Currumbin State School

Student Code of Conduct

2022-2025

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

Contact Information

Postal address:	Phillip Street Currumbin QLD 4221
Phone:	07 5559 6333
Email:	admin@currumbinss.eq.edu.au
School website address:	currumbinss.eq.edu.au
Contact Person:	John Cattoni (Principal)

Endorsement

Principal Name:	John Cattoni
Principal Signature:	
Date:	20/01/2022

School Council Chair Name:	Devina Gleeson
School Council Chair Signature:	
Date:	20/01/2022

Contents

3

Queensland
Government

Purpose

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

The Currumbin State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote an effective whole school approach to discipline.

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

Whole School Approach to Discipline

Currumbin State School uses a multi-tiered system of support for discipline in the school, based upon high expectations, teaching of Expected Behaviours and the development of an inclusive supportive learning environment.

We:
- analyse and implement student behaviour and learning outcomes
- use evidence-based pedagogy to support students
- promote consistent school and classroom improvement practices.

At Currumbin State School we believe that student behaviour is a part of the overall teaching and learning approach in our school.

Currumbin State School Expectations

Our staff are committed to delivering a high quality education for every student.

Students
Every classroom in our school uses the Expected Behaviours Matrix, (Appendix 1), as a basis for developing behaviour standards. Using this matrix, the class teacher works with students to explain exactly what each of the expectations look, sound and feel like in their classroom and school-wide.

Below are examples of what these Expected Behaviours look like for students across the school.

Be Respectful
- We will be kind, considerate and honest.
- We are active listeners.
- We respect the right of others' to learn.
- We help a friend in need.

Be Responsible
- We are learners who give our best effort.
- We are resilent.
- We use self-talk.
- We follow adult instructions.

Be Safe
- We keep our whole body to ourselves.
- We are always sun safe.
- We wear a helmet when riding our bike.
- We listen carefully and follow directions.

Parents and Staff
The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Respectful

What we expect to see from you	*What you can expect from us*
You make an appointment to speak with a teacher or member of the school leadership team to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for students.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Responsible

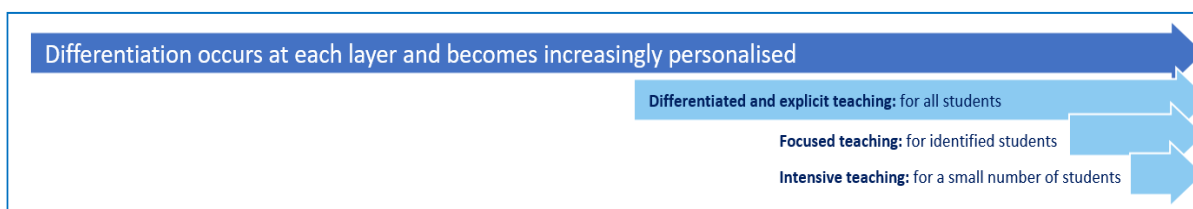| *What we expect to see from you*	*What you can expect from us*
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and can provide feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social, medical and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Queensland
Government

Safe

What we expect to see from you	*What you can expect from us*
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect school, student and staff privacy in your online communications.	When appropriate, we will address social media issues that affect staff, students or families.

Differentiated and Explicit Teaching

Currumbin State School has a supportive school environment providing differentiated teaching to respond to the learning needs of students. Teachers at Currumbin State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to learning and behaviour. Teachers purposefully plan a variety of ways to engage students in response to data and day-to-day monitoring.

As part of our multi-tiered approach, Currumbin State School has three main layers to differentiation, as illustrated in the diagram below. This model is used for academic, pedagogical and behavourial differentiation.

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

Tier 1 is differentiated and explicit teaching for all students. Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

Currumbin State School has a range of Inclusion staff to support class teachers to deliver focused teaching to adjust learning to meet a child's needs. In addition, the school invests in evidence-informed programs to address specific skill development for some students such as:

- Second Step Social Emotional Program
- Zones of Regulation
- Peaceful Kids Mindfulness program
- Sacred Sisters and Mindful Masters
- Functional Based Assessment.
- DrumBeat
- Story Dogs
- Rock and Slide
- Rock and Water

Queensland Government

Intensive Teaching

Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

Student Wellbeing

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised and they develop a strong sense of wellbeing when they experience success in learning. The Currumbin State School Student Learning and Wellbeing Framework (appendix 2) details the importance of our positive school culture and shows how student wellbeing is embedded in all aspects of school life, through connecting the learning environment, policies and partnerships. Our Learning and Wellbeing Framework outlines whole school, targeted and individualised programs to meet our students' needs.

