believe:

- all children can learn
- all children can enjoy learning
- all children have the right to learn, and teachers have the right to teach, without persistent disruption
- everyone has the right to be safe
- all children have the capacity to be responsible for their own behaviour

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



Our school rules have been agreed upon and endorsed by students, staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

## Student Wellbeing and Support Network

Weir State School supports the 2014 World Health Organisation definition of wellbeing:

*Wellbeing is a state in which every individual realises his or her potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to contribute to his or her community.*

### Rationale...

A whole of school recognition and reward structure supports the development of a caring, happy and co-operative school culture. Communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. Students engaging in this school culture will actively seek to model responsible, safe and respectful behaviour. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff with all feedback provided to students being consistent and constructive.

The embedding of a whole of school recognition and reward structure is evident when all staff and students are able to clearly articulate the expectations within the Student Code of Conduct. Successful implementation across the whole school of a consistent reward structure for positive behaviour will result in students:

- Being on task in the classroom
- Establishing high expectations
- Helping each other
- Playing safely
- Caring for the school environment.

Weir State School is proud to have a comprehensive Student Support Network 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 Weir State 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 Network.

Support is available through, but not limited to, the following school and government/community agencies:

Disability Services Queensland	St. Vincent de Paul
Adopt a Cop	Psylutions for Learning
Deadly Choices	Act for Kids
Child and Youth Mental Health	PCYC
Queensland Health/ JCU	Autism Queensland
Department of Communities (Child Safety Services)	Blackhawks "Sky's the Limit" Program
Queensland Police Service (QPS) and Police Liaison Officers (PLO's)	Education Queensland Specialists
Relationships Australia	Speech Therapists
Head Space	Occupational Therapists
Centacare	Advisory Visiting Teachers
Me Too Program	Stanton Lodge and Stanton Lodge Staff
Red Cross U8's	Weir Strong (NQYEP)
Salvation Army	Positive Behaviour for Learning (PBL)
	Family and Child Connect

# Whole School Rewards Systems

## Gotchas

**Gotchas** are awarded to students who are observed demonstrating behaviour that aligns with the school's expectations. In particular, they are used to support and reinforce the demonstration of the expectations of the Rule of the Week. Gotchas may be awarded **any time, any place, by anyone**.

Gotchas can be earned when a student is observed modelling safe, responsible and respectful behaviour, and that behaviour has been noted by a staff member as positively influencing our school climate and culture.

An explicit verbal recognition of the expectation being noted should be made when the Gotcha is being issued. E.g. *Thanks for walking safely in the covered area; thank you for being responsible and placing your rubbish in the bin.*

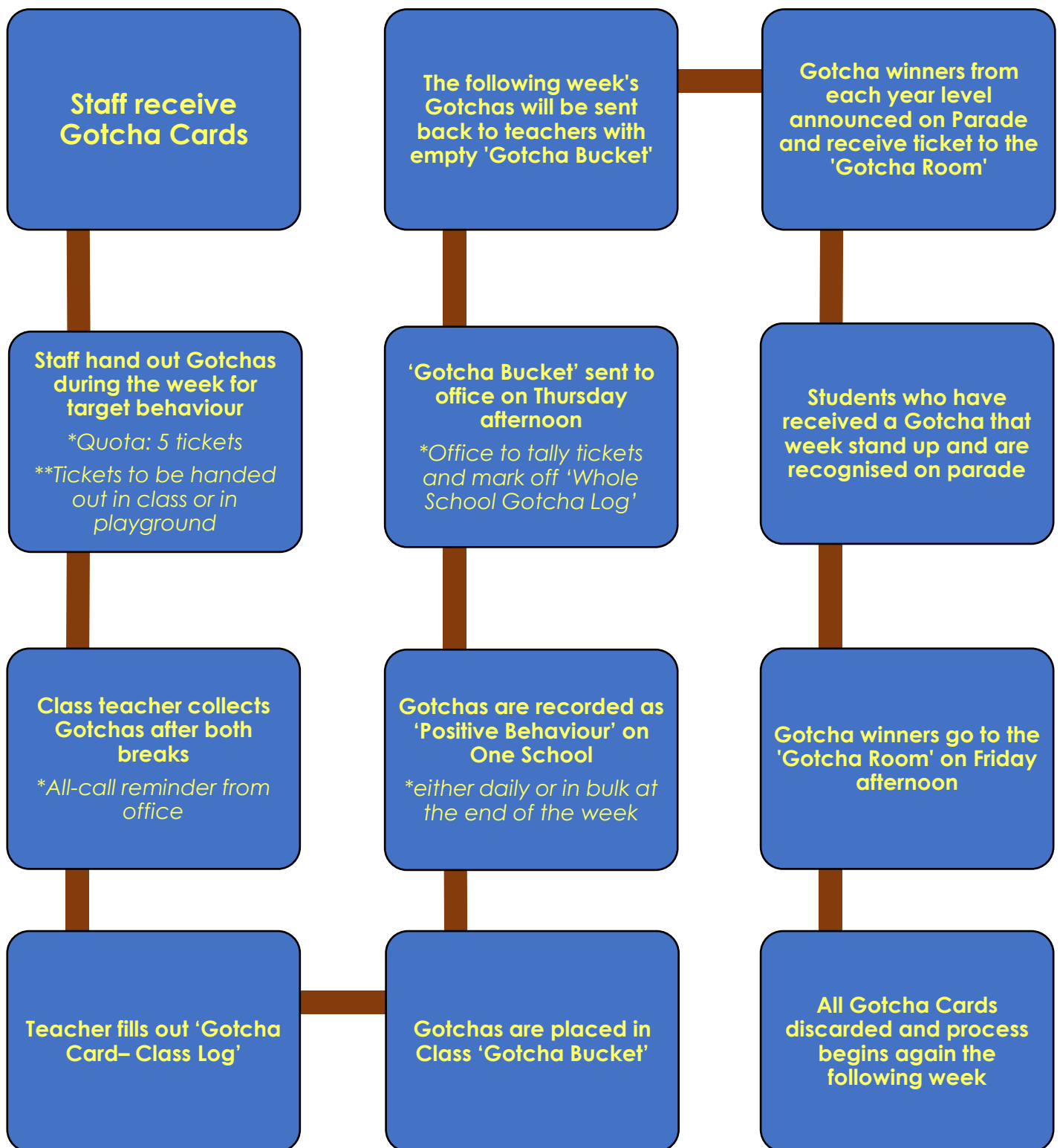
Verbal recognition is appropriate **every** time an expected behaviour is observed.

Gotchas are coloured according to the Rule of the Week's focus - Safe (Red), Respectful (Blue) or Responsible (Yellow).

Throughout the week, students place their Gotchas into their class Gotcha bucket for recording by their class teacher. Each Thursday, buckets are collected and a winner from each class is selected to attend the Gotcha Room on Friday afternoon. Gotcha Room winners are announced on Friday Whole School Parade.



# Gotcha Flow Chart



## The Whole School Reward Matrix

The Weir State School Whole School Rewards Matrix outlines the goals and appropriate reward levels for recognising students who demonstrate consistent efforts within all areas of our school expectations. The matrix is broken into 4 levels – Bronze, Silver, Gold and Platinum. Within each level is scaffolded criterion that clearly identifies the individual behaviour expectations to be achieved.

Classroom teachers are responsible for monitoring and nominating students to a level of achievement. Teachers are to submit the names of students eligible for rewards by the end of week 7 each term for checking by administration. Students are awarded a certificate and are eligible to participate in the nominated end of term activity for their reward level. Students not eligible for a reward activity will participate in an organised PBL activity.

At the commencement of each term, all students return to working towards bronze level. The teacher will indicate this by placing all student names at the base of the bronze level on the class chart. Students are able to track their progress on the Reward Chart that is displayed in every classroom. Teachers will be provided with a class spreadsheet each term to map their class as a whole.

At the commencement of term 4, Year 3-6 students who have achieved gold level in terms 1, 2 and 3 will be eligible to apply for the Carlyle Gardens Platinum Shield. Students are required to write a letter explaining their behavioural achievements. The winning recipient is selected by the Carlyle Garden Committee and presented at the end of year awards ceremony.

In term 4, Year 3-6 students who have achieved gold level in all terms will be eligible for nomination by their class teacher for platinum level. Administration staff and a teaching staff panel make the final selection of platinum students. Platinum students attend an additional rewards activity and are recognised at the end of year awards ceremony with a platinum medallion or badge.

Parent communication is vital to successfully supporting students. Class teachers are responsible for reporting to parents at the end of each term on the achievement of their child.

### **Student of the Week**

Staff members nominate one class member per week to receive a Student of the Week award, presented at school parade. Additional awards for Physical Education and Creative Arts achievements are also presented at school parade.

## Individual Classroom Behaviour System

All classrooms are expected to display a rewards system for acknowledging positive student behaviour. This system may also be used to track inappropriate behaviour; giving students a visual reminder.

### Weir State School – Chill Out Room

At Weir State School, there are a small number of identified students who have complex behaviour and social issues, therefore requiring extra support during lunch breaks, partaking in our 'Chill Out' room. In Chill Out, the students have a regular routine and expectations each day. They are supervised by a teacher in a calm, quiet space to eat their lunch and are then collected at playtime by a staff member who monitors them while in the playground. Some students may choose to remain in "Chill Out" at lunch to play. Their mood and behaviours are monitored daily and if there are students found to be struggling with issues, the 'Chill Out' teacher discusses and attempts to find a positive solution, or refers the student to admin for further support. Interactions with other students fosters self-regulation and emotional independence and as they build their social and emotional skills and conflict resolution, they are gradually introduced to the playground with gradual release of teacher support. Our 'Chill Out' approach has evidenced a proportional decrease in undesired behaviour in our identified behaviour students.

Process of 'Chill Out' is as follows:

1. Enter 'Chill Out' and sit quietly at a table to eat lunch
2. Collect 'Chill Out' card from supervising teacher
3. 'Chill Out' teacher marks off students on attendance roster
4. Clean up eating area and wipe hands, then wait for designated Play Area supervisor to collect for playtime
5. Students play as normal with Play Area supervisor monitoring behaviour
6. Play Area supervisor signs 'Chill Out' card with a smiley, sad or neutral face to reflect student's time in the playground for that break
7. At end of the play the children return with their supervisor and their 'Chill Out' card
8. 'Chill Out' teacher records student playground progress on 'Chill Out' attendance roster

## Complex Case Management

Complex case management:

- Is a student-focused process to support a student with individualised and complex support needs. It enables a student to:
  - maximise engagement, access and participation in their learning
  - be supported in the educational environment through the development of a complex case plan of action, when the current universal, targeted and intensive supports are inadequate and/or interagency collaboration is required.
- Involves a collaborative team approach that should include the student (where possible), school representatives, parents or caregivers, and interagency and community partners when required. The team approach:
  - promotes effective and efficient coordination of support and services to the student
  - encourages the student and/or parents/caregivers to be involved in the decision-making process.
- Is embedded within a whole school approach, using a continuum of support to meet the complex and diverse learning needs of students and is usually reserved for the intensive support layer of the whole school approach to support student learning.
- Is a proactive and flexible process that manages the sharing of information in order to develop solutions, generate and implement a plan, and prevent a crisis situation

Complex case management is the process of coordinating the delivery of a range of education and agency services to an individual student requiring intensive support. This involves establishing a school-based management process and the provision of extensive adjustments to learning programs to promote successful outcomes for the student.

The first opportunity to identify complex and intensive support needs commences with the school's first encounters with the student and his or her parent(s) or carer(s) – usually at the time of enrolment. Gathering the relevant information at that time, and acting on it if required, means that relevant support staff and external agencies can be identified and briefed, and support provisions can be put in place to facilitate the student's engagement from the first day. This will mitigate the risk of incidents relating to the student's condition or characteristics escalating because they have not been anticipated, with staff being caught unprepared. Secondary opportunities to identify complex and intensive support needs occur after a child has started school and relevant information is collected, internally and externally, and support provisions can be put in place to facilitate the student's engagement.

The Complex Case functionality aims to assist with this process. It enables a school to capture significant student characteristics, conditions and circumstances (check-list style) that may possibly require intensive support needs, as they are identified. It serves to prompt for a planned, coordinated response by relevant school staff to put in place appropriate provisions, and in so doing, allows for the recording of the planned response.



# Whole School Approach to Positive Behaviour Support

## Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students while taking into consideration their personal circumstances. At Weir State School, we emphasise the importance of directly teaching students the positive behaviours to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations for specific settings has been attached to each of our three school rules - **Be Safe, Be Respectful and Be Responsible**. The School wide pop-out posters, Expectations Teaching Matrix and Rewards Matrix below outline our agreed rules and specific behavioural expectations in all school settings and the associated rewards.

**BEFORE / AFTER SCHOOL**

**BE SAFE**

- Wait for pick-up in supervised areas
- Use the crossing and follow supervisor's instructions
- Use designated pathways and gates
- Walk, bike/cooter in the school grounds
- On the bus, stay in your seat and face the front

**ALL AREAS:**

- Keep hands, feet and objects to yourself
- Move Safely

**BE RESPECTFUL**

- Greet people politely when wearing school uniform
- Be considerate of community members using pathways and gates
- Enter and leave the school quietly

**ALL AREAS:**

- Listen and follow all staff instructions
- Use school appropriate language

**BE RESPONSIBLE**

- Leave school promptly
- If required, report to the Bus Room at 240pm
- Secure your bike/cooter in bike racks
- Report to the office if arriving late or leaving school early
- Sign in mobile phone at office and collect when going home

**ALL AREAS:**

- Be in the right place at the right time
- Ask for help when required

**WEIR STRONG - WEIR SMART**

**CLASSROOM**

**BE SAFE**

- Enter and exit the room in an orderly manner
- Use all furniture and learning equipment appropriately
- Ask permission to leave the room

**ALL AREAS:**

- Keep hands, feet and objects to yourself
- Move Safely

**BE RESPECTFUL**

- Respect others' right to learn
- Respect the teacher's right to teach
- Be an active listener
- Value, support and encourage others
- Be respectful of all property
- Use a calm, inside voice
- Take turns

**ALL AREAS:**

- Listen and follow all staff instructions
- Use school appropriate language

**BE RESPONSIBLE**

- Complete set tasks
- Be prepared for learning
- Take a positive and active role in classroom activities
- Keep workspace tidy
- Put in your best effort

**ALL AREAS:**

- Be in the right place at the right time
- Ask for help when required

**WEIR STRONG - WEIR SMART**

**TOILETS**

**BE SAFE**

- During class time, go with a buddy and wear a lanyard
- Use all toilet equipment correctly
- Leave all food and drinks outside

**ALL AREAS:**

- Keep hands, feet and objects to yourself
- Move Safely

**BE RESPECTFUL**

- Respect privacy of others
- Wait your turn
- Leave area clean and tidy

**ALL AREAS:**

- Listen and follow all staff instructions
- Use school appropriate language

**BE RESPONSIBLE**

- Try to use toilets during breaks
- Remember... Hush, Push, Wash, Rush
- Conserve water
- Return to class/area promptly
- Report any damage/vandalism

**ALL AREAS:**

- Be in the right place at the right time
- Ask for help when required

**WEIR STRONG - WEIR SMART**

**EATING AREAS/CPAs**

**BE SAFE**

- Sit while eating
- Eat in your area
- Eat your own food
- Line up sensibly at the tuckshop
- Wait patiently and sensibly at the drink taps

