



Ferny Hills State School

Student Code of Conduct 2020-2023

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 2019-2023

Purpose

Ferny Hills State School is committed to creating quality learning opportunities for children and young people. This includes strengthening their cognitive, physical, social and emotional development. We are dedicated to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Ferny Hills State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, 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, where all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Brad Geisel
Principal Signature:	
Date:	19/01/2020
P/C President Name:	Tracy Donegan
P/C President Signature:	
Date:	19/01/2021

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Principal's Foreword

Introduction

Staff at Ferny Hills State School are committed to the provision of a high quality education that makes a positive difference to the lives of our students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our learning expectations at Ferny Hills State School are:

- Be Safe
- Be Respectful
- Be Responsible
- Be Active Learners

These expectations have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Ferny Hills State School staff take an educative approach to discipline, 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 local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Ferny Hills State School Student Code of Conduct together over the last few months. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

Due to restraints and impacts of COVID – 19, the consultation of the Student Code of Conduct at this point in time has been limited with the school community. Further review of this document will occur in 2021 as per the Strategic Planning and Quadrennial School Review process for the best possible policy that aligns with the school and community values and beliefs.

The Ferny Hills State School Student Code of Conduct was developed in collaboration with school staff through committee meetings, staff meetings, teacher-aide meetings and leadership meetings.

Currently, consultation with teachers has been undertaken through various forums and has included professional learning, research, consultation with experts and policy to provide a framework of understanding the Human Rights Act.

A review of current school data relating to student achievement, attendance, school disciplinary absences and behaviour incidents, also informed the development of this document.

Both the PBL (Positive Behaviour For Learning Committee) and the SSEC (Supportive School Environment Committee) provided input into the coordination and development of this document.

To support the implementation of the Ferny Hills State School Student Code of Conduct, communication with the school community will occur through parent information sessions, promotion through the school website, weekly newsletter and social media posts. Any families who require assistance to access a copy of the Student Code of Conduct, including translation to a suitable language, are encouraged to contact the Principal.

Review Statement

The Ferny Hills State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. An extensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Whole School Approach to Discipline

At Ferny Hills State School, we utilise a multi-tiered Positive Behaviour for Learning (PBL) approach to inform decision making across the school community. PBL is a broad range of systemic and individualised strategies for achieving important social, emotional and learning outcomes, whilst preventing new problem behaviours occurring. PBL is a system of school-wide processes for 'everyone, everywhere, all the time' and is a proactive discipline model that is based on the assumption that desirable behaviours should be taught.

We believe in an inclusive and functional, whole child approach to support students with learning and behaviour.

We believe in supporting ALL students with an approach that centres around common behaviour language and school-wide lessons. Children are supported appropriately, by the school team, according to individual needs and abilities. We strive to provide a supportive and safe learning environment that enables all students to achieve the core expectations.

An outcome of this individual, differentiated approach to social skills training for students is an overall improvement of student behaviours, increased academic success, increased social-emotional well being, and reclaims instructional time.

Teaching and supporting pro-social behaviour skills develops student's behavioural health and contributes to improving the effectiveness of academic support systems.

PBL provides opportunities for students to develop the social emotional skills needed to succeed in school and beyond, while working collaboratively with carers to build positive relationships. We utilise a shared language through consistent communication to achieve matrix expectations.

Through consultation and collaboration, our school community has identified 4 core expectations of PBL:

- Safe
- Responsible
- Respectful
- Active Learner

These context specific expected behaviours are taught directly and systematically through social skills lessons, adjusted to suit each year level stage, and the referral of our behaviour matrix and reteaching of behaviours when necessary.

These context specific expectations are explicitly taught in every classroom, every week based on school behaviour data through behaviour lessons and school-wide language available through a developing bank of targeted lesson plans and resources.

Multi Tiered Systems of Support

Ferny Hills State School uses a multi-tiered system of support (MTSS) which is a data-driven, problem-solving framework to improve outcomes for all students. Our integrated approach to learning and behaviour is a preventative, differentiated model grounded in practical strategies, targeted planning which is centered on social behaviour. MTSS relies on a continuum of evidence-based practices increasing in intensity and individualisation to the identified needs of individual students.

Ferny Hills State School applies this model as a way to align to academic, behavioural, social, and emotional supports to improve education for all students. It's important to remember these tiers refer to levels of support students receive, not to students themselves.