We also acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Student Support Network

Currumbin State School has a comprehensive Student Support Service in place to help the social, emotional, academic and physical wellbeing of students. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Support Staff include:
- Head of Inclusion
- Guidance Officer
- Inclusion Teachers
- Chaplain
- Support Teacher Aides.

For more information about these services and their roles, please speak with the Head of Inclusion or class teacher.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. Some students need additional support, opportunities to practise a required skill or behaviour or varied disciplinary consequences due to complex trauma or family circumstances. These are all matters that our teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff are 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 the consequences another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school staff take all matters very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

If you have concerns about the behaviour of another student at the school please see your class teacher. If you wish to discuss the way our staff have responded to behaviour, please make an appointment with Principal or Deputy Principal to discuss the matter.

Disciplinary Consequences

The disciplinary consequences model used at Currumbin State School aligns to our differentiated learning approach outlined earlier. The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

In Tier 1, the majority of students are confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours (Differentiated Approach).

Tier 2 (Focussed Approach) is for students who need additional support, time and opportunities to practise expected behaviours.   However, continued inappropriate behaviour can interfere with teaching and learning for the whole class, so the class teacher will refer the student to the school administration team for a disciplinary consequence ranging from planning room to suspension.

Tier 3 provides a high level of support or intensive teaching for a small number of students. On occasion, the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the Principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour.

Examples of supportive strategies and disciplinary responses for each Tier are listed below, but are not exhaustive.

Queensland
Government

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-teach (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour & praise of appropriate behaviour
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Reteach and provide demonstration of expected behaviour
- Private discussion/conference with student about expected behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Discussion with parent/carer
- Time Out in class
- Time out in Buddy Class with parent contact
- Detention/Planning room

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:

- Conference with student
- Functional Behaviour, Essential Skills or Risk Assessment
- Individual student behaviour support strategies (e.g. Student Support Plan)
- Individual positive reward program
- Support programs/provisions
- Targeted skills teaching in small group
- Token economy
- Detention/Planning room
- Behavioural contract
- Personalised goals with rewards

- Inclusion Staff Support
- Self-monitoring plan
- Check in strategy
- Teacher coaching and debriefing
- Supportive play arrangements
- Individualised routines/transitions
- Movement breaks
- Adjusted curriculum or learning environment strategies
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies
- Short-term Suspension
- Withdrawal from regular program

Intensive

School leadership team work in consultation with Student Support Services to address persistent or ongoing serious problem behaviour. This may include:
- Functional Behaviour Assessment and individual support plan
- Risk Management Assessment
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Alternative timetable
- Individualised routines
- Supportive play
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

Summary of Behaviour Responses

A range of strategies, routines and teaching are implemented to create a culture of learning and support to prevent behaviour concerns, as listed above.

The overall basis of the Currumbin State School approach is:
1. Creation of a supportive, inclusive learning environment built on respectful relationships.
2. Explicit teaching of expected behaviours, routines and social emotional skills to the whole school.
3. Use of positive reinforcement strategies.
4. Teacher utilises Essential Skills and Functional behaviour, along with Positive Behaviour for Learning strategies.

Queensland
Government

5. Process for responding to behaviour
   a. Visual or Verbal Prompt
   b. Reteach expected behaviours, routines, social emotional skills
   c. Time out to reflect in class or buddy class with parent contact
   d. Student Conference
   e. Positive reinforcement
   f. Referral to Student Services for targeted intervention or Administration for disciplinary response, if required.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Currumbin State School, the use of any SDA is considered a very serious decision.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family.

Re-entry following suspension
Students who are suspended from Currumbin State School may be invited to attend a short 10 minute re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school and set the student up for future success and outline supports in place. It is **not a time** to review the decision to suspend, as the student has already received a consequence through their disciplinary absence from school.

School Policies

Currumbin State School has tailored school discipline policies designed to ensure students, staff and visitors work co-operatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff, parents 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

Queensland Government

- Appropriate use of social media.

Temporary removal of student property

The removal of property in a student's possession may be necessary to ensure 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, staff will consider:

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

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

The following are some examples of explicitly prohibited items at Currumbin State School, which will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- 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, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need eg anaphalaxis. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Currumbin 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;
- need 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;
- may, however, in emergency circumstances 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 the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

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

Students of Currumbin 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 Currumbin 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 state school staff it is available for collection.