**ALL AREAS:**

- Keep hands, feet and objects to yourself
- Move Safely

**BE RESPECTFUL**

- Speak quietly
- Wait to be dismissed after eating time
- Wait quietly to be served at the tuckshop
- Use polite language when at the tuckshop

**ALL AREAS:**

- Listen and follow all staff instructions
- Use school appropriate language

**BE RESPONSIBLE**

- Keep your area tidy
- Put rubbish/food in the bin
- Ask to use the toilet/get a drink
- Order tuckshop before school
- Use drink taps appropriately

**ALL AREAS:**

- Be in the right place at the right time
- Ask for help when required

**WEIR STRONG - WEIR SMART**

**PLAYGROUND**

**BE SAFE**

- Participate in school approved games
- Use equipment safely and appropriately
- Leave sticks and rocks on the ground
- Wear closed in shoes
- Wear a sun safe hat

**ALL AREAS:**

- Keep hands, feet and objects to yourself
- Move Safely

**BE RESPECTFUL**

- Encourage others
- Show good sportsmanship
- Ask permission to use someone's property/equipment

**ALL AREAS:**

- Listen and follow all staff instructions
- Use school appropriate language

**BE RESPONSIBLE**

- Play in your area
- Look after equipment
- Return borrowed equipment
- Leave the playground promptly at the end of play

**ALL AREAS:**

- Be in the right place at the right time
- Ask for help when required

**WEIR STRONG - WEIR SMART**

**TRANSITION**

**BE SAFE**

- Stop at designated points when walking with your class
- Use handrails safely
- Keep passage ways and stairs clear

**ALL AREAS:**

- Keep hands, feet and objects to yourself
- Move Safely

**BE RESPECTFUL**

- Walk quietly and orderly so others are not disturbed
- Allow younger children and adults to go first

**ALL AREAS:**

- Listen and follow all staff instructions
- Use school appropriate language

**BE RESPONSIBLE**

- Keep left on the stairs and pathways
- Carry personal items with care
- Return to line promptly
- Use allocated pathways

**ALL AREAS:**

- Be in the right place at the right time
- Ask for help when required

**WEIR STRONG - WEIR SMART**



# WEIR STATE SCHOOL EXPECTATIONS



	ALL AREAS	CLASSROOM	PLAYGROUND	EATING AREA/CPAS	TRANSITION	TOILETS	BEFORE/AFTER SCHOOL
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>✓ Keep hands, feet and objects to yourself</li> <li>✓ Use equipment appropriately</li> <li>✓ Line up safely and in the correct area</li> <li>✓ Take a buddy when leaving supervised area and wear a lanyard</li> <li>✓ Move safely</li> </ul>	<ul style="list-style-type: none"> <li>✓ Enter and exit the room in an orderly manner</li> <li>✓ Use all furniture and learning equipment appropriately</li> <li>✓ Ask permission to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>✓ Participate in school approved games</li> <li>✓ Use equipment safely and appropriately</li> <li>✓ Leave sticks and rocks on the ground</li> <li>✓ Wear closed in shoes</li> <li>✓ Wear a sun safe hat</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sit while eating</li> <li>✓ Eat in your area</li> <li>✓ Eat your own food</li> <li>✓ Line up sensibly at the tuckshop</li> <li>✓ Wait patiently and sensibly at the drink taps</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stop at designated points when walking with your class</li> <li>✓ Use handrails safely</li> <li>✓ Keep passageways and stairs clear</li> </ul>	<ul style="list-style-type: none"> <li>✓ During class time, go with a buddy and wear a lanyard</li> <li>✓ Use all toilet equipment correctly</li> <li>✓ Leave all food and drinks outside</li> </ul>	<ul style="list-style-type: none"> <li>✓ Wait for pick-up in supervised areas</li> <li>✓ Use the crossing and follow supervisor's instructions</li> <li>✓ Use designated pathways and gates</li> <li>✓ Walk bike/scooter in the school grounds</li> <li>✓ On the bus, stay in your seat and face the front</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>✓ Listen and follow all staff instructions</li> <li>✓ Respect property and personal space of others</li> <li>✓ Use your manners</li> <li>✓ Use school appropriate language</li> <li>✓ Wear uniform with pride</li> <li>✓ Care for our school environment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect others' right to learn</li> <li>✓ Respect the teacher's right to teach</li> <li>✓ Be an active listener</li> <li>✓ Value, support and encourage others</li> <li>✓ Be respectful of all property</li> <li>✓ Use a calm, inside voice</li> <li>✓ Take turns</li> </ul>	<ul style="list-style-type: none"> <li>✓ Encourage others</li> <li>✓ Show good sportsmanship</li> <li>✓ Ask permission to use someone's property/equipment</li> </ul>	<ul style="list-style-type: none"> <li>✓ Speak quietly</li> <li>✓ Wait to be dismissed after eating time</li> <li>✓ Wait quietly to be served at the Tuckshop</li> <li>✓ Use polite language when at the Tuckshop</li> </ul>	<ul style="list-style-type: none"> <li>✓ Walk quietly and orderly so others are not disturbed</li> <li>✓ Allow younger children and adults to go first</li> </ul>	<ul style="list-style-type: none"> <li>✓ Respect privacy of others</li> <li>✓ Wait your turn</li> <li>✓ Leave area clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>✓ Greet people politely when wearing school uniform</li> <li>✓ Be considerate of community members using pathways and gates</li> <li>✓ Enter and leave the school quietly</li> </ul>
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>✓ Be in the right place at the right time</li> <li>✓ Report inappropriate behaviour or damages</li> <li>✓ Ask for help when required</li> <li>✓ Ask permission to leave supervised area</li> <li>✓ Only bring approved personal items to school</li> <li>✓ Be responsible for your behaviour</li> </ul>	<ul style="list-style-type: none"> <li>✓ Complete set tasks</li> <li>✓ Be prepared for learning</li> <li>✓ Take a positive and active role in classroom activities</li> <li>✓ Keep workspace tidy</li> <li>✓ Put in your best effort</li> </ul>	<ul style="list-style-type: none"> <li>✓ Play in your area</li> <li>✓ Lock after equipment</li> <li>✓ Return borrowed equipment</li> <li>✓ Leave the playground promptly at the end of play</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep your area tidy</li> <li>✓ Put rubbish/food in the bin</li> <li>✓ Ask to use the toilet/get a drink</li> <li>✓ Order tuckshop before school</li> <li>✓ Use drink taps appropriately</li> </ul>	<ul style="list-style-type: none"> <li>✓ Keep left on the stairs and pathways</li> <li>✓ Carry personal items with care</li> <li>✓ Return to line promptly</li> <li>✓ Use allocated pathways</li> </ul>	<ul style="list-style-type: none"> <li>✓ Try to use toilets during breaks</li> <li>✓ Remember... Hush, Flush, Wash, Rush</li> <li>✓ Conserve water</li> <li>✓ Return to class/area promptly</li> <li>✓ Report any damage/vandalism</li> </ul>	<ul style="list-style-type: none"> <li>✓ Leave school promptly</li> <li>✓ If required, report to the Bus Room at 2:40pm</li> <li>✓ Wait quietly in the Bus Room</li> <li>✓ Secure your bike/scooter in bike racks</li> <li>✓ Report to the office if arriving late or leaving school early</li> <li>✓ Sign in mobile phone at office and collect when going home</li> </ul>



# WEIR STRONG - WEIR SMART



# Weir State School Rewards Matrix

	ALL AREAS	CLASSROOM	PLAYGROUND	EATING AREAS/CPAs	TRANSITION	TOILETS	BEFORE/AFTER SCHOOL
<b>BRONZE (Usually)</b>	<ul style="list-style-type: none"> <li>Keep hands, feet and objects to yourself</li> <li>Use equipment safely</li> <li>Move safely</li> <li>Listen and follow all staff instructions</li> <li>Use appropriate school language</li> <li>Use your manners</li> <li>Be in the right place at the right time</li> <li>Wear the school uniform with pride</li> <li>Care for our school environment</li> <li>No disciplinary absences</li> </ul>	<ul style="list-style-type: none"> <li>Enter and exit the room in an orderly manner</li> <li>Ask permission to leave the room</li> <li>Complete set tasks</li> <li>Be an active listener</li> <li>Take a positive and active role in classroom activities</li> <li>Put in your best effort</li> </ul>	<ul style="list-style-type: none"> <li>Participate in school approved games</li> <li>Leave sticks and rocks on the ground</li> <li>Wear closed in shoes</li> <li>Show good sportsmanship</li> <li>Encourage others</li> <li>Look after the equipment</li> <li>Wear a sun safe hat</li> </ul>	<ul style="list-style-type: none"> <li>Sit while eating</li> <li>Eat in your area</li> <li>Wait patiently and sensibly at drink taps</li> <li>Keep the area tidy</li> <li>Wait to be dismissed</li> <li>Speak quietly</li> <li>Line up sensibly at the tuckshop</li> <li>Put rubbish in the bin</li> </ul>	<ul style="list-style-type: none"> <li>Use stairs and handrails safely</li> <li>Walk quietly and orderly</li> <li>Return to line promptly</li> <li>Use allocated pathways</li> <li>Return to line promptly</li> </ul>	<ul style="list-style-type: none"> <li>Use all toilet equipment correctly</li> <li>Respect the privacy of others</li> <li>Report any damage or vandalism</li> </ul>	<ul style="list-style-type: none"> <li>Wait quietly for pick-up in supervised area including the bus room</li> <li>Report to the office if arriving late or leaving early</li> <li>Sign in mobile phone at office and collect when going home</li> <li>Leave school promptly</li> <li>Walk bike or scooter in school grounds</li> </ul>
<b>SILVER (Continuously)</b>	<ul style="list-style-type: none"> <li>Continuously follow school expectations (Bronze)</li> <li>Take responsibility for a leadership role in the classroom or playground (help others)</li> <li>No ODRs</li> <li>No time outs</li> </ul>						
<b>GOLD (Independently)</b>	<ul style="list-style-type: none"> <li>Independently follow school expectations (Bronze and Silver)</li> <li>No behaviour incidents recorded</li> <li>Year 3-6- Gold in Term 1, 2 and 3 makes student eligible to apply for the Carlyle Gardens Platinum Shield at the end of Term 3</li> </ul>						
<b>PLATINUM (Year 3-6 ONLY)</b>	<ul style="list-style-type: none"> <li>Senior Students who have achieved Gold in all terms may be nominated by their class teacher for a Platinum Award</li> <li>Final selection of Platinum Award recipients to be made by an Administration and staff panel</li> </ul>						

The positive behaviour expectations shown, are communicated to students via a number of strategies, including:

- PBL “Rule of the Week” lesson conducted by classroom teachers
- Reinforcement of learning from focus lessons at School Parades and during active supervision by staff during classroom and non-classroom activities.
- Newsletters
- Gotchas
- SkoolBag updates to families

Weir State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School PBL team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Training for staff is provided, including: Review of Weir State School Expectation matrix, Essential Skills, Non-Violent Crisis Intervention and Classroom Profiling.
- Partial Placement Education Program
- Specific policies that have been developed to address:
  - ❖ The Use of Personal Technology Devices at School
  - ❖ Preventing and Responding to Incidents of all forms of Bullying
  - ❖ Appropriate Use of Social Media

## Minor and Major Behaviours

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

Staff members manage minor problem behaviours at the time it happens (If these behaviours begin to form a pattern of behaviour they may be escalated to a level 4 and referred to Administration).

Major problem behaviours are referred to the school administration team for further support. Level 4 or 5 behaviours are to be immediately referred to administration for support through an Office Disciplinary Referral form (White Slip) and recorded on OneSchool by the referring staff member.

Descriptors of the levels of unacceptable behaviours and consequences are clearly outlined below.

Minor behaviours are those that:

- are minor breaches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- do not require involvement of specialist support staff or administration; and
- are determined to be levels 1, 2 or 3 behaviours.

Major behaviours are those that:

- are minor but persistent and form a regular pattern of misbehavior;
- significantly violate the rights of others; or
- put others / self at risk of harm; and
- require the involvement of school administration.

Misconduct, by a student enrolled at Weir State School, is defined to include misconduct happening while the student is:

- attending school or representing the school;
- travelling to or from the school; or
- wearing the school uniform.

Relating problem behaviours to expected school behaviours:

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to the expected school behaviour. One method that staff members might use to achieve this is to have students;

- articulate the relevant expected school behaviour and provide a model
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

## Levels of Unacceptable Behaviour and Consequences

### MINOR: Level 1, 2 or 3

Behaviours that are managed by the staff member at the time that it happens. They:

1. Do not seriously harm others or cause suspicion that the student may be harmed
2. Do not violate the right of others in any serious way

#### Level 1 - Low Level Off Task Behaviour

Examples of Level 1 Behaviour	Consequence*
Making noises that disrupt others Tapping pens/pencils Low level disruptive classroom behaviour Running on concrete No hat Teasing, put downs, low level gestures, annoying behaviours, social isolation Refusing to follow instructions Wearing clothing accessories not in the dress code, no hat, no shoes Non-compliance with teacher instructions relating to appropriate IT use (inc. mobile phones) Late return to class Making false statements Possession of items not allowed at school (phone, toys, electronic devises) Refusal to participate in activities that form part of the curriculum Littering Other low-level unacceptable behaviours	Rule reminder Check for Understanding Redirection

## Level 2 - Disruptive, Non-Compliant Behaviour

Examples of Level 2 Behaviour	Consequence*
Unauthorised moving around the room, Moving to out of bounds areas, Moderate level disruptive classroom behaviour Other moderate level unacceptable behaviours	Rule reminder Check for Understanding Redirection Warning given Sit out Thinking chair/Buddy class Parent contact Behaviour recorded on OneSchool

## Level 3 - Persistent off task, disruptive, non-compliant or offensive behaviour

Examples of Level 3 Behaviour	Consequence*
Misuse of toilets Lack of care, breakage, minor vandalism Inappropriate language in conversation (including name calling, indirect swearing) Play fighting and rough play Continual refusal to participate in activities that form part of the curriculum Repeated non-compliance Repeatedly late return to class Inappropriate use of IT *Cyber abuse Low level bullying Petty theft	Rule reminder Check for Understanding Redirection Warning given Sit out Thinking chair/Buddy class Parent contact Behaviour recorded on OneSchool Restorative Justice Time Out Withdrawal of privileges Removal from activity Referral to Chill Out Room Possible referral to Administration

## MAJOR: Level 4 or 5

Behaviours that require referral to specialist support staff and/or administration for further support. They:

1. Significantly violate the rights of others
2. Put other/self at risk of harm

### Level 4 - Admin Referral

Examples of Level 4 Behaviour	Consequence*
<p>Significant anti-social behaviour</p> <p>Serious misuse of toilets</p> <p>Vandalism</p> <p>Repeated inappropriate language in conversation (including name calling, indirect swearing)</p> <p>Play fighting and rough play</p> <p>Continual refusal to participate in activities that form part of the curriculum</p> <p>Repeated non-compliance</p> <p>Repeatedly late return to class</p> <p>Inappropriate use of IT *Cyber abuse</p> <p>High level bullying</p> <p>Petty theft</p> <p>Personal insults, racial slurs, homophobic slurs, sexual harassment</p> <p>Cyber bullying</p> <p>Threats (verbal and non-verbal)</p> <p>Verbal abuse towards staff and students</p> <p>Inappropriate and illegal use of mobile phones</p> <p>Repeated absence from class and hiding from staff</p> <p>Inappropriate use of an object</p> <p>Leaving the school grounds without permission</p> <p>Actions which seriously interfere with the good order and management of the school</p> <p>Serious physical misconduct</p> <p>Sexual misconduct</p>	<p>Rule reminder</p> <p>Check for Understanding</p> <p>Redirection</p> <p>Warning given</p> <p>Sit out</p> <p>Thinking chair/Buddy class</p> <p>Parent contact</p> <p>Behaviour recorded on OneSchool</p> <p>Restorative Justice</p> <p>Time Out</p> <p>Withdrawal of privileges</p> <p>Removal from activity</p> <p>Referral to Chill Out Room</p> <p>Possible referral to Administration</p> <p>Short term or long-term suspension</p>



## Level 5- Admin referral

Dangerous, unsafe, offensive or destructive behaviour resulting in risk of harm to themselves, students or staff, damage to property.

