



Hermit Park 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

Purpose

Hermit Park State School (HPSS) 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 (SCoC) 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

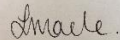
Principal Name: Natalie Taylor

Principal Signature:



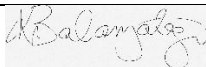
P/C President Name: Larissa Moule

P/C President Signature:



School Council Chair Name: Kristina Balanzagetui

School Council Chair Signature:



Date: 31/11/2020

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Principal's Foreword

Hermit Park State School is a dual campus state independent public school that prides itself on its strong sense of tradition, high expectations, and a passion for providing a range of experiences to grow the whole child.

“Our students display a great sense of pride in our school, compassion for each other and value the opportunities they have to learn and play together.”

Central to developing compassionate, curious and connected children are our school values which underpin our daily interactions, practices and policies in our school.

TRUSTWORTHINESS RESPECT RESPONSIBILITY FAIRNESS CARING CITIZENSHIP

These values have been used in the development of this Student Code of Conduct, alongside the belief that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's layered approaches to educating students about expected behaviours. It also details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

The Hermit Park State School Student Code of Conduct has been developed as a community with input from staff, students, and parents; together we can make a better world.



P&C Statement of Support

As President of the Hermit Park P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the Principal and their team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Hermit Park State School's Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Hermit Park State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

In particular, I would like to encourage you to take the time to speak to your child about bullying. Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Hermit Park State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

Any parents who wish to discuss the Hermit Park State School's Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Hermit Park State School's P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

Whole School Approach to Discipline

Hermit Park SS believes in a proactive and preventative approach to discipline. Central to this belief is our value system. Embedded in our inclusive Learning & Wellbeing Framework are our **School Values** – Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship and **3 School Rules** – Be Respectful, Be Responsible and Be Safe. These values and rules are explicitly taught, visible around the school and in classrooms, and used in everyday language and conversations. This with high expectations for behaviour, nurtures a positive school climate and a culture of kindness, making Hermit Park State School a safe environment for students to learn.

All school staff are integral in the proactive and preventative approach, focussing on the development of the whole child and work with students in a way that is age appropriate and supports their self-regulation. Staff work in partnership with parents to create and maintain positive relationships between home and school.

TRUSTWORTHINESS

Be honest in communications and actions • Don't deceive, cheat or steal • Be reliable — do what you say you'll do • Have the courage to do the right thing • Build a good reputation • Be loyal — stand by your family, friends, and country • Keep your promises

RESPECT

Treat others with respect and follow the Golden Rule • Be tolerant and accepting of differences • Use good manners, not bad language • Be considerate of the feelings of others • Don't threaten, hit or hurt anyone • Deal peacefully with anger, insults, and disagreements

RESPONSIBILITY

Do what you are supposed to do • Plan ahead • Be diligent • Persevere • Do your best • Use self-control • Be self-disciplined • Think before you act • Be accountable for your words, actions and attitudes • Set a good example for others • Choose a positive attitude • Make healthy choices

FAIRNESS

Play by the rules • Take turns and share • Be open-minded; listen to others • Don't take advantage of others • Don't blame others carelessly • Treat all people fairly

CARING

Be kind • Be compassionate and show you care • Show Empathy • Express gratitude • Forgive others and show mercy • Help people in need • Be charitable and altruistic

CITIZENSHIP

Do your share to make your home, school, community and greater world better • Cooperate • Get involved in community affairs • Stay informed; vote • Be a good neighbour • Obey laws and rules • Respect authority • Protect the environment • Volunteer

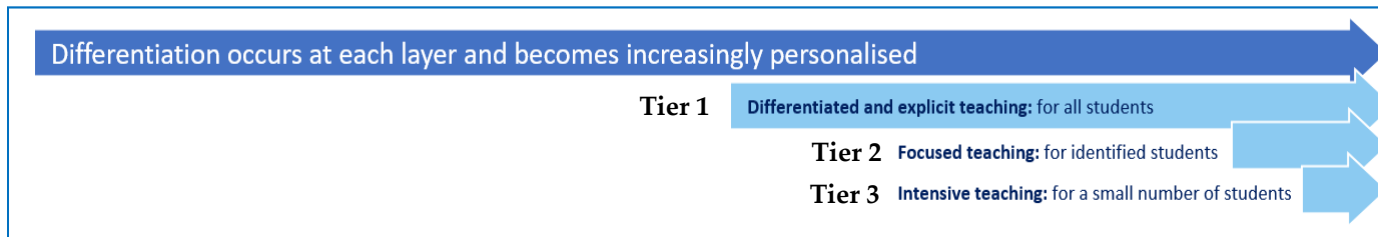
Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. Teachers use Restorative Practice and Zones of Regulation to meet individual student needs. This reflects the principle of equality, where every student is given the support they need to be successful.

