



Ironsides State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Contents

Purpose	3
Whole School Approach to Discipline	4
Facilitating Standards of Positive Behaviour	5
Student Wellbeing and Support Network	6
Consideration of Individual Circumstances	6
Differentiated and Explicit Teaching	7
Focused Teaching	7
Intensive Teaching	8
Disciplinary Consequences	9
School Policies	10
Temporary removal of student property	10
Use of mobile phones and other devices by students	12
Preventing and responding to bullying	14
Appropriate use of social media	17
Restrictive Practices	22
Critical Incidents	23

Purpose

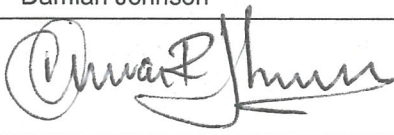

Ironside State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

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

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Endorsement

Principal Name:	Damian Johnson
Principal Signature:	
Date:	1 DEC 2020
School Council Chair Name:	Andrew Hoyling
School Council Chair Signature:	
Date:	1/12/20

Whole School Approach to Discipline

At Ironside State School we believe in:

- School being a safe, supportive and disciplined environment.
- A proactive, educative approach to teaching and reinforcing positive behaviour choices.
- Providing opportunities for students to show their best and be their best.

At Ironside State School we believe that:

- Everyone is responsible for their own behaviour.
- The behaviour of students is everybody's business.
- Constructive communication between students, staff and parents builds positive partnerships and maximises engagement.
- Class Teachers are the reportable officers regarding student behaviour.

Rights and Responsibilities

In order to maintain a safe, supportive and disciplined learning environment, all members of the school community need to conduct themselves in a responsible manner that recognises and respects the rights of others.

At Ironside State School the following rights and responsibilities are recognised:

Rights

Students	<ul style="list-style-type: none"> • To feel safe at school. • To learn in a supportive environment. • To be treated with dignity and respect.
Teachers	<ul style="list-style-type: none"> • To feel safe at school. • To teach in a supportive environment. • To be treated with dignity and respect.
Staff	<ul style="list-style-type: none"> • To feel safe at school. • To work in a supportive environment. • To be treated with dignity and respect.
Parents/Carers	<ul style="list-style-type: none"> • To feel confident their child will be safe at school. • To be kept informed of their child's progress at school. • To be treated with dignity and respect.

Responsibilities

Rights can only be enjoyed when everyone takes responsibility for their behaviour choices. Students are encouraged to act in a responsible manner by following the Ironside Way values:

S	SAFE & KIND
T	TREASURE DIVERSITY
A	ACT WITH INTEGRITY
R	RESPECTFUL



Facilitating standards of positive behaviour

Underpinning best practice at Ironside State School is the modelling and explicit teaching of acceptable positive behaviour. At Ironside we explicitly teach strategies that equip students to deal with everyday conflict. This works towards ensuring every student's social and emotional wellbeing as well as academic success. Our universal behaviour support processes will always remain the primary strategy for preventing problematic behaviour, including the prevention of bullying.

Parents have a vital role to play in the process of achieving and maintaining positive school-wide behaviour. Parents are most effectively engaged when they:

- Uphold and embed the language at home which underpins 'Ironside Way';
 - Safe and kind
 - Treasure diversity
 - Act with integrity
 - Respectful
- Trust in, accept and support the decisions of the school and staff;
- Take a positive and active role in the process.

Bridge Builders®

Bridge Builders® is a school-wide proactive program aligned to the Australian Curriculum (Personal and Social Capabilities), implemented sequentially from Prep–Year 6. Students are explicitly taught to apply conflict resolution strategies, communicate using a common language and build their confidence to solve interpersonal problems.

Bridge Builders® at Ironside State School is a whole school approach that promotes resilience and self-worth. It encourages students to respond appropriately and challenge conflict behaviours and to develop positive and safe relationships. It is embedded into the everyday life of the school.

Bridge Builder Mediators

As a component of the student leadership program, Bridge Builder Mediators are trained in conflict resolution skills to help younger students (Prep – Year 2) to resolve conflicts in the playground. Highly skilled mediators also support individual students in the playground as 'Bridge Buddies'.