Examples of Level 5 Behaviour	Consequence*
Continued level 1-4 behaviours Serious vandalism causing property damage Highly inappropriate use of IT *Cyber abuse High level bullying (including cyber) Theft Personal insults, racial slurs, homophobic slurs Threats (verbal and non-verbal) Verbal abuse towards staff and students Direct swearing Inappropriate and illegal use of mobile phones Repeated absence from class and hiding from staff Inappropriate use of an object Leaving the school grounds without permission Actions which seriously interfere with the good order and management of the school Serious physical misconduct (causing harm) Sexual misconduct Nudity/indecent exposure Possession of dangerous/Illegal items and/or substances Substance abuse	Rule reminder Check for Understanding Redirection Warning given Sit out Thinking chair/Buddy class Parent contact Behaviour recorded on OneSchool Restorative Justice Time Out Classroom Behaviour Support Plan Withdrawal of privileges Removal from activity Referral to Chill Out Room Possible referral to Administration Possible short term or long-term suspension Possible exclusion

*\*Any of all of these consequences may be applied*

## Responding To Unacceptable Behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others and readiness for learning.

Approximately 80% to 90% of students will have little or no difficulties. However, about 10% to 15% of students may need additional support and timely intervention on some occasions. For a variety of reasons, 5% of students may not respond to these early efforts and may need more intensive support and/or flexible learning options to assist them to continue their learning.

### Re-directing Low-Level and Infrequent Problem Behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then attempt to redirect their behaviour so that it aligns with school expectations.

Our first response focusses on the least intrusive strategies of re-directing low-level problem behaviour by asking students to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour and plan how their behaviour could be modified to align with the expectations of our school community.

Minor behaviours are outlined in levels 1-3. Major behaviours are outlined in levels 4-5. Responses commence with least intrusive strategies. Level 4 and 5 behaviours are referred to administration for additional support.

At Weir State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through annual review training activities and induction training, we work to ensure consistent responses to student behaviour across the school.

Students also receive instruction about how to respond when other students display problem behaviour and the courteous way to respond when a staff member re-directs their behaviour or when consequences are applied for problem behaviour. This training is provided through weekly lessons, delivered to every classroom. A whole school weekly 'Rule of the Week' is explicitly taught each week.

### Targeted Behaviour Support

Students at Weir State School may be identified as requiring extra support through targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put their learning and social success at risk.

Behaviour support may include increased opportunities to receive:

- learning activities modified with appropriate adjustments;
- adjustments to the learning program through academic support, mentoring or intensive social skills training;
- participation in the 'Chill Out' process as a transition/playtime support program (Appendix 13);
- construction of a Behaviour Support Plan or Traffic Light Plan;
- buddy/peer support;
- specialised programs delivered by outside agencies; and
- professional development for staff, including mentoring support.

Students whose behaviour does not improve after receiving targeted support, or whose previous behaviours indicate a need for specialised intervention are provided with further support at the intensive behaviour support level.

If a student does not meet school expectations, consequences may be applied. The Principal has flexibility in deciding on appropriate actions and support. Consequences may range from a warning to a formal Disciplinary Absence (Safe Supportive and Disciplined School Environment), informed by a number of factors that may include the following:

- threat to the safety of others;
- nature of the incident;
- age and learning needs of the student;
- whether the breach was the first one or one in a series of repeated events about which the student has already been cautioned;
- the extent to which the breach caused disruption to the learning of others;
- a student's socio-environmental factors;
- ensuring that differentiated approaches to teaching recognises disability, while not accepting inappropriate behaviour.

To suspend means to prohibit the student from attending school while the suspension is in force.

After a suspension, students will have a re-entry meeting (parents are encouraged to attend) to reclarify student and school expectations and identify and discuss any required support. Following suspension, a Behaviour Support Plan may be developed to identify additional strategies to support student success.

Students may be detained as a consequence for disobedience, misconduct or other breaches of school discipline.

Time out processes will be implemented in line with Safe Supportive and Disciplined School Environment. Buddy classes are provided to support classroom behaviour management and are seen as a form of time out. A supervised Time Out room supports playground behaviour management procedures.

Property may be temporarily removed from a student if the staff member is reasonably satisfied the removal is necessary to preserve the caring, safe, supportive and productive

learning environment of the school. The temporary removal of student property will be implemented as outlined in the “Removal of Student Property Policy”.

## Thinking Chair and Buddy Class

**Thinking Chair/Space** Classroom Strategy and Buddy Class System:

Processes to be followed:

- Verbal/visual reminder referring student to the acceptable expectations.
- Student provided with a choice of participating in the program of learning or removing themselves for time away.
- As appropriate for the student, provide a short time away to allow student time for reflection, then allow them to re-engage in the lesson, without disruption to the learning program.

Each classroom has a “Thinking Chair/Space” available for student self-reflection. A visual display of reflection processes and school rules are located here.

Strategies for self-reflection are to be explicitly taught to students throughout the year. Reflection processes will be age appropriate and cater for individual needs.

After returning from the thinking chair/space and prior to the end of the session, students are expected to confer with the teacher, discussing their choices and establishing a plan for the future (*this can be done verbally*).

Teachers may communicate with parents when a student is requiring thinking time regularly. Regular use of this strategy may be recorded in One School.

If a student regularly requires to be sent to a thinking space/buddy class, the teacher will review any environmental or curriculum adjustments that could be made to support the student. An individual behaviour support plan will be developed for persistent disruptions to classroom learning routines.

**Buddy Class:** If a student's behaviour continues to be disruptive to learning, a buddy class system can be accessed. The class teacher will contact the buddy class teacher to advise that a student is to be sent for reflection time. A second student will accompany the student during transition. The buddy class teacher will return the student to their class using the same process. Buddy class visits are set to a maximum of 20 minutes.

After returning to class and prior to the end of the session a re-entry discussion should take place between teacher and student to re-establish expectations and develop a positive plan moving forward. The class teacher will notify the parents that there was a need for their child to be removed from the classroom. The class teacher records the intervention and contact on OneSchool.

If a student's behaviour continues to disrupt learning, the development of an individual behaviour support plan may be initiated by the class teacher in consultation with admin.

## Intensive Behaviour Support

Weir State School is committed to educating all students. Our school recognises that students with highly complex and challenging behaviours need comprehensive systems of support.

### The Student Support Team:

- consists of Behaviour Support Teacher, Wellbeing Teacher, Head of Special Education, Guidance Officer and administration members
- assists staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through continuous data collection;
- supports the class teacher in making adjustments as required for the student, applying resources as required; and
- organises opportunities for professional development for staff.

Support may include:

- social skilling programs;
- explicit weekly lessons to be taught across the school every week;
- functional behaviour assessment;
- supportive anti bullying programs;
- Stanton Lodge or intensive behaviour/learning support programs;
- alternate learning programs
- referral to Education Queensland intervention and support services eg. G.O
- partnerships with external agencies eg. Headspace, Child Youth and Mental Health
- modified hours of attendance to maximise positive engagement;
- transition programs;
- professional development for staff.

## School's Response to Occupational Violence

Education QLD takes matters involving occupational violence seriously. Occupational violence is recognised as... any action, incident or behaviour that departs from reasonable conduct in which a person is, threatened, harmed, injured by another person in the course of, or as a direct result of his or her work. Examples of acts of aggression and/or violence includes, but are not limited to, workplace harassment/bullying (being more than one occasion - except sexual harassment), spitting, physical intimidation or harm, and verbal abuse.

Under the *Work Health and Safety Act 2011* (Qld), a person other than an employee or contractor as defined as a worker, can be: a visitor, a pre-service teacher, a parent/carer, or a school student.

Education QLD has the lowest appetite for risks associated with workplace health and safety of staff and the community. All staff members have the right to return home after a day's work in the condition that they commenced. At Weir State School, the very first responsibility of the principal is to ensure the safety of employees and others.

***Any instances of occupational violence involving students will be dealt with under the school's Student Code of Conduct.***

### Weir State School Partial Placement Guidelines and Policy

#### What is a part-time educational program?

A part-time program is provided when a student is enrolled in a school, but attends on a part-time basis and does not participate in a full-time program. The principal (as the Director-General's delegate) is responsible for approving that the student is participating in a part-time program, after considering all options available.

There are many reasons why a part-time program may be considered appropriate, such as; when a student is returning from an illness and requires support for their health and wellbeing, or where a student requires support to settle into school.

A part-time program is not appropriate to enable a student to take up employment, or as an alternative to school disciplinary absences. It may however, be appropriate to support the student's individual circumstances and, as a result, reduce the occurrence of future school disciplinary absences.

#### Parent/student agreement:

*Section 183 of the Act* identifies that 'part-time attendance for children of compulsory school age cannot be approved unless the parent of the student has given written agreement to the arrangements, and the principal has discussed the arrangements with the student (as appropriate having regard to age and other circumstances). An exception to this requirement is when the principal considers this inappropriate, e.g. the student is living independently of their parents.'

Part-time attendance for young people in the compulsory participation phase cannot be approved unless the student gives written agreement to the arrangements and the principal has discussed the arrangements with the student's parents to an extent considered practicable and appropriate in the circumstances.

Every student is different and every situation requires careful and purposeful consideration. The Act requires that the principal approves a part-time program only if the student's teacher has prepared a written assessment (which is documented in the Plan) of the:

- student's educational needs; and
- the learning outcomes the part-time program is intended to achieve.

In consultation with parent/s and/or the student (if appropriate, having regard to age and other circumstances) and other relevant stakeholders, principals should consider:

- the teacher's written assessment;
- the student's individual needs and circumstances;
- how a part-time program is likely to achieve the best learning outcomes for the student;
- all strategies, adjustments and supports previously implemented and any evidence or reports available;
- the impact on the student's long-term educational outcomes;
- supports and strategies to be implemented to enable successful participation and attendance;
- how the student's educational program could continue when they are not at school;
- the planned duration of the part-time program;
- who will monitor and review the part-time program and how this will happen; and
- whether the parent/s and/or the student agree to a part-time program.

If the parent requests that their child participates in a part-time program and the principal does not agree this is the best option, the principal should continue to work with the parent to address their concerns and collaborate with all stakeholders on the supports and strategies implemented to support the student's participation in a full-time program.

If the parent/s and/or student (when the young person is in the compulsory participation phase) do not agree that a part-time program is the best option after consultation has occurred, the principal should consult with the Assistant Regional Director (ARD) and seek advice about further supports and strategies that could be implemented and/or resourcing that may be available, to support the student to participate in a full-time program.

### **School Principals:**

- Consider written assessments prepared by a teacher of the student's educational and other needs, learning outcomes intended to be achieved by the part-time program, and, if relevant, the suitability of any other entity directly involved in providing a program to the student under the arrangement.
- Nominates a member of the school's staff to act as a case manager who may be a teacher, guidance officer or any other staff member the principal believes has the appropriate skills to undertake the role.
- Consider how a part-time program will be monitored and, if relevant, how any additional provider's involvement will be monitored and effectiveness evaluated.
- Consult parent/s and/or student (if appropriate, having regard to age and other circumstances) regarding whether the student should participate in a part-time program.
- Develop strategies in collaboration with relevant stakeholders (e.g. therapists, mental health coaches, medical specialists) and provide supports to transition the student to a full-time program.
- Approve the part-time program by signing the Plan (cannot be delegated).
- Ensure supports to participate in a full-time program are documented in the plan and discussed with the student's parent/s.
- Ensure OneSchool recording/reporting is completed and the Plan is uploaded accordingly.
- Monitor and review the plan and the supports provided to facilitate a full-time program.
- Following review, refer the plan to the Assistant Regional Director for advice if the student will continue to participate in a part-time program for more than one school term (or 10-week period).
- Consider the impact on the allocation of semesters, and whether extra allocation is required if the part-time program continues.

### **Assistant Regional Directors (ARD):**

- Review Plans that exceed more than one school term (or 10-week period).
- Discuss and provide advice to principals regarding individual student's part-time program to determine appropriateness and identify if any further reasonable supports and strategies are required.
- Provide advice to principals regarding an individual student's part-time program where the parent/s and/or student (when in the compulsory participation phase) do not agree that the part-time program is the best option after consultation has occurred. The ARD can provide advice about further supports and strategies that could be implemented and/or resourcing that may be available, to support the student to participate in a full-time program.

**Parents:**

- Parent/s and/or student (if appropriate, having regard to age and other circumstances) must be consulted about whether their child should be temporarily participating in a part-time program.
- If a plan is agreed upon, parent/s and/or student (when in the compulsory participation phase) indicate their agreement by signing the plan.

**Monitoring and review:**

Plans should be continuously monitored and reviewed by a staff member/case manager (informal) and the principal (formal). This involves, in consultation with parent/s and/or the student (if appropriate, having regard to age and other circumstances), assessing whether the supports have been delivered and have been effective; whether the student is able to transition to a full-time program; or what additional supports are needed to enable the student to transition to a full-time program.

As every student is different, the timeframes for reviews will vary. As a minimum, reviews should be undertaken at least every five school weeks with an intermediate review (week 5 of the Plan) and a final review (week 10 of the Plan) undertaken.

Note: If a Plan is in place for less than a 10 week period, only one informal review may be required between the commencement of the agreed Plan and the formal review at the end. The Plan will continue to be monitored during this time.

***If the student has not resumed a full-time program after one school term (or 10 week period) the principal is to forward the plan to their Assistant Regional Director for their advice. However, the principal is the decision maker if a plan is to be implemented for more than one school term (or 10-week period).***

## Student Mobile Electronic Devices

Mobile phones (with cameras, internet connection and recording mechanisms) and other electronic devices are an integral part of modern living. They have become a convenient and useful mode of communication and entertainment. They serve an important role in enhancing contact with the world, providing immediate access to information, giving families a sense of security and providing individuals with hours of entertainment. Acknowledging the above, the number of mobile phones and other electronic devices in society has increased in recent years. If students bring a mobile phone or electronic device to school then they **must** comply with the school policy.

**These rules exist because:**

- Undisciplined mobile phone and electronic device use during lessons disturbs the process of teaching, learning and assessment;
- Visibility of new mobile phone technology and electronic devices encourages theft from school bags, causing stress, conflict and financial hardship when items go missing.