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

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



Differentiated and Explicit Teaching (Tier 1)

Using this framework, Tier 1 is differentiated and explicit teaching of behaviour for all students, Tier 2 is focussed teaching of behaviour for identified students and Tier 3 is intensive teaching or behaviour intervention for a small number of students. Each layer provides progressively more personalised supports and intervention for students.

Hermit Park State School is a safe, supported and disciplined school environment that provides differentiated, age-appropriate teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Our school values and school rules are explicitly taught school-wide and are often referred to in relation to the expected behaviours. Teachers reinforce and teach expected behaviours, self-regulation strategies, provide feedback and correction, and opportunities for practise for students. Staff are trained in Essential Skills in Classroom Management. These skills are directly related to setting clear expectations, acknowledging appropriate behaviour and correcting inappropriate behaviour. Staff use the language of expectation, the language of acknowledgment and the language of correction.

Teachers at Hermit Park State School adjust what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students, assist them to achieve the expected learning, and to demonstrate their learning in a behaviourally appropriate way.

Focused Teaching (Tier 2)

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

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

Support staff, including teachers with specialist expertise in learning, language or development may work alongside class teachers at Hermit Park State School to support students. Teachers will create Personalised Learning (PL) plans on OneSchool to document ways individual needs of students are supported at school.

Hermit Park State School has a range of Student Support Network staff in place to help arrange and/or deliver focused teaching to students who need more support to meet expectations.

- Principal
- Deputy Principal P-2
- Deputy Principal 3-6
- Guidance Officer
- Advisory Student Inclusion Support Team (ASIST)
- Registered School Nurse
- Speech Language Pathologist

In addition, the school invests in specific wellbeing spaces such as the Flexible Learning Room and Chill Out Room, and in the following evidence-informed programs to address specific skill development for some students:

- Restorative Practice
- Trauma Informed Practice
- Philosophy for Children
- Yoga for Children
- Drumbeat
- Rock and Water
- Functional Based Assessment

Intensive Teaching (Tier 3)

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

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

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

Students who require intensive teaching will be assigned an individual case manager at the school who will oversee the coordination of their program, creation of a personalised learning program (PL), communicate with stakeholders and directly consult with the student. The support given to these students will take the following into consideration;

- Case management
- Stakeholder meetings
- Trauma Informed Practice
- Functional Behaviour Assessment (FBA)
- External providers eg Stanton Lodge, Act for Kids

Disciplinary Consequences

Hermit Park State School has a proactive and preventative approach to student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour (as per HPSS school rules, behavioural expectations, and/or values) occurs either in school or outside of school (premises and hours), students experience consequences. Our school seeks to ensure that responses to unacceptable behaviour are individualised and fair.

In applying consequences for unacceptable student behaviour, we have a differentiated approach and consider the individual circumstances and actions of the student as well as the needs and rights of school community members. Consequences are logically tied to the problem behaviour eg: running on the cement – ask the student to try again in a safe way.

When responding to unacceptable behaviour the staff member first determines if the behaviour is Tier 1, 2 or 3, with the following agreed understanding:

- **Tier 1 and Tier 2** problem behaviour is handled by staff members at the time it happens; and
- **Tier 3** problem behaviour is referred directly to the school administration team (Deputies or Principal).

Tier 1 and 2 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
- are not part of a pattern of problem behaviours and
- may require involvement of ASIST or administration

Tier 1 and 2 consequences are generally connected to the problem behaviour such as:

- rule reminder
- redirecting to the learning
- giving choices
- complete removal from an activity or event for a specified period of time
- removal of privileges
- restorative chat or meeting
- community based detention eg picking up litter, tidying the school grounds/classrooms, contributing to the beautification of the school
- classroom based detention eg completion of missed/incomplete work, restorative activities
- reflection room based detention ie discussion or reflection sheet in reflection room
- class time out
- buddy class
- apology
- restitution
- regular check-ins
- focused teaching

Tier 3 behaviours are those that are:

- repeated or persistent low level behaviours
- significantly violate the rights of others
- put others / self at risk of harm and/or
- require the involvement of ASIST team or Administration (Deputies or Principal)

Tier 3 behaviours result in a referral to Administration (Deputies and /or Principal) because of their seriousness.