Use of mobile phones and other devices by students

Mobile phones, wearable technology (eg watches) and personal devices are not to be used by students whilst on campus at Currumbin State School. Students are not to bring any electronic devices to school. It is preferred that mobile phones are not brought to school. However, if they are, they must be handed in at the office or turned off in the student's school bag when entering school grounds and left there until the student has departed school grounds at the end of the school day. Wearable technology must be in "school mode" whilst on school grounds. Wearable technology's internet, phones, cameras, games etc are not permitted to be used at school.

Responsibilities

When entering school grounds students must:
- switch off and place the mobile device out of sight during classes, before and after school and during lunch breaks
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Currumbin State School to:
- use a mobile phone, wearable technology or other device on school grounds at any time
- use a mobile phone, wearable technology or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory, obscene, abusive or derogatory language via devices
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking via devices
- 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, email and internet searches or chats
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Currumbin State School Student Code of Conduct. In addition, students and their parents should:
- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
  - ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
  - be aware that:
    - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
    - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
    - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

Queensland
Government

o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed

o teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

At Currumbin State School, we believe our overall supportive, positive behaviour and learning strategies and inclusive culture will prevent bullying by:

1. Whole School expected behaviours taught explicitly.
2. Whole school delivery of social emotional program with a focus on respectful relationships and problem solving strategies.
3. Whole school delivery of the "Second Steps" specific responding to bullying unit of work.
4. Explicit teaching of school and classroom routines.
5. Positive reinforcement of students.
6. Active supervision by staff.
7. Respectful relationships are integral to our school community.

As outlined in the Currumbin State School Learning and Well Being Framework (appendix 2), our school offers a wide variety of supportive and targeted programs to assist students with their individual needs to prevent bullying behaviour, build social and emotional competencies and create a supportive, inclusive and safe school environment to supplement our whole school strategies.

Currumbin State School values the core elements of the Australian Student Wellbeing Framework in developing a safe, supportive school environment.

LEADERSHIP
Visible leadership to inspire positive school communities

INCLUSION
Inclusive and connected school culture

SUPPORT
Wellbeing and support for positive behaviour

STUDENT VOICE
Authentic student participation

PARTNERSHIPS
Effective family and community partnerships

Queensland Government

Bullying

The agreed national definition for Australian schools describes bullying as:
- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert). Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records);
- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

Students or parents should seek the assistance of the class teacher to address any concerns around bullying. The following flowchart explains the actions Currumbin State School staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

1. Listen to and reassure student.
2. Document examples/evidence of the bullying and gather additional information from witnesses. Advise Administration.
3. Develop a plan of action to support the student. Document this in one school and notify parents.
4. Apply appropriate consequences, document in one school and notify parents.
5. Access support for students, as required.
6. Monitor.

Student Intervention and Support Services for Bullying and Cyberbullying

Currumbin State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject to, or witness to, bullying have access to a range of support staff, as identified in the Student Support Services section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This could include social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

Queensland
Government

Cyberbullying

At Currumbin State School, cyberbullying is treated seriously. Students enrolled at Currumbin State School may face in-school disciplinary action, such as planning room or withdrawal from school events, or more serious consequences such as suspension or exclusion from school, for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. Therefore, parents need to make informed decisions about their children's online activities.

Reporting

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.

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.

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.