Classroom Management Plan

Each teacher will develop, document and implement a Classroom Management Plan which reflects the Ironside Way. The plan details class expectations, proactive and reactive strategies and consequences for inappropriate behaviour. It is distributed to all parents by Class Teachers at the start of the school year.

Playground Management Plan

Staff on playground duty will implement strategies and routines contained in the Playground Management Plan. Strategies are both proactive and reactive.

Ironside Star of the Month

The Ironside 'Star of the Month' award acknowledges positive behaviour at the cohort level. This is awarded to one student per year level, per month. It is presented at a whole-school assembly and published in the school newsletter.

Merit Certificates

Merit certificates acknowledge positive behaviour at the classroom level. Certificates are awarded to two students per class on a fortnightly basis. They are presented at Junior or Senior School assembly and recognised in the school newsletter.

Student Wellbeing and Support Network

At Ironside State School, the following personnel in partnership with the Classroom Teacher provide behaviour support to students:

- **Leadership Team** – The Leadership Team comprises of the Principal, Deputy Principals and Heads of Curriculum.
- **Student Support Team** – The Student Support Team (SST) coordinates the provision of support services for students.
- **Education Support Officers** – Additional ESO support can be provided in the classroom and/or the playground as determined by the Student Support Team.
- **Student Services Coordinator** – The Student Services Coordinator (SSC) coordinates a broad range of support measures to foster positive student engagement.
- **Guidance Officer** - Individual support can be accessed by completing referrals to Student Support Team for counselling from the school-based Guidance Officer.
- **School Chaplain** - Individual support can be accessed by completing referrals to the School Chaplain.
- **Parents** – Are important partners in a student's holistic network of support.
- **Interagency Support** - Where appropriate, support is sought from other government agencies, such as Community Child Health Services.

Consideration of individual circumstances

To ensure alignment with the Student Code of Conduct when applying consequences, the individual circumstances and actions of the student, along with the needs and rights of school community members, are considered at all times.

Ironside State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students.
- Establishing procedures for applying fair and equitable consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent.
- Recognising and taking into account student's age, gender, disability, cultural background, socio-economic situation and their emotional state.
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time.
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - Receive adjustments appropriate to their learning and/or identified or diagnosed needs.

Our teachers are obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequences another student may receive, we will not disclose or discuss this information with anyone but the student(s) and their family.

You can be assured that school staff take all matters, which are reported, seriously. Reported incidents and issues will be addressed appropriately by the school. We expect that parents and students will respect both the processes undertaken by the school, along with the privacy of other students and families.

If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the Principal or year-level Deputy Principal to discuss the matter in the first instance.

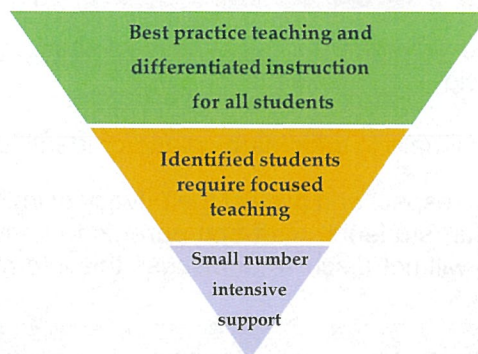
Differentiated and Explicit Teaching

Ironside State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves the on-going teaching of expected behaviours, along with providing opportunities for students to practise these behaviours. Staff affirm positive behaviour as well as reinforce expected behaviour. Staff provide students with feedback and correction in relation to inappropriate or unwanted behaviour.

Teachers at Ironside State School vary what students are taught, how they are taught and how they can demonstrate what they know, as part of this differentiated approach to behaviour management.

Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. Our teachers purposefully plan a variety of ways to engage students, assist them to achieve the expected learning and to demonstrate their learning.

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



Focused Teaching

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

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

Students' behaviour is continually monitored at the class and cohort level. Incidents are documented on One School when appropriate.

Students who repeatedly demonstrate inappropriate behaviours are identified by their Class Teacher and an Individualised Behaviour Management Plan (IBMP) is established. This plan is developed in collaboration with the Student, Teacher, Parent and Administrator(s). It is focused on behaviour goal(s), proactive strategies and clear consequences. It is monitored and reviewed.