Tier 3 consequences behaviours may result in and are not limited to the following:

- reflection in office (withdrawal)
- alternate lunchtime program
- loss of privilege
- restitution
- restorative meeting
- parent contact
- referral to ASIST team
- referral to Guidance Officer
- external education/behaviour support program (Stanton Lodge)
- Functional Behaviour Assessment
- Risk Management Plan
- short suspension from school 1-10 days
- long suspension from school 11-20 days.
- exclusion

Definition of consequences

Class Time out	Time out is giving a student time away from their regular class program/routine to a separate area within the classroom. During class time out, student is to be supervised and given an opportunity to re-join class in intervals of no more than 10 minutes. A principal or school staff may use time out as a strategy for students to manage their own behaviour and to assist the student to self regulate.
Buddy Class	Buddy Class is used by a teacher when a student has not reflected on and changed their behaviour expectations and needs further modelling of expected behaviour. This time involves a student spending time in another teacher's class with appropriate school work for 10-30 minutes.
Detention	<p>A detention may be issued by teaching staff as a consequence for behaviours. Detentions are completed in school time during break play time. Parents may be notified if the student receives repeated detentions. Failure to attend a detention may result in further consequences eg suspension</p> <p>At Hermit Park we use three main types of detention.</p> <ul style="list-style-type: none"> • Classroom based detention eg completion of missed/incomplete work, restorative activities • Community based detention eg picking up litter, tidying the school grounds/classrooms, contributing to the beatification of the school • Reflection Room based detention eg values/zones of regulation discussion or reflection sheet in the reflection room
Restorative Practice	Restorative Practices can take place in any setting and in many forms, ranging from a restorative chat, an informal discussion, a structured conversation, a class meeting or a full conference. Ultimately each approach is founded upon an aim of increasing understanding about self and others as we exist in community with one another. It is about responsibility for actions, understanding of effects and acceptance of consequences – <i>“whatever we do, whether good or bad, will have an impact on someone else.”</i> (Thorsborne)

Tier 1, 2 and 3 unacceptable behaviour

The following table outlines some examples and is not an exhaustive list.

	Area	Tier 1 and Tier 2	Tier 3
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running in stairwells Not walking bike in school grounds 	
	Playground	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons Possession of non-compliant items
	Classroom	<ul style="list-style-type: none"> Incorrect use of equipment Not moving around classroom safely 	<ul style="list-style-type: none"> Throwing objects Possession of weapons Possession of non-compliant items
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (eg: scratching, pinching, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical misconduct – including biting, kicking, spitting Repeated physical misconduct Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other		<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being brought to school Inappropriate use of personal technology devices or social networking sites, which may include and are not limited to, cyberbullying, distribution of inappropriate images, comments/posts that bring school into disrepute
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks Refusing to work 	<ul style="list-style-type: none"> Persistent refusal to participate in program of learning
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time. Leaving class without permission (visible) 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Uncooperative behaviour 	<ul style="list-style-type: none"> Persistent disruption Persistent refusal Defiance
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty 	<ul style="list-style-type: none"> Major dishonesty that impacts upon others Refusal to attend/follow disciplinary consequences
	Mobile phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) Low level breach of technology policy/agreement 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Refusal to follow Use of Personal Technology Devices policy Inappropriate use of personal technology devices or social networking sites, which impacts on the wellbeing of others
	Bring school into disrepute	<ul style="list-style-type: none"> Not crossing the road safely Being rude and disrespectful in the community 	<ul style="list-style-type: none"> Shoplifting Fighting/misbehaviour outside school grounds
Being Respectful	Language	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language or gestures directed at another person Aggressive language – verbal and non-verbal Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment Misuse of school/other's property Littering 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism/graffiti
	Others	<ul style="list-style-type: none"> Not playing fairly Peer conflict Teasing Minor disruption to class Minor defiance 	<ul style="list-style-type: none"> Major or repeated bullying Major or persistent disruption to class Blatant disrespect Disruptive to school such as that it impacts on the good order and management of the school

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address unacceptable student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Hermit Park State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted, or the student's behaviour is so significant that it is considered a risk to the safety or wellbeing of the school community.