Queensland
Government

Currumbin State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
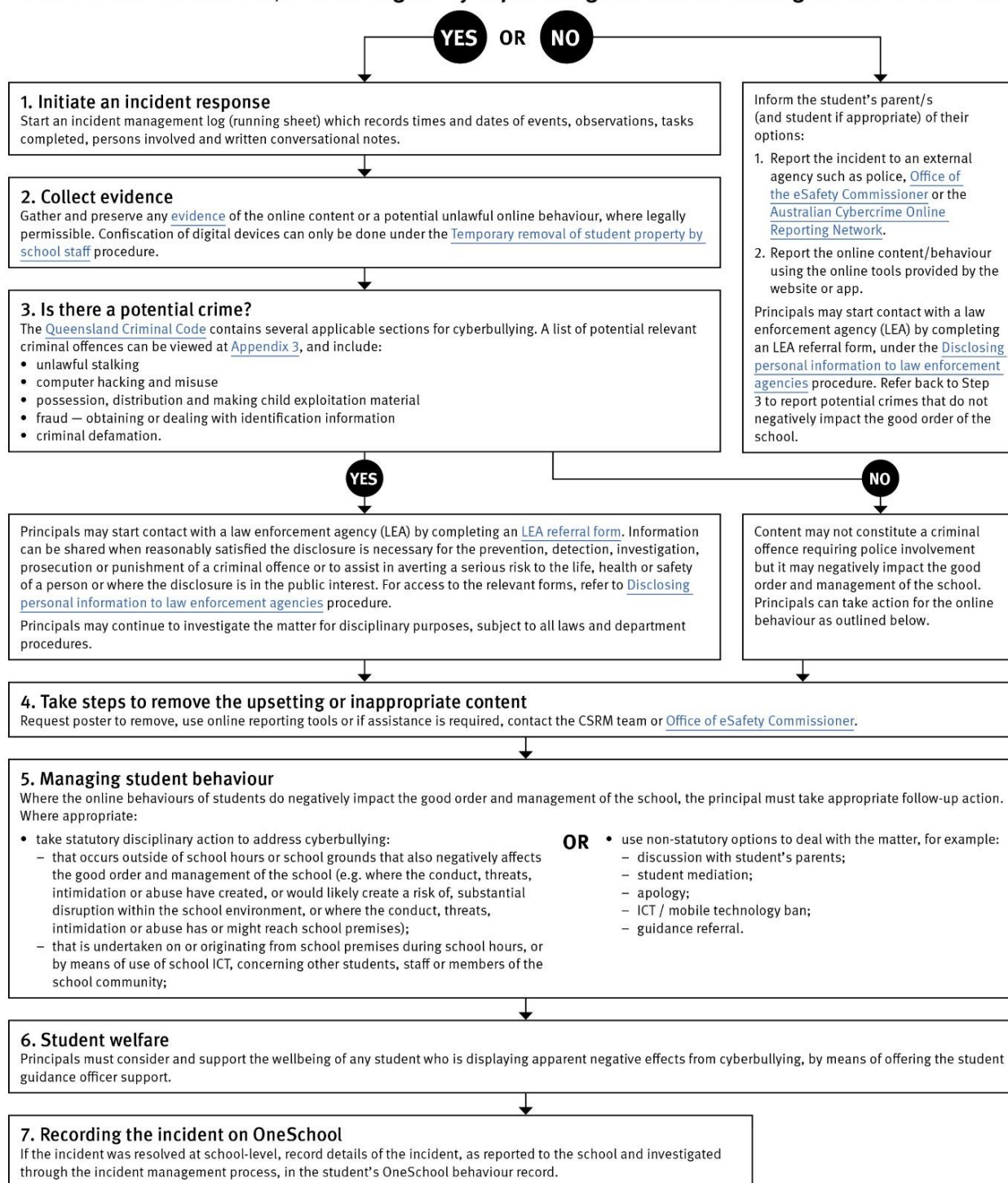
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

Queensland Government

Appropriate use of social media

Whilst social media can provide a sharing platform for adults, they have the potential to cause pain and suffering to young individuals, groups or even whole communities. It is important for parents to be aware that as part of their privacy policies, social networking sites such as Facebook, Twitter, Instagram and YouTube specify that users must be at least 13 years old. The below link to the Australian Government Website verifies this age requirement.

aifs.gov.au/cfca/publications/online-safety#:~:text=The%20significance%20of%20being%2013,be%20unaware%20of%20this%20requirement.

Negative comments posted by parents about the school community can have a greater impact than expected. 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.

For parents, being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

Is it appropriate to comment or post about schools, staff or students?

Parental and community feedback is important. If you have a compliment, complaint or enquiry about an issue at school, speak directly to the school about the matter, rather than discussing it in a public forum.

If you have raised an issue with a school or know that another person has, consider refraining from discussing those details on social media, particularly the names of anyone involved.

Possible civil or criminal ramifications of online commentary

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

Queensland
Government

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

School staff at Currumbin State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly through proactive individualised strategies.

In 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.

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.

The use of planned strategies will only be used 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. In such emergencies, a staff member will observe the student at all times.

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

Queensland
Government

Critical Incidents

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 an individualised plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want student 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 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. Move the student to a safe place, or move other students nearby to a safe place.

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.