Game On

Game On is a supported play program held during first break five (5) days per week 11:00-11:30am. Game on is staffed by members of the Student Support Team (SST). Students who have demonstrated difficulty with social interactions in the playground are invited to attend with a friend. Parents are informed of their child's inclusion into Game On focused support.

Intensive Teaching

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

Students with highly complex, challenging and ongoing behaviour support needs may be referred to the Student Support Team (SST). At this level, a support provision, Individual Student Plan (ISP), Risk Management Plan (RMP) and/or an Individual Behaviour Management Plan (IBMP) can be developed in consultation with parents and other stakeholders.

Other support strategies may include:

- Guidance Officer referral
- School Chaplain support
- Internal school support
- External regional support
- Multiagency collaboration

Disciplinary Consequences

Ironside State School makes systematic efforts to prevent unacceptable and unwanted student behaviour by modelling, teaching and reinforcing expected behaviours in a systematic and ongoing basis.

Unacceptable behaviours at Ironside State School are those which do not reflect the values of the school community.

These values are articulated in the Ironside Way. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour and the student's developmental capacity.

When applying disciplinary consequences for unacceptable student behaviour, the individual circumstances and actions of the student, as well as the needs and rights of school community members, will be considered at all times. Ironside State School may use a range of consequences that are authorised by the Department of Education (DET) which include but are not limited to:

- Natural Consequence
- Restorative Justice
- Community Service
- Time out
- Detention
- Removal from extra curricula activities
- Suspension (Short) 1-10 school days
- Suspension (Long) 11-20 school days
- Suspension with a Recommendation for Exclusion

Re-entry following suspension

Students who are suspended from Ironside State School may attend a re-entry meeting on the day of their scheduled return to school.

A parent or caregiver is expected to attend a re-entry meeting with their child. The purpose of the re-entry meeting is to welcome the student back to the school, clarifying and reinforcing behavioural expectations.

Re-entry is **not a time** to review the student's behaviour or the decision to suspend. The aim of a re-entry meeting is for school staff to set the student up for future success and strengthen the home-school relationship.

Re-entry meetings are not mandatory. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Legislative Delegations

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 \(Qld\)](#)
- [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

The Principal is the delegated authority for Suspension (Long) 11-20 school days and Suspension with a Recommendation for Exclusion.

Deputy Principals have delegation up to Suspension (Short) 1-10 school days.

Class Teachers and other staff have delegation up to and including Time Out.

The Principal and Deputy Principals have delegated authority to temporarily remove student property.

School Policies

Ironside State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a safe and supportive learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The temporary removal of any property in a student's possession may be necessary to promote the safe and supportive learning environment of the school. The temporary removal of student property by school staff procedure outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or delegated staff will consider:

- The condition, nature or value of the property
- The circumstances in which the property was removed
- The safety of the student from whom the property was removed
- The safety of other students or staff
- The good order and management of the school.

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

The following items are explicitly prohibited at Ironside State School and will be removed if found in a student's possession:

- Illegal items or weapons
- Imitation guns or weapons
- Potentially dangerous items (e.g. blades, rope)
- Drugs** (including tobacco)
- Alcohol
- Aerosol deodorants or cans (including spray paint)
- Explosives (e.g. fireworks, flares, sparklers)
- Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- Poisons (e.g. weed killer, insecticides)
- Inappropriate or offensive material (e.g. racist literature, pornography)

Responsibilities

Staff at Ironside State School:

- Do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- May seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- Require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- Acknowledge there may be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- Require consent from the student or parent to search a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Ironside State School:

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

Students of Ironside State School:

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

Use of mobile phone and other devices by students

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Personal Technology Devices include, but are not limited to, games devices (such as Portable gaming devices, Tamagotchis®, laptop computers (with the exception of those purchased through the school's 1:1 Laptop program), PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods®, iWatches® and devices of a similar nature.

Personal mobile telephones must be switched off and placed in the student's school bag upon entering the school grounds. The use of personal mobile devices for private use is not permitted on school grounds before, during or after school.

Certain personal technology devices banned from school

Students must not bring other personal technology devices 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. Breaches of this prohibition may result in disciplinary actions.

Confiscation

Any 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

If brought to school, they must be turned off and placed in the student's school bag. The sole responsibility for the devices lies with their owner.