There is no appeal process for a short suspension. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

Re-entry following suspension

Students who are suspended from Hermit Park State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. It is not mandatory for the student or their parents to attend a re-entry meeting for suspensions under 11 days. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is to assist the student in their successful re-engagement in school and strengthen home-school communication.

The invitation to attend the re-entry meeting will be communicated via telephone and in writing (if prior to mailing suspension paperwork). Re-entry meetings are short, taking approximately 15 minutes, with only the Principal or their delegate attending with the student and their parent/s. They generally cover;

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available if required (e.g. guidance officer)
- Set a date for follow-up
- Walk with student to classroom

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or ASIST members, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, and to maintain and foster mutual respect between all state school staff, students and visitors.

Procedure

1. illegal or non-compliant property is suspected or identified
2. staff are reasonably satisfied that removal is necessary
3. if concealed, consent to search is obtained
4. staff remove property and store safely
5. appropriate disciplinary follow-up

Consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school. Consent is required from the student or parent to open, examine or otherwise deal with temporarily removed student property. For example a mobile phone may be temporarily removed but consent would be required to examine the content. In emergency situations, such as needing to access an EpiPen, staff may need to search a student's property without consent.

Where there is a suspicion of a concealed dangerous or illegal item, staff will seize the bag concealing the item and inform the Principal/police prior to seeking any consent.

Students/parents have right to refuse permission for state school staff to search student property. If required, police may be called if consent is not provided.

Students

Must not bring property onto school grounds or other settings used by the school that is prohibited, illegal, puts the safety or wellbeing of others at risk, and/or does not preserve or foster a caring, safe, supportive and mutually respectful environment. This includes but is not limited to;

- items non-compliant with school polices such as jewellery, personal technology devices, toys, collectables
- drugs such as cannabis, ecstasy, amphetamines
- legal substances such as alcohol, tobacco, prescription medication
- weapons such as slingshots, knives of any type, firearms of any type, mechanised tools, lighters, blades
- materials with offensive language

Parents

Ensure your 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. Collect temporarily removed student property as soon as possible after notification by the principal or state school staff that the property is available for collection. Should your child be disciplined for matters relating to property misconduct, encourage your child to take responsibility for their own behaviour and the consequences of their actions.

Return of temporarily removed student property

The principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. Staff will consider its condition, nature or value, the safety of students or staff, and/or the good order and management, administration and control of the school when making this decision. In most instances property will be returned at the end of the school day. The principal or school staff member may choose to make the temporarily removed property available for collection to the parent if it is more appropriate to do so.

Retention and disposal of temporarily removed student property

The principal and state school staff may retain temporarily removed student property if;

- where staff reasonably suspect that the student is not the lawful owner of the property
- 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 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
- if police seize the property under the Police Powers and Responsibilities Act 2000 (Qld), the student and their parent will be advised that the temporarily removed student property is no longer in the possession of school staff

If the student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple contacts) by staff to advise the student or parent that it is available for collection, the property will be held until the end of the school term and then safely disposed of.

Use of mobile phones and other devices by students

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.

HPSS provides access to a variety of services and devices. 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 the ICT Agreement. This policy reflects the importance the school places on students displaying respectful, responsible and safe behaviour for others whenever they are using personal technology devices and school ICT services. We uphold the value of trust and the right to privacy at Hermit Park State School. Students using school or 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 posting online) 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 in class or around the school is not permitted unless express consent is provided by the class teacher for educational purposes. 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.

Even where consent is obtained or given for recording, the school will not tolerate images or sound captured by school or 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.

Personal Technology Devices Banned From School

** Personal Technology Devices include, but is not limited to, mobile phones, smart watches, gaming devices, laptop computers, tablet devices, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP4 player), iPads, iPods® and devices of a similar nature.*

Students should not bring personal technology to school as there is a risk of disruption to learning, damage or theft. If devices are brought to school, they must be handed in to the office on arrival at school and collected at the end of the day. No liability will be accepted by the school in the event of the loss, theft or damage of any personal technology device brought to school.

Breaches of this may result in temporary removal of the device and disciplinary action.

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.