Mobile phones are not necessary for school as students have access to a telephone in the Administration Office and in classrooms in case of an emergency. If family members need to contact their student, they must ring the Administration and staff will ensure that the message is received by the individual in question.



## **Student Electronic Mobile Device - Policy Statement...**

1. Any mobile phone or electronic device brought to the school must be handed into the office for safe keeping. At no time are students permitted to have mobile devices on their person or in their school bags. No liability will be accepted by the school in the event of loss, theft or damage to any device that is not handed into the office as required.
2. Devices with built-in cameras are not to be used anywhere, unless instructed by teachers for learning activities. It would be considered inappropriate to use any device in change rooms or toilets.
3. Students must not take photographs or images of teachers, ancillary staff, other students or visitors to the school without their consent and knowledge.
4. Students must not make/send harassing or threatening calls/messages.
5. The playing of music, through any device e.g. iPad, phone etc. or via external speakers is not permitted on school grounds.
6. Devices such as Fit Bits and devices that track movement and hearts rates are allowed.
7. Devices such as Smart watches that have multi-functions that include the phone component are permitted as long as they are not used as a phone device. Students who use their smart watches as phones during school hours will be in breach of this mobile phone and device policy. We encourage students with smart watches to disable the phone component during school hours to prevent any misuse of the device.

### **Consequences for breaching the school's mobile and electronic device policy...**

Inappropriate use of mobile phone or electronic device during breaks (e.g. viewing inappropriate imaging, playing violent games, filming other students, cyber bullying or nuisance calling/texting, etc.) will result in consequences outlined in the school's Student Code of Conduct. Victims of abusive, threatening, bullying messaging, or inappropriate video/photo imaging will be advised to make a complaint to the Queensland Police.

Any student who places an image/words on the internet which have a negative impact on the good standing of the school, its staff or students will be dealt with according to the school's Student Code of Conduct.

# Student Responsible Use Of ICT

## Purpose Statement...

Information and communication technology (ICT), including access to and use of the internet and email, are essential tools for schools in the provision of innovative educational programs.

Schools are constantly exploring new and innovative ways to incorporate safe and secure ICT use into the educational program.

School students, only with the approval of the principal, may be permitted limited connection of personally-owned mobile devices to the department's network, where this benefits the student's educational program.

## Student access to the department's ICT services, facilities and devices...

The department's *Digital Strategy 2019-2023* supports the investment in new foundations for contemporary learning, with near-seamless access to information and digital technologies at any time, any place and on any device. Essential tools for providing these innovative educational programs include the intranet, internet, email and network services (such as printers, display units and interactive whiteboards) that are available through the department's ICT network. These technologies are vital for the contemporary educational program provided in schools.

At all times students, while using these ICT services, facilities and devices, will be required to act in line with the requirements of the Student Code of Conduct and any specific rules of their school. 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 services and 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 services, facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - ICT services, facilities and devices should be used appropriately as outlined in the Student Code of Conduct
  - the school is not responsible for safeguarding information saved/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 services, 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
  - illegal, dangerous or offensive information may be accessed or accidentally displayed despite internal departmental controls to manage content on the internet

- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student
- any inappropriate images/footage posted by individuals on website/s is managed according to the Online incident management guideline for school leaders.

### **Authorisation and controls...**

The principal reserves the right to restrict student access to the school's ICT services, facilities and devices if access and usage requirements are not met or are breached. However restricted access will not disrupt the provision of the student's educational program. For example, a student with restricted school network access may be allocated a stand-alone computer to continue their educational program activities.

The Department of Education monitors access to and use of its network. For example, email and internet monitoring occurs to identify inappropriate use, protect system security and maintain system performance in determining compliance with state and departmental policy.

The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.

### **Responsibilities for using the school's ICT facilities and devices...**

Students are expected to demonstrate safe, lawful and ethical behaviour when using the school's ICT network as outlined in the Student Code of Conduct.

Students are to be aware of occupational health and safety issues when using computers and other learning devices.

Parents/carers are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.

Parents/carers are responsible for appropriate internet use by students outside the school environment when using a school-owned or school-provided mobile device.

The school will educate students regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.

Use of the school's ICT network is secured with a user name and password. The password must be difficult enough so that it cannot be guessed by other users and is to be kept private by the student and not divulged to other individuals (e.g. a student should not share their username and password with fellow students).

Students cannot use another student's or staff member's username or password to access the school network. This includes not browsing or accessing another person's files, home or

local drive, email or accessing unauthorised network drives or systems. Additionally, students should not divulge personal information (e.g. name, parent's name, address, phone numbers), via the internet or email, to unknown entities or for reasons other than to fulfil the educational program requirements of the school.

Students need to understand that copying software, information, graphics or other data files may violate copyright laws without warning and be subject to prosecution from enforcement agencies.

### **Internet Access Agreement...**

The sign-off process (Internet Access Agreement) for school students and their parents/carers will occur during the enrolment process.

## **Closed Circuit Television (CCTV) Policy**

### **Rationale...**

The purpose of the CCTV system at Weir State School is to provide staff, students and visitors with a safe environment in which they can work and learn.

The visual presence of CCTV cameras provides a strong deterrence against inappropriate behaviour and vandalism and will often serve to reassure students, parents, staff and visitors that they are protected whilst within the Weir State School boundaries.

The presence of CCTV provides an added layer of security for students and staff and it also plays a vital role in Weir State Schools overall risk minimisation strategy.

This policy details the delivery mechanisms the CCTV system will operate within providing real time security, whilst ensuring that the privacy of individuals is protected in accordance with Education Queensland's - Privacy Policy (available online) and applicable legislation.

### **Goals for CCTV use...**

This policy aims to:

- ensure an appropriate level of surveillance of staff, students and visitors at Weir State School
- provide a high level of surveillance to maximize a safe and supportive learning environment for the Weir State School Community
- provide enhanced capability to protect school assets against vandalism and theft
- provide an added layer of security for student-owned devices
- provide a 'real time' capture of student movement to ensure student safety is paramount (e.g. student leaving grounds)
- provide 'real time' capture for individuals not permitted on school, or entering school grounds

CCTV will in many circumstances be a legitimate tool that can be used in a school to support the provision of a safe and secure learning environment. Ways that CCTV might achieve this purpose include:

- Acting as a deterrent and to provide evidence to support a safe, secure and supportive learning environment
- Acting as a deterrent to the commission of personal and property crime;
- Capturing footage to assist investigation of criminal offences that are alleged to have occurred at a school; and
- Ensuring the safety and wellbeing of staff and students by monitoring those with significant health concerns, or those at risk.

### **School Approach and Use...**

CCTV operates through the use of dedicated cameras to record and store video (not audio) image to a specific location. Access to the images shown on these monitors is available to authorized persons from Weir State School staff who may use the material for one of the following security purposes.

1. To prevent, deter and detect contravention of the Student Code of Conduct or Anti-Bullying Policy.
2. To collect information on any incident that breaches the Student Code of Conduct or Anti-Bullying Policy.
3. To provide visual coverage for the management of emergencies.
4. To identify, track and respond to students leaving school grounds without permission.
5. To identify, track and respond to individuals on school grounds without permission.

Education Queensland policy states the following in relation to the monitoring and safe management of the school...

*Personal information can only be collected and used in a school when:*

- *There is a 'lawful purpose' which directly relates to the functioning of a school which is inclusive of a safe and secure learning environment that supports the provision of high-quality teaching and learning*
- *The personal information gathered by CCTV monitoring system is necessary to fulfil that purpose or is directly related to fulfilling that purpose*
- *In the context of Weir State School, the use of CCTV may be required to uphold and fulfil the approved and current Code of Conduct*

### **Where can CCTV be used?**

The location and positioning of CCTV cameras must be carefully considered so as to ensure cameras only collect necessary and relevant personal information in a way that does not give rise to a breach of privacy.

Weir State School has considered the following whilst installing our system:

- Will the location of the camera only view areas that are relevant to the intended purpose?
- Will the proposed location unreasonably intrude on someone's personal affairs? (For example, capturing a neighbour's backyard)
- What camera position or angle is necessary to capture relevant images?
- What image size, resolution and capture rate is necessary to enable identification of individuals?
- Will the proposed location be viewing an area where a reasonable adult would expect privacy?

## **Where should CCTV not be installed?**

CCTV must not be installed within the following areas:

- toilets
- change rooms
- classrooms
- staff rooms and offices

CCTV must not be used to covertly monitor staff under any circumstances. Staff need to be made aware of any areas that are captured by CCTV, through the use of approved signage. This includes areas such as sheds, storage rooms, and safes.

## **CCTV to monitor Sick Rooms...**

The use of CCTV cameras to monitor 'sick rooms' in schools is potentially sensitive and requires careful management to ensure privacy is not breached.

A CCTV camera used in this setting can result in the collection of health information if a staff or student's health condition, injury or treatment is recorded. In addition to the collection of sensitive personal information, students who are sick or unwell may need to undress or have their bodies more exposed than usual, in order to be examined or treated for a medical condition.

Because of the higher risk of privacy invasion and the nature of the personal information that is likely to be collected, specific guidelines must be observed where CCTV is used in a 'sick room'. These are found in the CCTV use in school's procedure.

## **Access to CCTV Footage...**

Access to the CCTV recorded footage is limited to staff authorised by the Principal and to members of the Queensland Police Service with a legitimate reason to view and/or otherwise use the captured footage, including the provision of evidence in support of prosecution of criminal or illegal behaviour.

Authorisation to review any footage may be given to relevant parties (in the case of unauthorised staff) on a case-by-case basis to be determined at the discretion of the Principal. No recording of footage will be dispersed unless to the Queensland Police or other identified relevant authority.

Any use of this system or material produced which is frivolous, or for private purposes, or is otherwise inconsistent with the purpose and procedures outlined within this Policy will be considered gross misconduct, and disciplinary action will be taken against anyone in breach of this policy.

## **Other considerations...**

In general, installation of CCTV cameras at Weir State School will be limited to places such as the entrances to the school, corridors and locker areas. In accordance with applicable legislation, cameras will not be used to capture or view private activities unless clear and obvious signage is placed within the area in which the activities take place. Cameras will not be installed in private areas such as toilets, change rooms, staffrooms or to monitor student or staff performance. Hidden or covert cameras are also prohibited.

The planning and design has endeavoured to ensure that the scheme will give maximum effectiveness and efficiency, but it is not possible to guarantee that the system will cover or detect every single incident or movement taking place in the areas of coverage.

Appropriate signage will be in place to notify all persons entering Weir State School that CCTV cameras are in use, and accordingly that they may be recorded during their visit within school grounds and / or its boundaries.

### **Management Responsibility...**

Weir State School administration has the responsibility for the ongoing management of the CCTV system. The assigned administrator is charged with:

- controlling the operation of the CCTV system to ensure that it is within the requirements of Government legislation and Weir State School Policies;
- providing advice on the location of and utility of cameras and storage mediums;
- supporting the maintenance and upgrade of the cameras where necessary
- notifying the school and wider community of the use and purpose of the CCTV system

A regular review program will also be undertaken to ensure that existing cameras are situated in the most appropriate locations and are correctly installed so as to ensure the most effective coverage. This review will also assess the effectiveness of the coverage provided by the network and make recommendations targeted toward appropriate and responsive camera location.

### **Operating Staff Rules...**

All persons involved in the operation of the CCTV system are expected to exercise care to ensure appropriate viewing of cameras and to prevent improper disclosure of the recorded material. All administration members are authorised by this Policy to access footage via a request to the Principal. In the case of Pastoral Coordinators, the request must be made via the Deputy Principal – Student Services. All viewing of footage will be sought from the Principal and logged as a request. The request must contain the following information:

- Date of the incident;
- Time of the incident;
- Location of the incident;
- Reason why the viewing has been requested; and
- Possible names of the people involved (if possible).

### **Access to and disclosure of images to third parties...**

All employees should be aware of the restrictions set out in this policy in relation to access to, and disclosure of, recorded images.

Access to recorded images will be restricted to those persons who need to have access in order to achieve the purpose(s) of using the CCTV equipment. All access to the medium on which the images are recorded should be documented according to Appendix A. A copy of this document must be retained by the Administrator.

Disclosure of the recorded images to third parties should be limited to the following classes of persons/agencies: law enforcement agencies, where the images recorded would assist in a specific enquiry; law enforcement agencies where the images would assist a specific criminal enquiry; relevant legal representatives.

Recorded images will not be made available to anyone but the authorities or those that have right under a criminal investigation. The CCTV system of Weir State School is based within an Intranet system only and NO internet access from outside sources are able to access.

No recordings will be made available to any parent/carer of Weir State School community that involves children other than their own, unless summoned/subpoenaed.

## Temporary Removal of Student Property

### **Purpose...**

This procedure outlines the processes, conditions and responsibilities for principals and state school staff when temporarily removing student property.

### **Overview...**

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, students and visitors.

This procedure is based on the legislative framework outlined in Division 2, Education (General Provisions) Regulation 2017 (Qld).

### **Responsibilities...**

#### **Principal:**

The Principal of Weir State School will ensure staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.

The Principal of Weir State School will ensure staff are aware consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.

The Principal of Weir State School will ensure staff are aware where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.



Under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.

Under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.

The Principal or Staff of Weir State School do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

The Principal needs to ensure parents and students are informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided.

The Principal of Weir State School needs to ensure parents and students are:

- are informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school
- that they are aware of the right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
- that they are provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school
- provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school

### **Items that can be removed...**

Any item that:

- disrupts the learning of others
- items outlined in Weir State Schools Positive Behaviour Plan
- the items that impact the good order and management of the school
- the item does not assist with learning may be temporarily removed from students

Property that may be temporarily removed include, but is not limited to, bags, mobile phones, pets/animals, electronic devices, jewellery, toys, wheelie shoes, sports equipment or prohibited items such as knives.

**State school staff:**

Weir State School staff will follow appropriate processes outlined in the Student Code of Conduct regarding

- temporary removal of student property
- access to information on temporarily removed student property (e.g. messages or photos on student mobile phone)
- return of temporarily removed student property
- circumstances where temporarily removed student property need not be made available for collection
- deciding a reasonable time to make temporarily removed student property available for collection

**Students:**

Students must not bring property onto school grounds or other settings used by the school (e.g. camp, excursions or sporting venues) that:

- is prohibited according to the school's Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchakus, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

Students will collect their property as soon as possible when advised by the principal or Weir State School Staff that it is available for collection in accordance with the removal of student property policy and procedure.

**Parents:**

Parents must ensure their children do not bring property onto school grounds or other settings used by the school that:

- is prohibited according to the Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchakus, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language).

Parents can collect temporarily removed student property as soon as possible after they have been notified by the principal or Weir State School Staff that the property is available for collection in accordance with Weir State School Policy and Procedure.

## **Process...**

### **Weir State School Staff:**

The only persons who are authorised under the Education (General Provisions) Regulation 2017 (Qld) to remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary.

### **Temporary removal of student property...**

Student property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school

### **Return of temporarily removed student property...**

The Principal or Weir State School staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

Ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period in accordance with the guidelines outlined in the school's removal of student property policy and procedure

If the student is a child, the Principal or Weir State School staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given:

- its condition, nature or value, and/or
- to ensure the safety of students or staff, and/or
- for the good order and management, administration and control of the school.
- where the student is independent or mature age, it may be appropriate to return the temporarily removed property directly to them
- ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

### **Retention of temporarily removed student property...**

The Principal and Weir State School staff may retain temporarily removed student property if:

The property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and Weir State School staff are in the process of notifying police.