Recording voice and images

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

We uphold the value of integrity and the right to privacy at Ironside State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying 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 is not permitted unless express consent is provided.

A student using a personal technology device to record private conversations, ordinary school activities or violent, illegal or embarrassing matter capable of bringing the school into public disrepute, is considered to be in breach of this policy.

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 or will occur, it is considered in breach of this policy.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are 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 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 both school staff and parents.

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 this 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.

Preventing and responding to bullying

The national definition of bullying for Australian schools was developed by the Safe and Supportive School Communities Working Group. This national group includes all state, territory and federal education departments, as well as national Catholic and independent schooling representatives.

The definition of bullying has been developed as part of the National Safe Schools Framework and can be found on the Australian Government's Student Wellbeing Hub at <https://studentwellbeinghub.edu.au/glossary#/>

The national definition of bullying for Australian schools says:

Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Ironside State School strives to create positive and predictable environment for all students at all times of the day. The disciplined learning environment that we are creating is essential to:

- Lifting achievement and attendance;
- Realising overall school improvement, including the effectiveness and efficiency of our student support procedures;
- Promoting equality and diversity;
- Ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Ironside State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying may be related to:

- Race, religion or culture;
- Disability;
- Appearance or health conditions;
- Sexual orientation;
- Sexist or sexual language;
- Children acting as carers; or
- Children in care.



Prevention of Bullying

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 behaviour support practices will be maintained at all times.

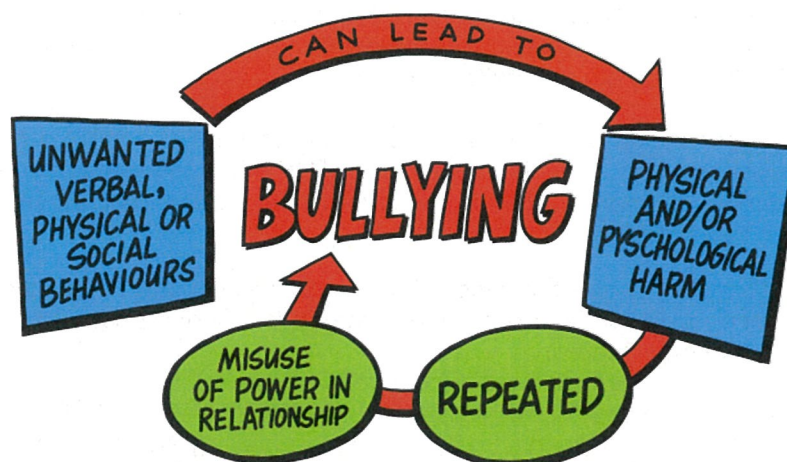
This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour;
- Students are taught the expected behaviours attached to the Ironside Way in all areas of the school;
- Students are taught conflict resolution skills through the Bridge Builders program;
- 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;
- Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school;
- A high level of quality active supervision is provided at Ironside State School. 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.

The anti-bullying processes at Ironside State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Ironside State School records inappropriate behaviour and uses behavioural data for decision-making. This is entered into our database and can be recalled as summary reports at any time.

This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments and to identify specific social skills that may need to be revisited or revised in the instructional process.



Responses to Bullying

A common misunderstanding often exists among parents and students that conflict and bullying are the same. They are in fact, quite different. However, conflict often precedes bullying and if unresolved, conflict can lead to bullying.

Chirnside (2015) encourages parents to:

- Listen to your child – be available and encourage them to express their feelings and the problem. Don't escalate the problem;
- Communicate with the school – the child's class teacher is the first point of contact. Prepare the facts and share your concerns with a willingness to hear another perspective;
- Manage your emotions – calm down and don't react in ways that can maximise or minimise the issues. Be patient;
- Understand the power of your words – don't speak harshly or judgementally about the school or others (students, teachers) in front of your child. It only makes it harder for them to cope;
- Talk to the right people from the start – avoid gossip. Work with the school to find a solution.