Queensland
Government

CURRUMBIN EXPECTED BEHAVIOURS MATRIX

School Rules	All Areas	Classroom	Technology	Playground	Transition	Eating	Other School Activities	Toilets	Before & After School
Be Currumbin Respectful	✓ We will be kind, considerate and honest. ✓ We wear our uniform with pride. ✓ We are active listeners. ✓ We aim to be our best self.	✓ We respect the right of others to learn. ✓ We respect equipment. ✓ We listen and wait for our turn to speak respectfully. ✓ We accept that everyone is different.	✓ We use respectful language when online. ✓ We don't comment on others' posts or photos in a negative way. ✓ We use school devices, laptops and computers respectfully.	✓ We demonstrate good sportsmanship. ✓ We play by the rules. ✓ We help a friend in need.	✓ We walk quietly through the school. ✓ We walk in two designated lines at all times with our teacher at the back. ✓ We knock before we enter a room.	✓ We pick up rubbish. ✓ We keep our eating area clean. ✓ We use our manners when ordering at the tuck-shop. ✓ We sit and eat, having quiet respectful discussions. ✓ We wait with our hands up to be dismissed.	✓ We are kind and considerate. ✓ We use manners. ✓ We demonstrate good sportsmanship. ✓ We represent our school with pride.	✓ We respect other's privacy. ✓ We use the toilet during break times (or ask permission during class times).	✓ We follow the bus company rules. ✓ We walk to the left on community paths. ✓ We speak respectfully to members of the Currumbin community. ✓ We wait with our hands up to be dismissed.
Be Currumbin Responsible	✓ We follow adult instructions. ✓ We care for our school community. ✓ We are learners who give our best effort. ✓ We are resilient. ✓ We use self-talk. ✓ We are assertive.	✓ We are punctual and prepared for the day. ✓ We own actions and words. ✓ We are learners who persist. ✓ We co-operate. ✓ We ignore distractions.	✓ We use school computers, iPads and laptops appropriately. ✓ We are responsible for the laptop we have been allocated. ✓ We switch our phones off, leave them in our bags and do not remove them until we are off school grounds. ✓ We log off properly after each session. ✓ We understand that you must be 13 to use social media. ✓ We understand that our actions online must not negatively impact students at my school.	✓ We stay in our play area. ✓ We wait until the teacher arrives to play on equipment /go on oval. ✓ We follow the directions of staff. ✓ We attempt to problem solve minor disagreements ourselves.	✓ We are punctual. ✓ We will sit quietly outside the classroom in line with our legs crossed.	✓ We keep our left over rubbish in our lunch box. ✓ We eat our own food. ✓ We place our tuck-shop orders before school. ✓ We sensibly deliver the tuck-shop box.	✓ We model expected behaviours. ✓ We adjust our behavior to suit the situation. ✓ We do the right thing.	✓ We use the correct toilet area. ✓ We use water, soap, toilets and toilet paper responsibly. ✓ We will report misuse or damage immediately.	✓ We walk quietly and safely to and from school. ✓ We represent our school proudly. ✓ We are responsible for our own belongings. ✓ We use pedestrian crossings to cross the road. ✓
Be Currumbin Safe	✓ To be safe, we seek help from an adult. ✓ We use equipment safely. ✓ We keep our whole body to ourselves.	✓ We keep our hands and feet (& objects) to ourselves. ✓ We sit with active listening bodies. ✓ We move safely and quietly as directed. ✓ We follow routines.	✓ We don't communicate online or friend people we don't know. ✓ We don't photograph or record people using our mobile phones. ✓ We don't bring our own devices to school. ✓ We keep our personal details private online.	✓ We are always sun safe. ✓ We play safely, keeping our bodies to ourselves. ✓ We walk on the concrete and run on the grass. ✓ We always wear our hats.	✓ We walk calmly and quietly. ✓ We stay together. ✓ We keep our hands and feet to ourselves. ✓ We walk to the left on pathways.	✓ We sit quietly. ✓ We finish eating in the allocated time. ✓ We wait in the tuck shop line quietly and calmly.	✓ We will listen carefully and follow directions. ✓ We will wear our uniform with pride. ✓ We look out for our friends.	✓ We are quiet and quick in the toilets. ✓ We return to class promptly. ✓ We will not take food or drink in to the toilets. ✓ We wash our hands carefully.	✓ We go to our before school area straight away and sit quietly. ✓ We walk our bikes, skateboards and scooters on school grounds. ✓ We wear a helmet when riding our bike. ✓ We store our skateboards and scooters in the correct area.