Police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend (*Police Powers and Responsibilities Act 2000, QLD*). The school will advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff.

If, police decide not to seize the property, staff will return the temporarily removed student property to the student or parent as soon as practicable.

If the student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the Principal or Weir State School staff will advise the student or parent it is available for collection.

Where Weir State School staff reasonably suspect that the student is not the lawful owner of the property.

### **Certain Personal Technology Devices Banned from School...**

Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office, or as determined by the Principal. Breaches of this prohibition may result in discipline.

### **Confiscation...**

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

### **Personal Technology Device Etiquette...**

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft, child protection issues and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and deposited at the front office for the day.

## **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 them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Weir State 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) builds 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 at school 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 on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying 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 of this policy 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, electronic personal devices*

# Bullying Policy

## Rationale...

All children have a right to feel happy and respected at school. Bullying behaviours infringe on these rights. Bullying is a significant problem in many state schools and can profoundly affect children emotionally which leads to negative changes in behaviour and learning. Education Queensland has mandated that all schools address bullying through proactive strategies and consistent responses to incidents of bullying which are designed to not only keep all children safe, but to allow all children to feel safe at school.

## What Is Bullying?

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety – either psychologically or physically – or their property, reputation or social acceptance on a repeated and ongoing basis.

## Types of Bullying...

There are three broad categories of bullying:

- Direct physical bullying e.g. hitting, tripping, and pushing or damaging their property.
- Direct verbal bullying e.g. name calling, insults, homophobic or racist remarks, verbal abuse.
- Indirect bullying – This form of bullying is harder to recognise and often carried out behind the bullied student's back. It is designed to harm someone's social reputation and / or cause humiliation. Indirect bullying includes:
  - ❖ Lying and spreading rumours
  - ❖ Playing nasty jokes to humiliate and embarrass
  - ❖ Mimicking
  - ❖ Encouraging others to socially exclude someone
  - ❖ Damaging someone's social reputation and social acceptance
  - ❖ Cyber-bullying, which involves the use of email, text messages or chat rooms to humiliate and distress.

## 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 know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school;

All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms;

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; and

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.

### **Addressing Bullying...**

Weir State School takes all allegations of bullying seriously, with each instance being investigated and addressed in accordance with our Student Code of Conduct.

## **Cyber Bullying**

### **Definition...**

Bullying is when someone, or a group of people, upset or create a risk to another person's health and safety - psychologically or physically, or to their property, reputation or social acceptance on more than one occasion. Bullies deliberately set out to intimidate, exclude, threaten and/or hurt others repeatedly. Bullying is a clear form of harassment. People who use the internet, email, intranet, phones or similar technologies to bully others are cyber bullies.

### **Rationale...**

Bullying in any form is unacceptable. Bullying that is carried out through an internet service, such as email, chat room, online games, discussion group, instant messaging or through mobile phone technologies such as short messaging service (SMS) is cyber bullying. Cyber bullying will not be tolerated at any level, and consequences exist for individuals who choose to cyber bully others.

### **Aims...**

To educate and reinforce the school community what cyber bullying is and the fact that it is unacceptable.

To enable everyone in the school community to be alert to signs and evidence of cyber bullying and to be aware that they have a responsibility to report it to staff, whether as observer or victim.



To ensure that all reported incidents of cyber bullying are investigated appropriately and that support is given to both victims and perpetrators.

To seek parental and peer-group support and co-operation at all times.

### **Implementation...**

Teachers, students, parents and the community will be made aware of the school's position on cyber bullying.

Teachers will be regularly reminded of their duty of care regarding protection of students from all forms of bullying.

There is no single solution to the problem of cyberbullying.

### **Primary Prevention...**

Professional learning for staff relating to all forms of cyber bullying.

Educate the school community, through the P&C and school newsletter, about the seriousness of cyber bullying, its impact on those being bullied and how this behaviour is unacceptable.

Provide programs that promote resilience, life and social skills, assertiveness, conflict resolution and problem solving. (SWPBS).

Each classroom teacher to clarify with students at the start of each year the school policy on cyber-bullying and ensure that all Internet Usage forms are explained and signed by students and parents.

Processes to be put in place to ensure tracking of student activity on the school's computer equipment and network. Proxy settings and firewalls will be maintained and updated to eliminate outside activity into the school's network and intranet. (mis)

The use of mobile phones by students will be limited to before and after school, with consequences to be implemented for any students who use mobile phones inappropriately.

The curriculum to include anti-bullying, including cyber bullying messages and strategies according to the school's Code of Conduct.

Encourage students and staff to report and record cyber bullying incidents involving themselves or others.

School staff and students are to be reminded regularly to report incidents of cyber bullying.

Regular monitoring of student's activity on school's computer networks to identify potential problems.

Parents are encouraged to contact the school if they become aware of a problem.

## **Intervention...**

Classroom teachers are primarily responsible for students in their classrooms and will seek support from the Deputy Principal if needed.

Once identified, each bully, victim and witnesses will be spoken with, and all incidents or allegations of cyber bullying will be fully investigated and documented.

Parents to be contacted.

Both cyber bullies and victims will be offered counselling and support.

If student bullying persists parents/ carers will be contacted and consequences implemented consistent with the school's Student Code of Conduct. This may include the removal of cyberbullies from access to the school's network and computers for a period of time.

Loss of privilege of electronic devices at school, which could be used for cyber bullying.

## **Post Violation...**

Consequences for students will be individual according to the school's Student Code of Conduct.

Provide support structures as necessary.

Ongoing monitoring of identified cyber bullies.

The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking.
- Computer hacking and misuse.
- Possession of child exploitation material.
- Involving a child in making child exploitation material.
- Making child exploitation material.
- Distribution of child exploitation material.
- Criminal Defamation.

There are significant penalties for these offences.

Weir State School strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, Weir State School expects its students to engage in positive online behaviours.

Teachers will:	Students will:	Parents will:
<ul style="list-style-type: none"> <li>• clarify with students at the start of each year the school policy on cyber-bullying and ensure that all Internet Usage forms are explained and signed by students and parents.</li> <li>• instruct students on the correct procedure of storing and using mobile phones/other devices within the school grounds.</li> <li>• educate students on aspects of cyberbullying.</li> <li>• educate students on the appropriate way to communicate in the digital world e.g. emails, discussions boards, blogs, comic chats.</li> <li>• report and record incidents of cyber bullying.</li> </ul>	<ul style="list-style-type: none"> <li>• understand the school's Internet Access Agreement and how it should be used at school.</li> <li>• hand in mobile phones/other devices to the front office before school and collect after school.</li> <li>• participate in lessons relating to cyberbullying and understand what is acceptable behaviour when relating with peers.</li> <li>• when communicating digitally (emails, discussion boards, blogs, comic chats) use correct etiquette when conversing with others.</li> <li>• report incidents of cyber bullying to your teacher.</li> <li>• Comply with the policies and requirements of social media sites</li> </ul>	<ul style="list-style-type: none"> <li>• understand the school policy relating to cyberbullying by signing the Internet Access Agreement when enrolling their child.</li> <li>• reinforce that mobile phones and other digital devices need to be handed in to the front office at arrival and collect at the end of each day.</li> <li>• access information relating to cyberbullying by way of school newsletter.</li> <li>• reinforce correct etiquette when communicating digitally with their children.</li> <li>• report incidents of cyber bullying to the school.</li> <li>• reinforce responsible use of internet and social media, complying with policies and requirements of social media sites.</li> </ul>

# Restrictive Practices

## Purpose...

This procedure prescribes:

- when restrictive practices are permitted to be used at Weir State School
- the reporting, notification and oversight obligations of Weir school staff, principals, and the principal's supervisor or delegate, and
- the obligations of Weir State School staff and principals to manage at risk behaviours of students with the aim of preventing the use of restrictive practices.

## Overview...

### Guiding principles:

Weir State School staff have a non-delegable duty of care to take reasonable action to prevent the risk of foreseeable harm to students, themselves and other persons.

Generally, the restrictive practices permitted under this procedure must only be used where:

- the restrictive practice is reasonable in all the circumstances, and
- there is no less restrictive measure available to respond to the behaviour in the circumstances.

### Restrictive practices:

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. Restrictive practices include:

- seclusion
- physical restraint
- containment
- mechanical restraint
- chemical restraint, and
- clinical holding

## Responsibilities...

### Principal:

The Principal must ensure that this procedure is being complied with at their school, and in responding to known risk must:

- provide training on evidence based positive behaviour support to state school staff
- ensure a Focused Review is conducted after the use of seclusion and any unplanned physical restraint

- ensure utilisation of the Behaviour risk assessment tool – safety or wellbeing to develop and implement Individual Behaviour Support Plans/ Traffic Light Plans for students that behave in a way that might require the use of restrictive practices
- ensure the development and implementation of Individual Behaviour Support Plans/Traffic Light Plans and Individual Student Safety Plans in instances where planned physical restraint, mechanical restraint or containment are used, and
- ensure data is appropriately recorded for review by the principal's supervisor or delegate.

Principals must also ensure that their school's Student Code of Conduct complies with the requirements in this procedure.

## **Process...**

### **Training:**

The principal of Weir State School has a duty to consider arranging formal training that includes evidence based positive behaviour support. If there is a known risk that requires the use of physical restraint, the principal must consider arranging training (from a specialist training provider) that includes physical restraint techniques. The training will be delivered with reference to particular behaviours, the known risk, and be appropriate for responding to the risk presented by individual students or the behaviour risk profile of the school.

In such circumstances, the principal must arrange training on:

- the implementation of this procedure
- the legal obligations of staff (i.e. the duty of care)
- evidence based positive and proactive behaviour support strategies
- circumstances where the use of restrictive practices may be required to discharge a staff member's duty of care
- strategies that assist in preventing and de-escalating behaviour
- strategies to manage individual students' behaviour in accordance with any plans related to that student
- strategies that assist in preventing behaviour that may require the use of restrictive practices
- the risks associated with the use of restrictive practices, including seclusion and physical restraint techniques
- reporting and oversight procedures following any use of restrictive practices.

*Weir State School staff that have attended training in physical restraint will not adapt that training, change the physical restraint techniques, informally instruct, share with or demonstrate techniques to colleagues.*

*Training in physical restraint should be updated or refreshed in line with advice from the specialist training provider contextual to the known risk.*

## Use of seclusion and physical restraint...

Weir State School staff may only use seclusion or physical restraint where:

- the student is behaving in a way that poses an immediate foreseeable risk of harm to themselves or others
- the seclusion or physical restraint is reasonable in all the circumstances as a response to the student's behaviour, and
- there is no less restrictive measure available to respond to the student's behaviour in the circumstances.

For the use of a seclusion or physical restraint to be "reasonable", the seclusion or physical restraint must be:

- proportionate to the risk of harm
- discontinued once the risk of harm has dissipated, and
- respectful of the student's dignity.

Examples of physical restraint that might be "reasonable" in the circumstances would be:

- using manual guidance to prevent a student running onto a busy road
- holding a student to prevent them physically attacking someone, or
- holding a student's hand to prevent repetitive, serious self-injurious behaviour.

Weir State School staff must not use seclusion and physical restraint as a behaviour management technique, for convenience, as retaliation, or to discipline or punish a student. For example, seclusion and physical restraint should not be used to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless the leaving of the classroom or school causes foreseeable risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be carried out immediately, and
- property destruction caused by the student unless the property destruction is placing any person at a risk of harm.

A physical restraint must not be used where it has the effect of:

- covering the student's mouth or nose, or in any way restricts breathing
- taking the student to the ground into the prone or supine position
- causing hyperextension or hyperflexion of joints
- applying pressure to the neck, back, chest or joints
- deliberately applying pain to gain compliance
- causing the student to fall, or
- having a staff member sitting or kneeling on the student.

State school staff should ensure the type of seclusion or physical restraint that is used is consistent with a student's individual needs and circumstances, including:

- the age and size of the student
- the past behaviours of the student

- any impairment/disability/condition that the student may have e.g. obesity, hypermobility, sickle cell anaemia, asthma, pregnancy
- any history of trauma (including physical and sexual abuse), and
- the environment in which the restraint is taking place.

In every instance where seclusion or physical restraint is used, the student must be carefully and continuously monitored to ensure that the seclusion or physical restraint is being used appropriately, and that the student and all other persons involved are safe. For example, state school staff should discontinue the seclusion or physical restraint where:

- the student who is the subject of the restraint says they cannot breathe, vomits, is showing signs of physical or serious psychological distress, starts to change in pallor, or has a medical emergency, or
- the staff member who is administering the restraint reports or is observed to be injured, unwell or is for any other reason unable to continue to manage the situation safely for any reason.

In every instance where seclusion is used, Weir State School staff should:

- assess the area or room for objects or surfaces that may present an immediate risk to the student
- consider that a history of suicide ideation or self-harm should preclude the use of seclusion on a balance of risk
- ensure the student does not have anything in their possession that could be used to harm themselves
- ensure that a member of staff is able to observe the student throughout the period they are in seclusion and be available at all times immediately outside the room, and
- discontinue seclusion if the student says they cannot breathe, experiences a medical emergency, is incontinent or behaves in such a manner as to raise concern about their welfare.

### **Containment...**

Containment can be used as a short term planned strategy as part of:

- a period of initial assessment when a student is new to the school and there is evidence that the student presents a risk of harm to themselves or other people
- a period of settling into a new environment or reintegration to school after a period of absence when there is evidence that the student presents a risk of harm to themselves or other people
- intensive short-term support in response to frequent behaviour presenting a risk of harm to the student or other people.

Containment will not be relied on as a long-term strategy and the use will be time limited. There must be a plan to evidence how and when the containment will be reduced and when it will cease to be used. The plan to eliminate the use of containment will be contextual to the individual student, their behaviour, the Functional Behaviour Assessment, their Individual Behaviour Support Plan and the assessed and recorded behavioural risk.

Containment should not be enacted for more than one student at any time in any one environment.

Prior to implementation, any school considering enacting containment should review the safety of the procedure and ensure compliance with all workplace health and safety requirements, and if necessary seek and document advice in this regard.

Weir State School staff should not use containment unless other less restrictive approaches are unlikely to reduce the risk. Schools implementing containment must ensure:

- there is at least one staff member in the room at all times with the student
- the room is secured by a fob or similar system based upon workplace health and safety requirements
- the staff who work directly with the student and other senior staff in the school have access to the room at all times, and
- parents have been consulted about the potential use of containment with their child.

### **Mechanical restraint...**

Mechanical restraint can be used as a planned restrictive practice for reducing or controlling a student's serious and repetitive self-injurious behaviour. Mechanical restraint should only be implemented when:

- there is a foreseeable risk of harm to the student through self-injurious behaviour
- the advice of an appropriately qualified health professional has been sought about the use of the device within the school or educational setting and they have prescribed the use of the device for responding to a specific behaviour
- other less restrictive approaches have been tried or considered for managing the risk of the behaviour and found to be ineffective at reducing risk
- parents have approved the use of mechanical restraint
- there is a plan for the use of the mechanical restraint that has been prepared in consultation with an appropriately qualified health professional and included in the student's Individual Student Safety Plan, and
- Weir State School staff have received training in how to use the prescribed device from an appropriately qualified health professional or person/organisation nominated by the health professional.