Tier	Prevention
1	Tier 1 systems, data, and practices impact everyone across ALL settings. They establish the foundation for delivering regular, proactive support and promoting desired behaviours. Tier 1 emphasizes prosocial skills and expectations by explicitly teaching core elements of the Ferny Hills State School Behaviour Matrix; and, actively identifying and acknowledging appropriate student behaviour. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. A whole-school approach, data-based decision making, consistent policies, and professional development are essential components of

	<p>The core principles guiding Tier 1 PBL consistently include:</p> <ul style="list-style-type: none"> • Teaching expected behaviours, for specific environments, to all children • Providing early intervention • Acknowledging and addressing positive and challenging behaviours • Consideration of developmental norms and behavioural function • Visual references displayed throughout school • Using evidence-based interventions whenever possible • Providing refresher lessons and targeted recognition throughout the school year • Monitoring student progress • Engaging with school community members through surveys, class meetings, circle time and P&C Meetings to enable improvements to be made in Tier 1
2	<p>Targeted instruction and supports for <u>some students</u> (approximately 10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff including but not limited to Guidance Officer, Inclusive Education Team, Chaplain, Departmental Support Staff and Administration Team, to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or aspects of Positive Behaviour for Learning (PBL) expectations.</p> <p>The interventions offered at this level will vary to meet the needs of each student.</p> <p>Commonalities:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions should be easy to sustain • interventions are data driven, concise and time specific • interventions are evidence-based and are matched to the student's needs. <p>Ferny Hills State School Tier 2 strategies include, but are not limited to:</p> <ul style="list-style-type: none"> • Check in, check out • Social Skills Intervention Groups • Differentiated instruction • Small group focussed instruction • Playground passports <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised interventions for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive for students to achieve success. Tier 3 supports are based on the underlying reasons for a student's function of behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Students can benefit from a Functional Behaviour Analysis (FBA) that identifies unique strategies to help the student achieve success. The FBA process involves data collection, data analysis with key stakeholders and problem solving. A very small percentage of students may need an intensive FBA and wraparound plan which includes outside agencies and rigorous problem-solving procedures.</p>

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.

Consideration of Individual Circumstances

Staff at Ferny Hills 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. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each student in both the instruction of behaviour and the response to behaviour.

At Ferny Hills State School, we believe and promote an environment which is responsive to the diverse needs of our students and establish procedures for applying fair, equitable consequences as required.

We recognise the rights of all students to:

- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment
- receive adjustments appropriate to their learning and/or impairment needs
- provide written or verbal statements that will be taken into consideration in the decision-making processes as required
- ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

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 which consequence 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. 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.

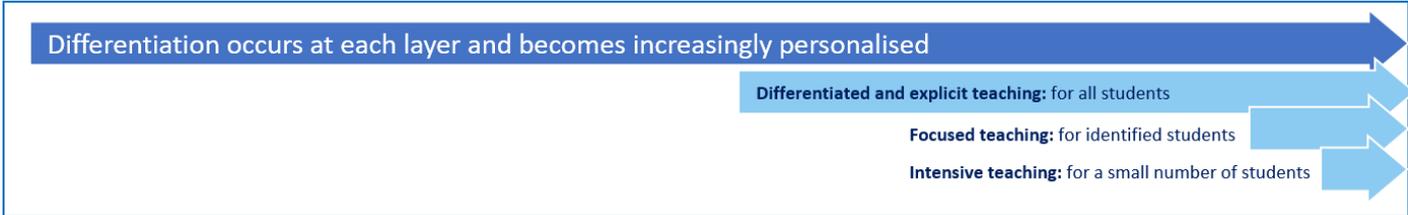
If you have concerns about the behaviour of another student at the school, please make an appointment with your child's classroom teacher. If you have concerns about the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Ferny Hills State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Teachers at Ferny Hills 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 behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring which indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assisting them to demonstrate positive behaviours within the community.

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



Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and throughout the school. The matrix is on display throughout the school, and is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Ferry Hills State School Expectations Matrix