Queensland Government

Currumbin State School Student Learning and Wellbeing Framework
CURRUMBIN STATE SCHOOL VISION: *A Whole School Approach to Supporting Diverse Learners*

Currumbin State School is committed to a collaborative school approach which progresses the potential of the whole learner, through intent and strong relationships.
To achieve this we:
- Seek to understand the needs of students/staff/families to reduce barriers and build positive relationships.
- Believe every child has the ability to learn to their potential (high expectations).
- Utilise a three layer continuum of support: inclusive practices, focussed and intensive teaching.
- Use inclusive practices, through the Universal Design for Learning scaffold and the school Pedagogical Feedback Framework, to engage students and cater for diversity.
- Collaborate and reflect, to strengthen professional confidence.

1 Creating safe, supportive and inclusive environments

Schools do this by:
- providing safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised
- developing an approach to wellbeing that supports the collective action of parents, support services and the wider community
- demonstrating and communicating positive respectful relationships between staff, students, parents and members of the community
- explicitly teaching and modelling social and emotional skills, values and expectations for behaviour to support student wellbeing
- making sure the physical environment and school policies and practices are accessible and inclusive of students and families
- planning for opportunities to promote and celebrate the traditions, values and cultures of the school community
- providing learning opportunities and environments that promote healthy lifestyle choices.

2 Building the capability of staff, students and the school community

Schools do this by:
- providing health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships, food and nutrition, benefits of physical activity, and safety
- identifying opportunities to build the capabilities of teachers and school leaders to support a whole school approach to student wellbeing and its connection to learning
- communicating information and advice on the benefits of supporting students to be healthy, confident and resilient
- responding positively to the needs of different groups within the school community
- strengthening connections with parents to support early intervention for students whose wellbeing is at risk
- increasing visibility of local support services to families whose children have higher levels of need
- supporting staff health and wellbeing and recognising the resulting benefits for students
- committing to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

3 Developing strong systems for early intervention

Schools do this by:
- planning and documenting school processes to support staff to respond appropriately to students at risk
- recognising the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring, planning
- sharing responsibility for supporting students at risk by: seeking support from Guidance Officers and the leadership team as first responders
- encouraging students and families to access support services
- using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

Quick links
- DET Staff Wellbeing Model*
- Student Protection Training
- Parent and community engagement framework
- The Evidence Hub Inquiry Cycle*

- Positive Behaviour for Learning framework
- Inclusive education policy statement
- Supporting students' mental health and wellbeing
- Diversity in Queensland schools

- Disability Policy
- Indigenous Education

Queensland Government

EMOTIONAL

Peaceful Kids
Art Therapy
Mindfulness
Drumbeat
Chess
Sacred Sisters Project
Rock n Water
Rock & Slide
Blue Diamond Youth
Gardening
Sense A Bility
Chaplain

LEARNING

Inclusion Teachers & Teacher Aides
Student Support Services
Leadership Program
Second Step
Memory Boost
Before and After School Reading Club
PBC Integration - Wood Work
Story Dogs
Individual Learning Plans
Support A Talker
After School Phonic Program (Crack the Code)
Autism QLD Therapy Dogs
ESP (Kids in Care)

STAFF

Wellness Program
Planning and Check In Session (Team Support)
Inclusive Pedagogy
Feedback Cycle
Functional Behaviour/Profiling
ASD & Trauma Training
Calmer Classroom
Induction
Social Committee Activities
Essential Skills
Chaplain

PARENTS

P & C
Indigenous Reference Group
Triple P Parenting
Kalwun
Family & Child Connect
Communication
Class Teacher & Parents
Guidance Officer & Parents
Admin & Parents
Student Support Services
After School Phonic Program
Autism QLD
Accorus Unique
Chaplain

SOCIAL

Second Step
Gross Motor Skills
Expression Sessions - Dance
Soccer
Bucket Filling
Sensory Tool Kit
Queen Bee
Play is the Way
Talkability
Ooze in Mornings
Chaplain

BEHAVIOUR

Currumbin Responsible Behaviour Plan
Expected Behaviour Matrix & Weekly Lesson
Individual Support Plans
Inclusive Pedagogy
Contracts/Monitoring
Weekly Behaviour Goal
Rewards Programs
Supportive Play Areas/Programs

Queensland
Government