When reports of alleged bullying or unresolved conflict are made to the school, the following operational parameters guide the school's actions:

- Acknowledgement of report within 24 – 48 school hours of receipt. Acknowledgement can also include general information about actions that may be taken;
- Investigation of report by the student's class teacher or deputy principal, dependent on the nature of the report. Investigation can encompass;
 - Gathering information from a range of sources (parents, students, teachers, school records);
 - Interviews with students involved in the allegations;
 - Interviews with witnesses or bystanders;
 - Specific information is sought about what was seen or heard, when and where – rather than 'hear-say' information.
- Decision making, on the balance of probability, as to whether the allegation of bullying (as defined on p.16) can be substantiated;
- Communication with parents of the students directly involved. Communication can be on-going throughout the investigative process or at the outcome end of the process;
- Professional discretion is applied as to the level of information shared with parents dependent on circumstances and maintenance of confidentiality;
- If there is sufficient evidence to warrant intervention (educative, monitoring or disciplinary) parents of both parties are generally informed.

Students who are experiencing on-going or unresolved interpersonal conflict can be assisted to work through the issues using a mediation process. The aim is to lead students to a win-win resolution or agreement. Dependent on the particular circumstances, parents may be invited to participate in this school-led process.

Students who have been the target of bullying behaviour can be supported by teachers and parents to develop confidence, resilience and problem-solving skills. Support can also be provided by school Guidance Officer and Chaplain.

Students who have been engaging in bullying behaviour can face disciplinary consequences determined by the Principal as outlined on p.9. These students may also need intervention to help them learn to manage their behaviour and may benefit from external intervention e.g. Guidance Officer. Parents are expected to work closely with the school to address their child's behaviour.

Chirnside, J (2015) Empowered for Life: Equipping children to deal with everyday conflict and bullying. Michael Hantahan Publishing, Australia

Cyberbullying

Cyberbullying is treated at Ironside State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bullying, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

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

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying.

Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Ironside State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as those outlined on p.9, for engaging in behaviour that adversely affects, or is likely to adversely affect the good order and management of the school.

This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.

State school staff who engage in inappropriate online behaviour, will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Cybersafety and Reputation Management (CRM)

The Department of Education employs a dedicated team of experts to assist in maintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues, effectively leading the development and implementation of departmental cybersafety processes.

This team provides **direct support for schools** to respond to concerns of inappropriate online behaviour and misuse of information and communication technology.

The team provides a [guide for parents](#) with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Appropriate use of social media

Ironside State School acknowledges the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

Ironside State School is committed to promoting the responsible and positive use of social media sites and apps. No student of Ironside State School will face disciplinary action for simply having an account on social media platforms.

As is set out in the school policy for preventing and responding to incidents of bullying (including cyberbullying), it is unacceptable for students to bully, harass or victimise another person whether within Ironside State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Ironside State School, whether those behaviours occur during or outside school hours.

Role of social media

The majority of young people use social media sites and apps on a daily basis for school work, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.

Students need to remember that the internet is a free space and many social media sites and apps, like Twitter and Tik-Toc, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used.

The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of social media

Students of Ironside State School are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media platforms and apps include:

- Adhering to the age restrictions as set and determined by the social media platforms.
- Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over

it. Students should not post content online that they would be uncomfortable saying or showing to their parents in person or stating to a crowded room.

- Understanding it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoking or engaging with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a teacher and allow the teacher to record and deal with the online concern.

If inappropriate online behaviour impacts on the good order and management of Ironside State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours.

Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Ironside State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours with no impact on the good order and management of Ironside State School. Incidents of this nature will be a matter for parents and/or police to resolve.

Laws and consequences of inappropriate online behaviour and cyberbullying

Ironside 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, Ironside State School expects its students to engage in positive online behaviours.

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

Staff involved in critical incidents should consider actions to support their own health and wellbeing.

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

- 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.
- Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- 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.
- 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.
- Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations

Conclusion

The Ironside State School, Student Code of Conduct 2021 – 2024, is reviewed annually as part of the Annual Implementation Planning process.

The Student Code of Conduct 2021 – 2024 is available to all members of the school and community via the Ironside State School website.

The Student Code of Conduct 2021-2024 (including any amendments through annual review) is to be received and acknowledged by parents of currently enrolled students. The enrolment process provides for the initial receipt of the code.

The School Principal and Council Chair, in collaboration with stakeholders, are the custodians of the code.