	Be SAFE	Be RESPECTFUL	Be RESPONSIBLE	Be an ACTIVE LEARNER
All Areas	<ul style="list-style-type: none"> Walk on hard surfaces Keep hands, feet and objects to yourself Use equipment for its intended purpose Give personal space 	<ul style="list-style-type: none"> Follow directions Use whole body listening Use your manners Use appropriate language and volume Listen to the opinions of others 	<ul style="list-style-type: none"> Put rubbish in the bin Wear full school uniform Be on time Look after your and others' belongings Care for school property 	<ul style="list-style-type: none"> Complete set tasks Use the High Five to solve problems Ask for help Start work straight away Be prepared for learning.
Learning Areas	<ul style="list-style-type: none"> Walk in the classroom 	<ul style="list-style-type: none"> Listen to teacher instructions Allow others to learn Allow the teacher to teach 	<ul style="list-style-type: none"> Follow classroom rules and routines Work as a group member 	<ul style="list-style-type: none"> Go to the toilet at the appropriate time Participate in all activities Stay on task
ICTs <ul style="list-style-type: none"> ELF Program iPads Computers 	<ul style="list-style-type: none"> Only work online when requested by a teacher Use your e-safety skills when working online Report to a teacher if you feel unsafe, or have seen something inappropriate 	<ul style="list-style-type: none"> Take photos or video of students only with permission and when requested by teacher Use manners when communicating digitally 	<ul style="list-style-type: none"> Use learning time on devices effectively Have your device charged to start each school day Edit only your own work on shared devices Use Airdrop with teacher permission 	<ul style="list-style-type: none"> Remain on set task when using a device
Eating Areas	<ul style="list-style-type: none"> Sit when eating 	<ul style="list-style-type: none"> Wait for a teacher to dismiss you 	<ul style="list-style-type: none"> Eat your own food Put your lunch box away 	
Play Areas	<ul style="list-style-type: none"> Stay in your area Wear your hat Stay in undercover area if you don't have a hat. 	<ul style="list-style-type: none"> Share equipment Return equipment you borrowed Include others in your games Take your turn 	<ul style="list-style-type: none"> Report incidents to the teacher on duty When the 1st bell rings go to your eating area 	
Assembly	<ul style="list-style-type: none"> Walk quietly into assembly 	<ul style="list-style-type: none"> Stand still for the National Anthem and the school song 	<ul style="list-style-type: none"> Clap when appropriate Sing appropriately 	
Toilets	<ul style="list-style-type: none"> Use the area for its purpose only (not a play space) One person per cubicle 	<ul style="list-style-type: none"> Wait patiently Close the door Flush toilet Turn tap off after using Give others privacy 	<ul style="list-style-type: none"> Keep the toilets clean Wash hands for 20 seconds Use the hand towel to dry your hands 	<ul style="list-style-type: none"> Go to the toilet at an appropriate time
Tuckshop	<ul style="list-style-type: none"> Be calm and wait your turn 	<ul style="list-style-type: none"> Be polite to tuckshop staff 	<ul style="list-style-type: none"> Order and buy food only for yourself 	
Before and After School	<ul style="list-style-type: none"> Wait in the assigned area before school Walk bikes and scooters in school grounds 		<ul style="list-style-type: none"> Sit quietly and patiently Keep iPad in school bag 	

Focused Teaching

Even after being provided with differentiated and explicit teaching, 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 using explicit and structured teaching strategies to revisit key behavioural concepts or particular aspects of a behaviour skill. This provides students with multiple opportunities to practise and apply the intended learning and expected behaviour.

At Ferny Hills State School, our inclusive education teachers work collaboratively with class teachers to provide focused teaching that is aligned to the PBL Expectations Matrix. Student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focused teaching
- require intensive teaching.

Ferny Hills State School has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school implements the following strategies to address specific skill development for some students:

- Adult mentoring for students
- Behaviour Goal Cards for students
- Check in / check out for students
- Targeted / small group social skilling programmes
- Play Club for students requiring adjusted playtimes
- Buddy programs for new students
- Zones of Regulation
- Positive Behaviour for Learning
- Functional Based Analysis

For more information about these programs, please speak with the Deputy Principal, Gemma Dunn.

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period or as the need arises. Decisions about the approach will be made based on data collected from school-based staff, 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 function-based behaviour assessment and support plans along with multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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

Ferny Hills State School is committed to educating all students, including those with the most intensive behaviour support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support.

Staff at Ferny Hills State School:

- Monitor the impact of support for individual students through case management and ongoing data collection.
- Make adjustments, as required, for identified students through the development and review of Individual Behaviour Support Plans.
- Work together to develop appropriate behaviour support strategies for identified students.
- Work with relevant stakeholders to achieve continuity and consistency for students.