Use of School and Personal Technology Devices

At all times students, while using ICT services, facilities and devices, will be required to act in line with HPSS school rules and values. In addition, students and their parents should:

- understand the responsibility and behaviour requirements as per the ICT agreement that come with accessing the department's ICT services and network facilities
- ensure they report and discontinue access to harmful information if presented via the internet or email
- understand that students who use personal or school ICT services, facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, for example restricting network access, or not be permitted to have a personal technology device at school for one month.

It is unacceptable for students to:

- use a mobile device in an unlawful manner eg the recording or dissemination of images that are considered indecent
- download, distribute or publish offensive messages or pictures
- record, download, distribute or publish private conversations, violent, illegal or embarrassing footage, or footage capable of bringing the school into public disrepute
- use obscene, inflammatory, racist, discriminatory or derogatory language eg texting threats
- use language and/or threats of violence that may amount to bullying and/or harassment, or stalking
- insult, harass or attack others or use obscene or abusive language
- knowingly being a subject of an inappropriate recording
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions regarding the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- share their own or others' personal information and/or images which could result in risk to themselves or another person's safety
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras inappropriately, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use the mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

Students with knowledge of or who receive information about breaches should ensure they report the matter to the school office.

Preventing and responding to bullying

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

The agreed national definition for Australian schools describes bullying as;

- Bullying is the ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/ or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.
- Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).
- Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders, are not defined as bullying.

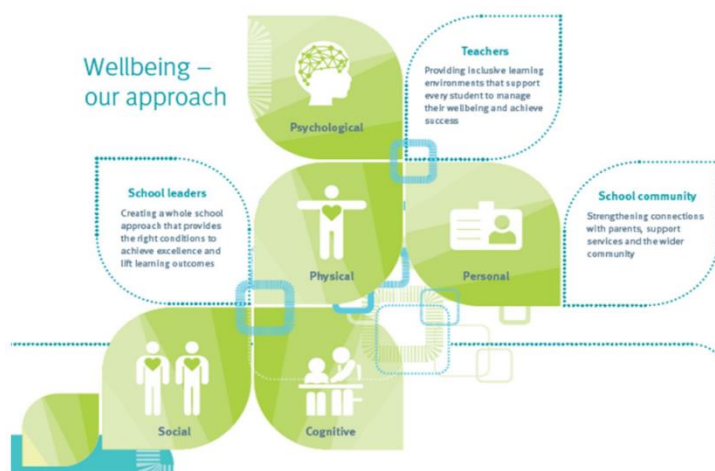
Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence
- single incidents and conflict or fights between equals, whether in person or online

Such occurrences may still be serious and require intervention or management, however they do not meet the threshold of a behaviour that can be described as bullying.

Bullying Prevention

The Australian Curriculum and Bullying No Way! provides the framework and resources for our school's anti-bullying teaching and learning activities. The topics of bullying, resolving conflict and overcoming interpersonal issues are integrated into curriculum areas and identified through our Learning and Wellbeing Framework. Hermit Park State School's Student Learning and Wellbeing Framework promotes positive relationships and the wellbeing of all students, enhances social-emotional skills, conflict resolution skills, and safety and wellbeing through explicit teaching and integrated units.



Reporting Bullying

Please note these steps associated with each situation may vary. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

1. Report your concern to your class teacher or the Deputy Principal
2. If reported by a student, parent will be notified
3. Concern investigated and recorded by the Deputy Principal
4. Determination made re bullying or other disciplinary matter
5. Follow up with student and parent re actions and support required

Consequences of Bullying

At Hermit Park State School we believe students should be encouraged to advise staff, parents and the broader community about emerging bullying issues and be supported with reflective and restorative practices to find solutions relative to the context. In

applying consequences for bullying behaviour, we have a differentiated approach and consider the individual circumstances and actions of the student, the impact on wellbeing, as well as the needs and rights of school community members.

Support is available via members of the HPSS ASIST team for students who have been subjected to or exposed to bullying behaviour by other students.

Cyberbullying

Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means. Cyberbullying is treated at Hermit Park 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.

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.

Prevention of Cyberbullying

Students are engaged in ongoing lessons and support around cybersafety. This is taught explicitly through online protocols and lessons linked to our Health Curriculum through our Health and Well Being Framework. Students in Years 4, 5 and 6 are explicitly taught internet etiquette, how to be safe on line and cybersafety.

Specialist speakers to address cybersafety for our students, teachers and parent community are funded through our supportive P&C.