### **This procedure does not apply to the appropriate use of devices:**

- to enable the safe transportation of a student in a vehicle (e.g. booster seat)
- to prevent injury from involuntary bodily movement (e.g. head support or brace (head pod)), and
- to provide postural support, or surgical/medical device for the proper treatment of a physical condition (e.g. wheelchair lap straps to prevent falls and maintain posture).

### **Chemical Restraint...**

Weir State School staff must not use any chemical restraint to control or subdue a student's behaviour. However, state school staff may administer medications that are prescribed by



a health professional for the student in accordance with Administration of medications in school's procedure.

For a student who has prescribed emergency medication for their health condition, if the medication is required, state school staff should administer it to the student with reference to the student's Emergency Health Plan or Action Plan and their "Administration of Medication at School Record Sheet" (see Guidelines for the administration of medication in schools).

### **Clinical Holding...**

Clinical holding must not be used on a student unless:

- it is used in accordance with a Clinical Holding Plan that has been developed for the student
- there are no other alternatives that will enable state school staff to provide the necessary care to the student
- the use of clinical holding is appropriate and reasonable in the circumstances, and
- the state school staff potentially involved in the clinical holding have been trained by an appropriately qualified health professional or someone who the professional recommends to do the clinical holding in accordance with the Clinical Holding Plan.

### **A Clinical Holding Plan must...**

be developed by an appropriately qualified health professional in consultation with the principal and relevant state school staff:

- outline the specific circumstances in which clinical holding may be used on the student
- outline the way in which clinical holding is to be applied to the student
- be readily available in OneSchool, and
- be approved by the student's parents.

Clinical holding must not be used in circumstances where there are less restrictive practices that would enable staff to provide the necessary care to the student.

Examples of clinical holding may include but are not limited to:

- holding a student's hands to prevent them interfering with the application of a prescribed hand guard/splint, and
- holding a student in order to manage tasks associated with a percutaneous endoscopic gastrostomy (PEG) or colostomy pouch to provide necessary prescribed care.

The principal must provide their staff with formal training by an appropriately qualified professional or someone recommended by them to perform clinical holding in accordance with a student's Clinical Holding Plan.

- Principals must review a student's Clinical Holding Plan once a semester and make an appropriate note in OneSchool.

In deciding whether the use of clinical holding is appropriate and reasonable in the circumstances, state school staff must consider:

- the necessity of the procedure being undertaken and any alternative strategies that could be used
- the age and size of the student
- the past behaviours of the student
- any impairment/disability/condition that the student may have e.g. obesity, hypermobility, sickle cell anaemia, asthma, pregnancy
- any history of trauma (including physical and sexual abuse), and
- the environment in which the restraint is taking place with consideration of the specific procedure.

**Clinical holding must not be used:**

- as a behaviour support strategy
- to enforce the compliance of a student in undertaking personal care that is non-urgent and does not present risk to the student, or
- to punish a student.

**Provision of First Aid...**

This procedure does not prohibit the provision of emergency first aid or care as detailed on a student's healthcare plan.

**Planned restrictive practices – Physical Restraint...**

Weir State School may be required to use physical restraint in response to particular student behaviours deemed to be harmful to others or self. However, a plan for the use of physical restraint does not absolve state school staff from making an assessment about whether the use of the planned restraint is appropriate in the circumstances of each individual incident case (in accordance with this procedure).

The most appropriate response within each circumstance will have staff consider the specific facts and evidence and use restrictive practices in a way that is reasonable and proportionate.

Any use of planned physical restraint must be supported by an Individual Behaviour Support Plan that:

- is informed by a Functional Behaviour Assessment, and
- details the positive and proactive strategies that will be implemented prior to the use of any planned physical restraint
- undertaken on the basis of evidence and recorded in the Behaviour risk assessment tool – safety or wellbeing
- informed by a clear documented rationale for the planned use of physical restraint
- included in the student's Individual Student Safety Plan
- supported by a strategy for reducing the use of the planned physical restraint (that is documented in the Individual Student Safety Plan), and
- developed in consultation with the student's parent

It must be emphasised that Weir State School staff must not use plans for the use of physical restraint in a way that prevents school staff from considering the circumstances of each individual case and ensuring that their response is appropriate and reasonable.

In cases where a student has a history of engaging in behaviour that risks causing harm to themselves or others, the school should include strategies that may prevent such behaviour in the student's Individual Behaviour Support Plan.

Further, as explained below, principals will provide training on restrictive practices and that training will be tailored to cover specific risk at that particular school.

### **Individual Student Safety Plan...**

If Weir State School is proposing the use of planned physical restraint, mechanical restraint or containment in respect of a particular student, the school must develop an Individual Student Safety Plan. An Individual Student Safety Plan must be read in conjunction with any behaviour support strategies included in a student's Individual Behaviour Support Plan.

The existence of the planned measures should not prevent state school staff from considering the specific facts of each case to ensure that their use of restrictive practices is proportionate and appropriate.

After using seclusion or physical restraint:

- the state school staff member(s) involved in the incident will immediately (e.g. within an hour) notify the principal of the incident
- the Weir State School staff member(s) involved in the incident must record the incident in OneSchool as soon as practicable (within 24 hours). The report must include:
  - the name of the student(s) and staff member(s) involved
  - date, time and location of the incident
  - names of witnesses (staff and other students)
  - details of the incident
  - any action taken to de-escalate the situation
  - why the restrictive practice was used
  - the nature of the restrictive practice used
  - the duration of the restrictive practice
  - any injuries immediate post incident actions, such as first aid or contact with emergency services, and details of any post-incident support provided or organised
- the principal will, as soon as practicable (e.g. within the same school day), notify the parents of the student who was the subject of the restrictive practice of the incident
- in the case of seclusion or unplanned physical restraint, the principal or deputy principal should conduct a Focused Review
- the staff and principal of Weir State School need to consider the preventative and de-escalation strategies that might reduce the likelihood of a similar incident occurring again with the student (this may include reviewing, amending or

developing the student's Individual Behaviour Support Plan and Individual Student Safety Plan)

- the principal may consider further training to assist staff working closely with the student
- the principal has a duty to consider offering appropriate supports to the following persons:
  - the student who has been restrained and their parents (this may include inviting parents to participate in decisions involving the student's ongoing support and planning), and
  - other students and staff members who were involved in or witnessed the incident (this may include a debriefing in relation to the incident and/or counselling support).

### **Reporting and Oversight...**

If, at any time, a principal is of the reasonable belief that a restrictive practice used by a state school staff member was not appropriate in the circumstances or otherwise not compliant with this procedure, the principal must, as soon as practicable (e.g. within 24 hours), provide details of the incident to the principal's supervisor or delegate.

In addition, principals will ensure data is appropriately recorded in OneSchool for review by the principal's supervisor or delegate that outlines:

- the number of instances where physical restraint and seclusion were used at the school
- the nature of instances where physical restraint and seclusion were used
- any plans for the use of mechanical restraint, containment or clinical holding on students
- instances where the use of any restrictive practices was not appropriate and measures taken in response to the inappropriate use of restrictive practices
- measures taken by the school to prevent the need for the use of restrictive practices, and
- details of the training provided to school staff on the use of restrictive practices.

On the basis of the information provided by the principal of each school about the use of restrictive practices, the principal's supervisor or delegate will consider appropriate action.

Actions that the principal's supervisor or delegate might consider include:

- providing regional support and advice on the use of restrictive practices to the principal of the relevant school
- supporting the principal to provide training to staff members in evidence based positive and proactive behaviour support, de-escalation strategies and, if necessary, the use of restrictive practices, and
- requiring the principal to amend/remove a plan for the use of restrictive practices because the plan constricts staff members' assessment of the individual facts and circumstances of each case.

## **Focused Review...**

If a restrictive practice has been used on a student, a member of the school's leadership team should conduct a Focused Review of the incident as soon as practicable (e.g. within five school days).

The objective of a Focused Review is not to assign or apportion blame. It aims to:

- consider the safety and wellbeing of everyone
- consider the use of a restrictive practice
- determine whether the use was appropriate in the circumstances, and
- develop other strategies to potentially respond better to the student's behaviour in the future.

As part of the Focused Review, the member of the school's leadership team should consult:

- the staff member(s) involved in the incident
- the student who was the subject of the restraint (if possible), and
- any other relevant persons (i.e. witnesses, parents of other students involved).

The school leadership team member must maintain a written record of a Focused Review and any actions taken as a result. Actions that a principal might take after a Focused Review might include:

- amending the Individual Student Safety Plan of the student who was the subject of the restrictive practice
- arranging training for staff members in positive behaviour support, de-escalation strategies and if necessary the use of restrictive practices.

## Critical Incidents

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

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

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

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

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

## Purpose

This procedure outlines the responsibilities and processes for employees of Weir State School and visitors to state schools when dealing with student protection concerns, and responding when it is suspected that a student, or an unborn child, has been harmed or is at risk of harm.

The procedure also clarifies responsibilities necessary for compliance with the differing mandatory reporting obligations under the *Education (General Provisions) Act 2006* (Qld) and the *Child Protection Act 1999* (Qld).

## Overview

This procedure applies to all employees of Weir State School and visitors to Weir State School who have regular contact with students, including such activities as escorting students on camps, trips within or outside Australia, sporting activities and other extra-curricular activities.

Any person has the right to make a report directly to the Department of Child Safety, Youth and Women (Child Safety) or Queensland Police Service (QPS), or to make a report of suspected corrupt conduct directly to the Crime and Corruption Commission.

Any person who follows the reporting processes outlined in this procedure will be entitled to seek protection from liability in civil, criminal and administrative processes available under s.197A of the *Child Protection Act 1999* (Qld). Further, they will be entitled to the confidentiality protections afforded to notifiers under s.186 of the *Child Protection Act 1999* (Qld).

Any person who makes a voluntary report to Child Safety or QPS, outside the Student protection procedure reporting processes, will also be entitled to seek the protections afforded by ss. 197A and 186 provided they have complied with s.197A of the *Child Protection Act 1999* (Qld).

This procedure should be read in conjunction with the:

- Student protection guidelines (DoE employees only)
- Code of Conduct for the Queensland public service
- Department of Education Standard of Practice.

## Principals:

- Ensure that all employees of Weir State School and visitors are aware of student protection reporting obligations and processes by ensuring the completion of an appropriate level of student protection training.
- Keep a record of staff student protection training completion in the OneSchool staff accreditations module.

- Keep a record of visitor student protection training completion.
- Implement processes to monitor and support any student subjected to or at risk of harm from any source, as appropriate.
- Collaborate with other agencies where this is in the best interests of the student. This may include sharing information in accordance with the Information sharing under the *Child Protection Act 1999 (Qld)* procedure and the Disclosing personal information to law enforcement agencies procedure.
- Advise employees affected by their involvement in student protection matters that they can access the Employee Assistance Program.
- Refer to the Police and Child Safety Officer interviews and searches with students guideline (DoE employees only) if an interview with the student is requested by QPS or Child Safety.

## **Responding to Suspected Child Abuse and Neglect**

### **Principals:**

#### **Investigation**

1. Weir State School employees are not authorised to investigate (refer to definition) any aspect of a student protection concern before or after making a report. However, Weir State School employees may make enquiries and/or ask questions to the extent necessary to form a reasonable suspicion, and therefore meet the threshold to report to Child Safety and/or QPS, or to determine an appropriate course of action.

#### **Reporting**

2. Use one or more of the following when considering whether suspicions of harm reach the threshold for reporting to QPS and/or Child Safety:

- the online Child Protection Guide
- the Student protection guidelines (DoE employees only)
- professional judgement
- conferral with relevant colleagues within the school
- consultation with the relevant regional Student Protection Principal Advisor
- consultation with the relevant Child Safety Regional Intake Service (RIS)
- consultation with the relevant Family and Child Connect service.

3. Provide a report via the OneSchool Student Protection Reporting module to QPS and/or Child Safety, as a matter of urgency upon forming a reasonable suspicion, or receiving any information indicating a reasonable suspicion that:

- a child or unborn child has suffered, is suffering or is at unacceptable risk of suffering significant harm as a result of physical, sexual or emotional abuse or neglect, and may not have a parent able and willing to protect the child from harm.



**NOTE:** If a Weir State School staff member provides a report to the principal and it is determined they are fulfilling a mandatory reporting obligation, principals **must** immediately progress the report to QPS and/or Child Safety.

Under s.13G of the *Child Protection Act 1999* (Qld), if a teacher, registered nurse or early childhood education and care professional comes to know or reasonably supposes, that Child Safety is aware of a matter, they are not required to give a report.

The *Education (General Provisions) Act 2006* (Qld) requires that school staff members must give a written report of reasonable suspicions of sexual abuse or likely sexual abuse, **regardless of whether QPS are already aware of the matter.**

If for any reason a principal is not able to progress a report via the OneSchool Student Protection Reporting module, they are able to meet mandatory reporting obligations by reporting directly to Child Safety using the online report form, or to the QPS by calling Policelink on 131 444 and, where possible, emailing details of the report to oneschoolprogram@police.qld.gov.au. In addition, a report should be submitted through the OneSchool Student Protection Reporting module as soon as possible.

If asked by Child Safety and/or QPS to provide clarifying or additional information relating to a student protection report, principals may provide information verbally and should keep a record of the conversation.

### **Managing records**

4. Store all documents related to student protection concerns in a secure location or in OneSchool.

### **Supporting students**

5. Contact the DoE Suspected Child Abuse and Neglect (SCAN) (DoE employees only) team core member representative when considering referral of a student or family to a SCAN team (see the Information Sharing Under the *Child Protection Act 1999* (Qld) procedure and the SCAN Team System Manual (DoE employees only)).

6. Consider a referral to Family and Child Connect, Intensive Family Support or other relevant support service when there are concerns for the wellbeing of a student that do not meet the threshold for a report to QPS or Child Safety and it is believed that the child and family would benefit from support services. Information must be shared in accordance with the Information sharing under the *Child Protection Act 1999* (Qld) procedure.

## School-based Employees:

### Investigation

1. Weir State School employees are not authorised to investigate (refer to definition) any aspect of a student protection concern before or after making a report. However, employees may make enquiries and/or ask questions to the extent necessary to form a reasonable suspicion, and therefore meet the threshold to report to Child Safety and/or QPS, or to determine an appropriate course of action.

### Reporting

2. In all instances where a Weir State School employee has suspicions of harm or risk of harm to a student or unborn child, confer with colleagues, including the principal, as appropriate to determine whether the suspicion is reportable to QPS and/or Child Safety.

When suspicions relate to the principal, conferral should occur with the regional director referring to the Allegations against employees in the area of student protection procedure for guidance on processes to report concerns.

In addition to conferral with the principal, employees may use one or more of the following when considering whether suspicions of harm reach the threshold for reporting to QPS and/or Child Safety:

- the Student protection guidelines (DoE employees only)
- the online Child Protection Guide
- professional judgement
- conferral with other relevant colleagues such as the deputy principal, guidance officer or school-based youth health nurse.