- Facilitate a Functional Behaviour Analysis interchanging assessment and analysis, if required, for identified students to inform an individualised intensive intervention plan if current support systems are unsuccessful.
- Develop flexible / alternative learning options for identified students.
- Create and maintain productive partnerships with relevant external agencies and key stakeholders

Ferny Hills State School has a referral system in place to identify student support needs through direct/indirect data. These data sets may include: academic/behaviour/attendance data, observation, anecdotal evidence, quality differentiation and review. The classroom teacher will contact parents to provide an update and request permission to refer a student to the IET Committee. Once the student is referred to the IET Committee, relevant staff members form a support team and begin the assessment and support process. Student support plans are reviewed regularly based on their individual progress, through an on-going cycle of support.

Student Wellbeing

Ferny Hills State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak, first, with their child's teacher. If the matter is unresolved or requires further investigation, parents are encouraged to make an appointment to meet with the Inclusive Education Team or administration. In some instances, this may lead to a referral to Department of Education support staff or external agencies.

Learning and wellbeing are inextricably linked — students learn best when their welfare is optimised and they experience success in their learning. The [student learning and wellbeing framework](#) supports State Schools with creating positive school culture and embedding student wellbeing in all aspects of school life. Wellbeing is achieved through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Ferny Hills State School is committed to our students, parents and members of the community to create teaching and learning environments that promote the development of healthy, happy, successful and productive individuals. Students are expected to demonstrate positive, reciprocal contributions to our school culture through ownership of their wellbeing and that of the community.

Curriculum and pedagogy

Ferny Hills State School acknowledges the positive impact that a meaningful teacher-student relationship can have on students' academic and social outcomes. We build the foundations for wellbeing and lifelong learning through curriculum that embeds [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) via the implementation of the [P–12 curriculum, assessment and reporting framework](#).

Policy and expectations

Within a school community there are specific health and wellbeing issues that need to be addressed for specific students.

Specialised health needs

Ferny Hills State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

Appropriate, specialised health plans are developed, in consultation with parents and medical professionals. All staff are informed, and an appropriate number of staff are trained to support the student's health condition. Health plans are explicitly followed by trained school staff.

Medications

Ferny Hills State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. The school will provide relevant forms upon request.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Ferny Hills State School maintains a minimum of one adrenaline auto-injector and asthma reliever, stored in the school's first aid kit to provide emergency first aid medication, if required.

Mental health

Ferny Hills State School implements intervention for students where there is an indication that a student has a mental health difficulty. This includes the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Ferny Hills State School school staff who notice suicide warning signs in a student must immediately alert:

- school leadership team
- school guidance officer
- senior guidance officer
- classroom teacher/Inclusive Education Team

When there is an imminent threat to the safety of a student(s), schools call 000 and provide necessary first aid.

In all situations, Ferny Hills State School staff follow suicide intervention and prevention advice by ensuring:

- a staff member stays with the student
- their safety, and the safety of others is maintained
- students receive immediate, appropriate support
- parents are advised
- all actions are documented and reported

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Ferny Hills State School enacts a postvention response. The response entails: communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Ferny Hills State School staff immediately enact the School Emergency Management Plan. Then, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Disciplinary Consequences

The disciplinary consequences model used at Ferny Hills State School follows the differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students meet established expectations that are clear, explicitly taught and practised. In-class corrective feedback, rule reminders and, if necessary, consequences are used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations. Despite focussed teaching, in-class corrective feedback, rule reminders and consequences, some students continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class. The class teacher may need to refer the student to the school leadership team for a disciplinary consequence.

A high level of differentiated support or intensive teaching is required to enable 2-5% of the population to meet the behavioural expectations. This may be required throughout the school year on a continuous basis. 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. This course of action is taken when the behaviour warrants immediate removal of the student for their own safety and that of others, and no other alternative strategy is considered sufficient.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences.