Reporting Cyberbullying

1. Report your concern to your class teacher or the Deputy Principal
2. If reported by a student, parent will be notified
3. Concern investigated and recorded by the Deputy Principal
4. If there is a potential crime then the matter will be referred to the QPS
5. Determination made re cyberbullying impacting upon good order and management of school or other disciplinary matter
6. Steps taken to remove upsetting or inappropriate content
7. Disciplinary consequences actioned
8. Follow up with student and parent re actions and support required

Consequences of Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (Qld) contain relevant provisions prohibiting types of online behaviour. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. Potential relevant criminal offences are:

- using a carriage service to make a threat to kill or to cause serious harm to another person
- using a carriage service to menace, harass or cause offence to another person
- using a carriage service for child pornography material or child abuse material
- using a carriage service to promote methods for suicide or counsel another to commit suicide.

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

- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud - obtaining or dealing with identification information
- criminal defamation.

Students enrolled at Hermit Park State School will face disciplinary action for cyberbullying behaviours. Consequences may include but are not limited to restorative meeting, removal of privileges, suspension or exclusion from school.

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.

Support is available via members of the HPSS ASIST team for students who have been subjected to or exposed to cyber-bullying behaviour by other students.

Appropriate use of social media

Social media provides wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities. When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes for the user and others.

Hermit Park State School is committed to promoting the responsible and positive use of social media sites and apps. Age restrictions and recommendations for apps should be adhered to.

Many young people use social media sites and apps on a daily basis. Unfortunately, some 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 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. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Prevention of Social Media Misuse

Our expectations:

- Ensure that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Think about what is posted online, and how it could be interpreted – avoid posting content that would be inappropriate to display in a crowded room, or in front of influential people. Once content is posted online, control is lost.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Avoid provoking or engaging with another user who is displaying inappropriate or abusive behaviour. Rather than responding, address cyberbullying concerns using the online reporting tools, and seek support from an adult.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent ensure your child has only approved access to age appropriate social media
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.
- If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents are not. If you are tagging or naming students, consider that other parents may not want their child's name attached to images online.

Students at Hermit Park are explicitly taught online netiquette and cybersafety in relation to social media from Year 4 upwards. We also provide support from cybersafety specialists whose aim is to equip and educate young Australians with the skills and knowledge to enable them to use the internet safely whilst making them aware of their rights and responsibilities in the cyberworld.

The Department of Education also provides information to parents and caregivers about how to use social media in relation to comments or posts about their school community.

<https://behaviour.education.qld.gov.au/resources-publications/Documents/cyberbullying-parents-caregivers-guide>

Reporting Social Media Misuse

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

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

Parental and community feedback is important for our school and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum. If you encounter negative or derogatory content online which involves the school, hinders a child's learning and/or affects the school community at large, contact the school principal.

Hermit Park State School Complaints Process

We are committed to fostering a school environment that is supportive and respectful, and provides all students with opportunities to engage in quality learning. Effective partnerships with parents, carers, students and school staff is an essential part of us achieving this goal.

At Hermit Park State School, we ask parents, carers, students or community members who would like to make a complaint to either email theprincipal@hermitpark.eq.edu.au or visit the school office to make an appointment to meet with the principal or another member of staff.

The following information should be provided when making a complaint:

- what happened, including when and where it occurred, and who was involved; and
- what outcome or solution you are seeking to address your issue or concern.

Assessment and management

We will examine the issue(s) raised and try to resolve the complaint. We aim to do this promptly, but understand that we have many other responsibilities and it may not be possible to make contact or resolve a complaint immediately.

Providing an outcome

Once we finish examining the complaint, we will let the person who has made the complaint know the outcome and any available review options.

Restrictive Practices

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

In some very rare situations, where there is imminent 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. An example of this may be using manual guidance to prevent a student running onto a busy road, holding a student to prevent them physically attacking someone, or secluding a student in room for a short period to protect them from imminent harm.

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

The department's [Restrictive practices procedure](#) is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

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

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

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

Critical Incidents

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

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

For unexpected critical incidents, staff aim to 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.

Responses to critical incidents may also require Restrictive Practice strategies, parent intervention, or support from the QPS.

For students involved in regular critical incidents, an individual Risk Management Plan and/or Safety Plan will be developed in consultation with parents and available for staff implementation.