3. Provide a report to the principal via the OneSchool Student Protection Reporting module as a matter of urgency upon forming a reasonable suspicion, or receiving any information indicating a reasonable suspicion that:

- a student has been sexually abused or is likely to be sexually abused; or
- a child or unborn child has suffered, is suffering or is at unacceptable risk of suffering significant harm as a result of physical, sexual or emotional abuse or neglect, and may not have a parent able and willing to protect the child from harm.

**NOTE:** When a mandatory reporting obligation applies, the provision of a written report is the personal responsibility of the mandatory reporter. Mandatory reporters must ensure that reportable suspicions submitted to the principal through the OneSchool Student Protection Reporting module are given to authorities as a matter of urgency.

Under s.13G of the *Child Protection Act 1999* (Qld), if a teacher, registered nurse or early childhood education and care professional comes to know or reasonably supposes, that Child Safety is aware of a matter, they are not required to give a report.

The *Education (General Provisions) Act 2006* (Qld) requires that school staff members must immediately give a written report of reasonable suspicions of sexual abuse or likely sexual abuse, **regardless of whether QPS are already aware of the matter.**

If for any reason a Weir State School staff member is not able to progress a report via the OneSchool Student Protection Reporting module, they are able to meet their mandatory reporting obligations by reporting directly to Child Safety using the online report form, or to the QPS by calling Policelink on 131 444 and, where possible, emailing details of the report to [oneschoolprogram@police.qld.gov.au](mailto:oneschoolprogram@police.qld.gov.au). In addition, a report should be submitted through the OneSchool Student Protection Reporting module as soon as possible.

### **Managing records**

4. Document suspicions and/or incidents of harm and provide all records to the principal for storage in a secure location or in OneSchool.

### **Supporting students**

5. Monitor and support any student subjected to or at risk of harm from any source, as appropriate.

6. Delegated officers under section 159MA-MD or 159N of the *Child Protection Act 1999* (Qld) may share information with other agencies where this is in the best interests of the student. For further information refer to the *Information sharing under the Child Protection Act 1999* (Qld) procedure.

### **Employees located in central and regional offices who have regular contact with students:**

#### **Discuss suspicions**

1. Discuss all suspicions of harm or risk of harm to a student, or risk of harm to an unborn child, with the relevant principal.

When the suspicions relate to the principal, discuss the concerns with the regional director referring to the Allegations against employees in the area of student protection procedure for guidance on processes to report concerns.

#### **Managing records**

2. Document suspicions and/or incidents of harm and provide all records to the principal for storage in a secure location or in OneSchool.

## **Non-departmental employees and visitors:**

### **Discuss suspicions**

1. Discuss all suspicions of harm or risk of harm to a student, or risk of harm to an unborn child, with the principal. When the suspicions relate to the principal, discuss the concerns with the regional director referring to the Allegations against employees in the area of student protection procedure for guidance on processes to report concerns.
2. Where the employing agency has a MOU or contractual arrangement with the department, report all suspicions of student harm or risk of harm, or an unborn child at risk of harm, in accordance with the MOU, keep appropriate records, and abide by confidentiality requirements.

### **Managing records**

3. Document suspicions and/or incidents of harm and provide all records to the principal for storage in a secure location or in OneSchool.

### **Student sexual behaviour and sexual relationships**

When an employee becomes aware of or reasonably suspects student sexual behaviour or sexual relationships refer to the Student protection guidelines Part F (DoE employees only) for guidance on appropriate actions and reporting.

### **Harm caused by another student**

When it is suspected a student has been harmed or placed at risk of harm through the actions of another student refer to the Student protection guidelines Part F (DoE employees only) and the school's Student Code of Conduct for guidance on appropriate actions and reporting.

### **Student self-harm**

When it is suspected a student has self-harmed or may be at risk of self-harm refer to the Student protection guidelines Part F (DoE employees only) and consider appropriate responses to support the student including information on student mental health and wellbeing.

### **Sexting and child exploitation material**

When a Weir State School employee becomes aware of or reasonably suspects student conduct involving sexting and possible child exploitation material, refer to the Student protection guidelines Part F (DoE employees only) for guidance on appropriate actions and reporting

# Hostile people on school premises, willful disturbance and trespass

## Purpose

This procedure outlines the options available under the *Education (General Provisions) Act 2006 (Qld)* (EGPA), to assist Principals and school staff in preventing and managing unsafe situations on the premises of state educational institutions (whether they have buildings on them or not, or whether or not the conduct occurs in school hours).

## Overview

Weir State School is committed to taking all reasonable steps to provide a safe environment for staff, volunteers, students, parents and visitors at State educational institutions. Section 5 of the *Education (General Provisions) Regulation 2006 (Qld)* makes a principal responsible for the safety and overall management of state instructional institutions.

This includes events such as willful disturbance, trespassers, distribution of non-education documents, and also processes for obtaining information from the person/s and giving directions to the person/s regarding their conduct or movement at the school.

At all times, proportionate and graduated responses should be applied when managing difficult or dangerous situations, ensuring adherence to laws, and always acting reasonably and dispassionately. It is important to ensure, before exercising one of the below powers, that the person concerned is not an exempt person.

Queensland Police should be contacted immediately if the behaviour of a person is of a serious nature, such as if there is a threat of physical danger, and request the police to remove the person from the school in accordance with police powers. In some circumstances, and only when necessary, physical intervention may be required if there is a genuine threat to a safe school environment (see Chief Executive's Guideline: No.01/2012

If a form is required to be given to a person (see sections 337, 340 of the EGPA) the form may be given by:

- The principal, by handing it to the person concerned (the Principal must complete a Record of Giving A Form)
- The principal, by sending it to the person's home address as recorded on school records by registered post (the Principal must complete a Record of Giving A Form. Please note that posting the form can delay its effectiveness;
- Where appropriate, engaging the Queensland Police Service or a process server to serve the form on the person (ensure that the police or process server complete an affidavit of service concerning the giving of the form);

A copy of the signed form must be kept as an official record and for evidentiary purposes;

A number of checks and balances have been included in the EGPA to minimise misapplication of the powers such as appeal and review options relative to each section.

## Responsibilities

### Principal:

Under the EGPA, Principals may complain to the Queensland Police Service and/or exercise one of the below powers (ensuring the person/s is not an exempt person for the section) where:

#### **Dealing with wilful disturbance (s.333 EGPA) Note: students are exempt**

- i. a person willfully disturbs the good order or management of a state educational institution, or
  - ii. a person insults an officer of a state educational institution in the presence or hearing of a student of the institution who is in or about the school premises, or assembled with others for educational purposes at, or in, any place.
- Principals should follow any complaint to Queensland Police with consideration of giving a s.337 direction, a s.339 direction or a s.340 direction or seeking a s.341 direction.

#### **Dealing with trespassers (s.334 EGPA)**

- A person is on the premises of a state educational institution without lawful authority or valid reason  
Note: this may not apply to parents of a student at the school during school hours because they may have a reasonable excuse to be at the school in relation to the child.
- Principals and school staff when using physical force to restrain or eject from the premises a person who becomes abusive or violent must comply with the Chief Executive's Guideline: No.01/2012 .
- Principals should follow any complaint to Queensland Police with consideration of giving a s.337 direction, a s.339 direction or a s.340 direction or seeking a s.341 direction.

#### **Dealing with distribution of non-education documents (s.67 EGPR)**

- A person distributes a non-education document on the premises of a school, without the permission of the institution's principal (does not apply to documents lawfully distributed by a minister of religion or accredited representative in accordance with s.30(1) EGPR).
- Principals should follow any complaint to Queensland Police with consideration of giving a s.337 direction, a s.339 direction.

#### **Giving a s.336 EGPA direction (requirement to state name and residential address)**

- May require a person on state instructional institution premises to state their name and residential address only if intending to issue a direction under s.337 or s.339
- May require the person to give evidence of the correctness of their name and address, if they reasonably suspect the details supplied are false and warn the person that it may be an offence to fail to state their name and residential address
- May require a person to photograph or video the person if they refuse to give their name and address, being careful to use this record appropriately and making it available only to people who need to have the information for the purposes of prosecuting an offence.

## **Giving a s.337 EGPA direction (30 day 'good behaviour' direction)**

- May give a person a written direction (Note: this direction may not be used to exclude a person from a state instructional institution's premises), for a period of up to 30 days after the direction is issued, about the person's conduct or movement at the state instructional institution, if the direction is necessary:
  - to ensure the safety and wellbeing of other persons lawfully at the premises
  - to prevent or minimise damage to the premises or to property at the premises;
  - to maintain good order at the premises
  - for the proper management of the institution
- Unacceptable behaviour not occurring on school premises may also be considered when considering a s.337 direction. Behaviour, such as threatening or nuisance telephone calls, e-mails and social media commentary/posts may be referred to external agencies, such as the police or a telecommunications provider for action, but may also be taken into account for the purposes of deciding if a direction is necessary to be given for the reasons outlined above.
- If a school principal is concerned for the health and wellbeing of a staff member/s as a consequence of hostile references in social media commentary/posts, the principal should consider sending a letter prepared for this purpose
- Keep in mind that the direction applies for thirty ordinary days, not 30 school days AND does not prohibit the person from the school premises.

## **Giving a s.339 EGPA direction (24 hour prohibition from school premises)**

- May give a person an oral direction requiring the person to immediately leave and not re-enter the state instructional institution for 24 hours after the time the direction is actually given to the person, if the person:
  - has committed or is about to commit an offence at the premises
  - has used or is about to use threatening, abusive or insulting language towards another person at the premises
  - has engaged in or is about to engage in threatening or violent behaviour towards another person at the premises
  - does not have a good and lawful reason to be at the premises
- The oral direction must include:
  - the terms of the direction; and
  - the ground for the direction; and
  - the time during which the person may not re-enter the premises (which must not exceed 24 hours).
- Principals may print out, laminate and carry with them a standard script for giving a s.339 oral direction

### **Principal Actions:**

- if a person is in breach of a direction, complain to the police immediately AND consider giving a s.340 direction to the person.
- notify the Regional Director of directions being issued under sections 337, 339 or 340
- Complete the Form Record of giving a s.339 direction
- ensure that in following any course of action they do not put themselves or their staff in a potentially harmful situation

## **Giving a s.340 EGPA direction (60 day prohibition from school premises)**

- In general s.340 directions should be reserved for circumstances in which another less serious direction (s.337, s.339) is insufficient. This will usually arise in circumstances where the less serious directions have been breached, there have been multiple less serious directions (tending to establish that the person is incorrigible) or the circumstances of a person's behaviour are so serious that it merits immediate, serious consequences (for example, serious assault on school premises of any person, willful damage to school property or serious threats of violence to persons or property at the school)
- Should the principal decide that behaviour would warrant the application of the power in s.340 OR if the behaviour amounts to a breach of an existing s.337 direction or would result in a further s.337 direction being given, use a letter for completing a draft direction
- May contact LALB and seek advice on the making of the direction before issuing it. (Please note that s.340 directions are subject to internal review)
- Make every effort to ascertain the parent's name and address in cases involving a prohibition order on a child (not a student of the school) for up to 60 days. This is because in making the direction to prohibit the principal must make every effort to notify the child's parent of the decision.
- Use judgment as to whether a person is a child or not, which may involve asking students how they know the person or the person's history.
- Where a s.340 prohibition is imposed, consider carefully if the person's conduct also merits a s.341 direction (prohibition for up to 12 months). If so, then seek the s.341 prohibition at the commencement of the s.340 prohibition so that the Director-General or delegate can utilise the 60 day prohibition period to make a decision in respect of the request for a s.341 prohibition.
- If a school principal decides that it would not be appropriate for them to issue a s.340 direction personally (for example, the principal believes that it would be inappropriate if they acted themselves because it would be a breach of natural justice), then the principal may recommend that the Director-General or delegate make the direction instead.
- The Principal should have reference to the Request to issue s.340 direction briefing template and template Request s.340 letter for this purpose.

## **Asking for a s.341 EGPA direction to be made (prohibition from school premises for more than 60 days, but not more than 12 months)**

- Where a case is serious enough (repeated breach of s.337 or breach of s.340 direction, actual or threatened serious violence to a staff member, student or other person) that it is appropriate to ask the Director-General or delegate to make a direction prohibiting a person from a state school for a period of 12 months.
- Regions will seek advice from the Office of the Director-General or delegate, should the principal decide that the level of severity of the disruption, abuse or violence would warrant the application of the power in s.341 of the EGPA, or other legal action
- Regions will use the template briefing note and template preliminary view letter for making this request.
- Where a person is already subject to a s.340 prohibition, Regions must provide the template briefing to the Office of the Director-General or delegate at the commencement of the 60 day prohibition to enable the decision maker to take advantage of the existing prohibition period to make their decision before the prohibition period runs out.



- Make every effort to ascertain the parent's name and address in cases involving a prohibition order on a child (not a student of the school) for more than 60 days. This is because the Director-General or delegate, in making the direction to prohibit must make every effort to notify the child's parent of the direction or application.
- Use judgment as to whether a person is a child or not, which may involve asking students who know the person or the person's history.

### **Asking for a s.352 or 353 EGPA Order to be applied for (12 Month prohibition from all state and non-state school premises)**

- Where a case is serious enough (repeated breach of s.337 or s.340 direction, actual or threatened serious violence to a staff member or student at more than one state or non-state school) that it is appropriate to ask the Director-General or delegate to apply to QCAT for an order prohibiting a person from all state or non-state schools for a period of 12 months.
- Seek advice from the Office of the Director-General or delegate, should the principal and the Regional Director decide that the level of severity of the disruption, abuse or violence would warrant the application of the power in s.352 or s.353 of the EGPA, or other legal action
- Make every effort to ascertain the parent's name and address in cases involving a prohibition order on a child for more than 60 days. This is because the Director-General or delegate, in making the direction to prohibit must make every effort to notify the child's parent of the application.
- Use judgment as to whether a person is a child or not, which may involve asking students who know the person or the person's history.

### **Regional Director:**

- Co-signs/approves requests for directions under ss.341, 352, 353 to the Director-General or delegate as the matter may require
- Compiles records of all s.337, s.339 and s.340 directions given by staff under their supervision for the purposes of the department's annual report.
- May consult with Legal and Administrative Law Branch (LALB) in respect of the drafting of s.341 directions and progress of such requests to the Director-General or delegate

### **Director-General or delegate:**

- Upon the making of a submission against a s.337 direction, confirms or cancels the directions according to the timeline provided in s.338 of the EGPA
- Compiles records of all s.338 appeals for the purposes of the department's annual report.
- May consult with LALB in respect of directions under s.341
- Records details of the exercise of the powers conferred under the EGPA for inclusion in the department's annual report.

### **Director-General:**

- May consult with LALB in respect of applications to QCAT under s.352
- May apply to QCAT for an order prohibiting a person from entering all state schools for up to one year under s.352
- May consult with LALB in respect of applications to QCAT under s.353

- May apply to QCAT for an order prohibiting a person from entering all state and non-state schools for up to one year under s.353
- Records details of the exercise of the powers conferred under the EGPA (including the direction to leave and not re-enter the premises for 24 hours) in the department's annual report.

## Disclosing personal information to law enforcement agencies

### Purpose

This procedure outlines the protocols for disclosing to a law enforcement agency –

- student personal information:
  - in circumstances related to preventing, detecting or punishing a criminal offence under s.426 (4A) of the *Education (General Provisions) Act 2006 (Qld)*; and
  - in circumstances related to emergencies and the public interest under ss. 426 (4)(e)(i) and (ii) of the *Education (General Provisions) Act 2006 (Qld)*; and
- non-student personal information in circumstances related to preventing, detecting or punishing a criminal offence under Information Privacy Principle 11(1)(e)(i) of the *Information Privacy Act 2009 (Qld)*.

### Overview

This procedure outlines the protocols for disclosing personal information to law enforcement agencies (LEA), either at the request of an LEA or at the delegated/authorised officer's own initiative. The circumstances for the disclosure may relate to the prevention, detection and punishment of a criminal offence under s.426 (4A) of the *Education (General Provisions) Act 2006 (Qld)* (EGPA) and/or Information Privacy Principle 11 (1)(e)(i) of the *Information Privacy Act 2009 (Qld)* (IP Act) OR relate to emergencies and the public interest under ss. 426 (4)(e)(i) and (ii) of the EGPA.

There are also distinct provisions for disclosing student-related information to the police under the *Child Protection Act 1999 (Qld)*.

Under s.426 of the EGPA, employees who gain or have access to student personal information, must not make a record, use or disclose the information unless one of the exceptions set out in s.426 (4) of the EGPA applies.

Information Privacy Principle 11 of the IP Act provides that an agency must not disclose personal information to an entity (other than the individual the subject of the personal information) unless one of the exemptions set out in Information Privacy Principle 11 of the IP Act applies.

# Responsibilities

## Delegated officers of the Director-General

- have the power to disclose student personal information to law enforcement agencies under ss. 426 (4)(e)(i) and (ii) and (4A) of the EGPA.

## Authorised officers of the Director-General:

- have the power to disclose non-student personal information to law enforcement agencies under Information Privacy Principles 11(1)(e)(i) of the IP Act.

## Process

### Delegated officer

Under s.426 (4)(e)(i) and (ii) of the EGPA, a delegated officer has the power to disclose student personal information if reasonably satisfied it is necessary to assist in averting a serious risk to the life, health or safety of a person, including the person to whom the information relates, OR is in the public interest. Disclosing personal information may be either:

- at the request of an LEA; or
- on the delegated officer's own initiative.

### Request by an LEA

- Receive a written request for student personal information from an LEA via an LEA-1 form.
- Ensure section A of LEA-1 form is complete and outlines the relevant circumstances (including specific detail of dates, times, place and persons involved) and the rationale detailing why the information is necessary to assist in averting a serious risk to the life, health or safety of a person OR is in the public interest.
- Ensure the student/s concerned is/are sufficiently identified by the requesting LEA and that the form clearly sets out what information is requested.
- May decide to release information to the LEA if reasonably satisfied it is necessary to assist in averting a serious risk to the life, health or safety of a person OR is in the public interest.
- Record decision by completing section B of the LEA-1 form, and return to the LEA in a timely manner. Ensure that all information disclosed is recorded on, or attached to, the form.
- File the LEA-1 form and any attachments in a secure location.

### Delegated officer's own initiative

1. Complete the LEA-3 form, and provide to the LEA officer in a timely manner if reasonably satisfied the information is necessary to assist in averting a serious risk to the

life, health or safety of a person OR is in the public interest. Ensure that all information disclosed is recorded on, or attached to, the form.

2. File the LEA-3 form and any attachments in a secure location.

### **Delegated/authorised officer**

Under s.426 (4A) of the EGPA and Information Privacy Principle 11(1)(e)(i) of the IP Act, a delegated/authorised officer has the power to disclose personal information if reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or a breach of a law imposing a penalty or sanction. Disclosing personal information may be either:

- at the request of an LEA; or
- on the delegated/authorised officer's own initiative.

### **Request by an LEA**

1. Receive a written request for personal information from an LEA via an LEA-2 form.
2. Ensure section A of LEA-2 form is complete and outlines the relevant circumstances (including specific detail of dates, times, place and persons involved) and the rationale detailing why disclosure of the information is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or a breach of a law imposing a penalty or sanction.
3. Ensure the person/s concerned is/are sufficiently identified by the requesting LEA and that the form clearly sets out what information is requested.
4. May decide to release information to the LEA if reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or a breach of a law imposing a penalty or sanction.
5. Record decision by completing section B of the LEA-2 form, and return to the LEA in a timely manner. Ensure that all information disclosed is recorded on, or attached to, the form.
6. File the LEA-2 form and any attachments in a secure location.

### **Delegated/authorised officer's own initiative**

1. Complete the LEA-4 form, and provide to the LEA officer in a timely manner if reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or a breach of a law imposing a penalty or sanction. Ensure that all information disclosed is recorded on, or attached to, the form.
2. File the LEA-4 form and any attachments in a secure location.

# Refusal to Enrol – Risk to Safety or Wellbeing

## Purpose

This procedure outlines responsibilities and processes for refusing the enrolment of a prospective student (including a mature age individual) if they pose an unacceptable risk to the safety or wellbeing of a school community.

## Overview

The Director-General can refuse the enrolment of a prospective student if they reasonably believe that, if enrolled, the prospective student would pose an unacceptable risk to the safety or wellbeing of members of the school community.

This procedure is based on the legislative framework outlined in Chapter 8, Education (General Provisions) Act 2006 (Qld).

## Responsibilities

### Director-General:

- make decisions about refusing prospective student enrolments
- make decisions about excluding a prospective student from certain state schools, or all Queensland state schools
- consider all written representations in response to show cause notices
- respond to submissions against Director-General decisions relating to refusal of enrolment.

### Regional Directors:

where the prospective student is not a mature aged individual, appoint a Regional Case Manager to support the prospective student and their family pending a decision about enrolment.

### Principals:

- follow the enrolment process outlined in the Enrolment in state primary, secondary and special school's procedure
- are mindful that it is unlawful to refuse or place special conditions on a prospective student's enrolment on grounds they have a disability
- refer enrolment applications to the Director-General where they reasonably believe the prospective student would, if enrolled at the school, pose an unacceptable risk to the safety or wellbeing of members of the school community
- in making the decision to refer the enrolment of a prospective student to the Director-General, consider any additional evidence that the prospective student supplies (refer to Guidance section)

- respond to requests for information from the Director-General or delegate in a timely manner
- ensure refusal to enrol referrals are documented in OneSchool, including correspondence with the prospective student and their parent
- ensure signed copies of all letters and attachments relating to the refusal to enrol referral are uploaded into OneSchool.

### **Regional Case Managers:**

Regional Case Managers may be any allocated officer that the Regional Director or delegate deems is appropriately qualified to undertake this role. Where the prospective student is not a mature aged individual, these staff:

- act as a point of contact for the prospective student and their family when the individual is awaiting the Director-General's decision regarding refusal to enrol
- record contact with the student and their family in OneSchool, including copies of correspondence
- assist the prospective student/parent to understand the refusal to enrol process
- liaise and communicate with stakeholders (for example Child Safety, Youth Justice) where relevant
- discuss alternative arrangements to continue access to education while a decision is pending (e.g. School of Distance Education)
- work with the prospective student to identify another school or suitable education or training program if their enrolment is refused
- negotiate the prospective student's enrolment with the principal of a different state school (if necessary).

### **Process**

#### **Principals:**

- within five school days of receiving the signed enrolment application, send the prospective student or their parent the RTE-1: Referral of application to enrol advising that the:
  - application for enrolment has been referred to the Director-General for consideration
  - prospective student will not be enrolled at and cannot attend the school until the Director-General is satisfied that the prospective student does not pose an unacceptable risk to the safety or wellbeing of the school community
  - prospective student, other than a mature aged individual, will be contacted by a Regional Case Manager who will assist the prospective student to make arrangements to access education while the Director-General's decision is pending.
  - accompanying the RTE-1: Referral of application to enrol, provide copies of decision-making information used in the referral to refuse enrolment (e.g. a copy of a charge sheet, Behaviour Risk Assessment, OneSchool records)

within the same five school day period send the RTE-2: Principal advice to the Regional Director along with copies of the enrolment application and any relevant decision-

making documentation used to make the referral to refuse enrolment (including a copy of the RTE-1: Referral of application to enrol)

- respond to any request from the Director-General or delegate for information
- if the Director-General is satisfied the prospective student does not pose an unacceptable risk to the safety or wellbeing of members of the school community, the principal upon receipt of this advice via the RTE-6DG Advice to principal, immediately enrolls the prospective student without prejudice and devises an education program and risk management strategies to address initial concerns
- if the Director-General advises they are satisfied that the prospective student does pose an unacceptable risk to the safety or wellbeing of the school community, ensure all documentation related to the application and decision-making process, as well as records of any correspondence or further contact with the prospective student or their parent are retained in OneSchool.

### **Regional Directors:**

- within five school days of receipt, considers the RTE-1: Referral of application to enrol, RTE-2: Principal advice and any relevant decision-making documentation to inform their RTE-3: Advice to Director-General
- forward all documents electronically through to the Assistant Director-General, State Schools – Operations
- respond to any request from the Director-General or delegate for information.

### **Director-General:**

#### **Initial consideration**

After reviewing the information and advice, if the Director-General is not satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of a school community, they:

- notify the prospective student and parent that their application to enrol is to be referred back to the Principal for processing in accordance with s.156 (1) of the *Education (General Provisions) Act 2006 (Qld)* using the RTE-4: DG advice to applicant and the RTE-5: DG advice to parent (the RTE-5 is not required for mature aged applicants)
- provide a copy of the RTE-4: DG advice to applicant, the RTE-5: DG advice to parent and the RTE-6: DG advice to principal to the Principal, Regional Case Manager and Regional Director.

If the Director-General is satisfied the prospective student poses an unacceptable risk to the safety or wellbeing of a school community, they:

- use registered mail to issue the prospective student or their parent with an RTE-7: Show cause notice that outlines
  - the intent to refuse enrolment
  - the reasons for the preliminary decision
  - the facts and evidence used to make the decision

- the process for the prospective student to show cause why their enrolment should not be refused
- advice that failure to respond to the show cause notice will result in refusal of enrolment
- that the time period for a show cause notice is no less than 14 days after the notice is received by the prospective student.
- use registered mail to provide a copy of the RTE-7: Show cause notice to the Principal, Regional Case Manager, and Regional Director
- consider any information provided in a submission by the prospective student and/or their parent during the show cause period
- decide, after considering any representations made by the prospective student, whether the prospective student poses an unacceptable risk to members of the school community.

Where the Director-General is satisfied that a prospective student poses an unacceptable risk to a school community they use registered mail to:

- provide the prospective student (and parent for prospective students who are not mature aged) with:
  - the RTE-8: Decision notice that outlines:
    - the decision to refuse enrolment at the school for a period of one year
    - the reasons for the decision
    - the facts and evidence used to make the decision
- advice that they have up to 30 school days after receipt of the RTE-8:
- Decision notice to submit a request to review the decision.

A copy of the RTE-9: Reviews against a decision to refuse enrolment at a state school.

- notify the Principal of the decision to refuse enrolment and direct them not to enrol the prospective student using an RTE-10: DG advice to principal – Prospective student refused enrolment.
- provide a copy of the RTE -8: Decision notice, RTE -9: Reviews against a decision to refuse enrolment at a state school and RTE -10: DG advice to principal – Prospective student refused enrolment to the Regional Case Manager and Regional Director.

The Director-General may also decide to exclude the prospective student from certain or all Queensland state schools.

### **Reviews against refusal of enrolment decision...**

#### **Parent or student:**

- prepare a written submission against the refusal to enrol decision within 30 school days of being notified in writing of the refusal of enrolment decision
- send submissions to the Director-General or delegate.

#### **Director-General:**

- following consideration of the submission and any other relevant information provided by the prospective student/parent, makes a decision to confirm, amend or substitute another decision for the original decision



- create a written notice using the RTE-11: Notice – Outcome of a review of a decision, outlining:
  - the Director-General's decision to confirm, amend or substitute another decision for the original decision
  - grounds for the review decision
  - the facts and circumstances related to the grounds
  - the reasons for the review decision
  - if applicable, advice about processing the enrolment application.
  - send the RTE-11: Notice – Outcome of a review of a decision to the student, parent, Principal, Regional Case Manager and Regional Director as soon as practicable
  - ensure signed copies of the decision notice and supporting materials are uploaded in the student's OneSchool record.

**Guidance: Determining whether a prospective student poses an unacceptable risk to the safety or wellbeing of the school community**

Refusal of enrolment is contingent on the Principal being able to demonstrate (via evidence) that a prospective student poses an unacceptable risk to the safety or wellbeing of members of the school community. Principals should take care to properly document all sources of relevant information in OneSchool and ensure that their views on risk are clearly linked to relevant supporting evidence and facts.

Deliberations about whether a prospective student poses an unacceptable risk to the safety or wellbeing of a school community occur where there is evidence that the prospective student has engaged in activity that indicates they are a risk to the safety or wellbeing of members of the school community. This may include, for example, evidence the prospective student:

- is a convicted child sex offender
- has been convicted of sexual assault
- has charges associated with assaulting and obstructing police officers, demonstrating a disregard for persons in a position of authority and a propensity for disobeying rules and requirements
- has charges for assault, possessing a dangerous weapon, demonstrating a propensity for violence and a disregard for the safety and wellbeing of others
- has charges for wilful damage, demonstrating a disregard for the property of others
- has an extensive criminal history demonstrating an ongoing disregard for the law, inability or unwillingness to follow rules and requirements
- has been charged or convicted of drug offences, such as selling drugs
- has previously been excluded from a school or schools in Queensland or another jurisdiction because of matters identified above
- has demonstrated a sustained pattern of directed, aggressive behaviour sufficient to cause harm to a person's health or welfare, despite appropriate intervention and

- support (may be determined through examination of OneSchool Behaviour Records, a Transfer Note or the Behaviour risk assessment tool – safety or wellbeing)
- may present an unacceptable risk to the safety or wellbeing of the school community as identified through the completion of a Behaviour risk assessment tool – safety or wellbeing.

To access information in relation to a prospective student's prior convictions, principals require the consent of the student, or where the current or prospective student is a child, their parent. Other sources of information may be the media, police or admissions from the prospective student or parent.

Note: A prospective student cannot be refused enrolment on the grounds that they have a disability – this is unlawful under the *Disability Discrimination Act 1992* (Cwlth).

## Legislative Delegations

Weir State School will adhere to, refer to and support the following State and Federal legislation:

[Anti-Discrimination Act 1991 \(Qld\)](#)

[Child Protection Act 1999 \(Qld\)](#)

[Commonwealth Disability Discrimination Act 1992](#)

[Commonwealth Disability Standards for Education 2005](#)

[Criminal Code Act 1899 \(Qld\)](#)

[Education \(General Provisions\) Act 2006](#)

[Education \(General Provisions\) Regulation 2017](#)

[Human Rights Act 2019 \(Qld\)](#)

[Information Privacy Act 2009 \(Qld\)](#)

[Judicial Review Act 1991 \(Qld\)](#)

[Invasion of Privacy Act 1971 \(Qld\)](#)

[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/Authorisations:**

Director-General's delegations under the *Education (General Provisions) Act 2006 (Qld)*

Director-General's authorisations under the *Information Privacy Act 2009 (Qld)*

\*Information contained within this Code of Conduct has been compiled from the above policies, acts and authorisations. All documentation can be accessed online