Differentiated

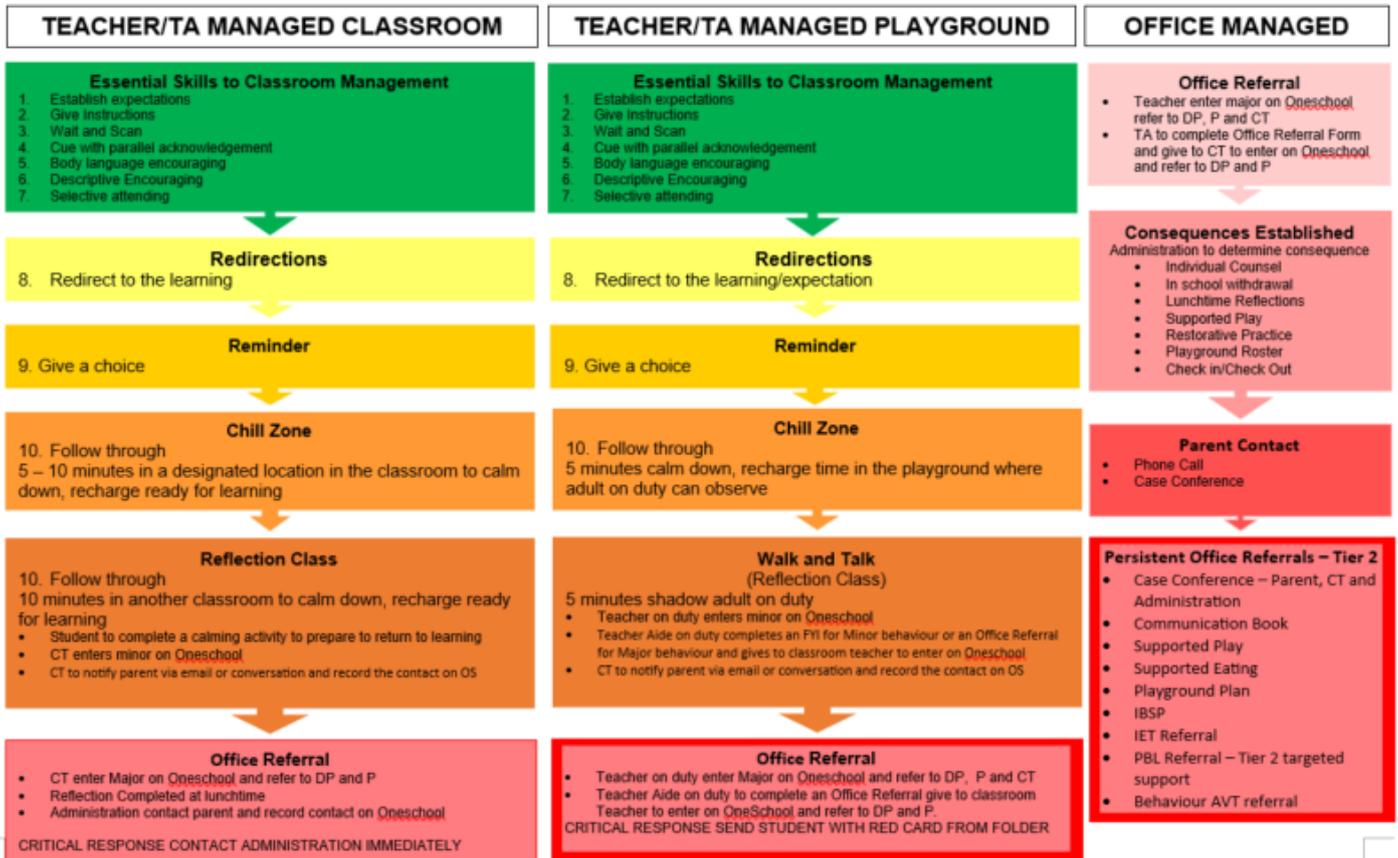
Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (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 4 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 (not student)
- 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
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class (Chill Zone/Reflection 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?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Consequence for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Making up missed learning time
- Environmental adjustments (i.e. sensory accommodations)

As seen below teachers closely align the essential skills with the behaviour flowchart encouraging students to self-regulate and have ownership of their behaviour.



Ferry Hills State School Behaviour Response Flowchart



Focused

IN CLASS

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Behavioural contract
- Make up missed learning time
- Playground Plan
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Inclusive Education Team for solution based problem solving
- Stakeholder meeting with parents and external agencies

Office Referral

For students who are at risk of self-harm and/or others/ injury a Office Referral Call is made for support:

Teachers:

- Calmly reassure class
- Move students to buddy class/ out of harm's way visibility of incident
- Call Deputy Principal/Principal Teacher briefly state:

- Class
- Student
- Location
- The challenge
- Leader to go to location

PLAYGROUND

Class teacher and teacher aides are supported by Deputy Principal and Principal to address major or ongoing minor problem behaviours. This may include:

- Restorative practices
- Students problem solving
- Playground observations to gather evidence
- Playground passes
- Play club
- Stakeholder meeting with parents and external agencies
- Parents/caregivers are notified if needed
- Playground behaviour referral – to be followed up DP or principal
- Ongoing concerns can be referred to the IET for investigation
- Major incidences which include violence, ongoing problem behaviour, bullying or that put self or others at risk are entered into One School by the staff member who witnessed the incident. This entry is then referred to DP for follow up as required.

EMERGENCY: A **red card** housed in playground folders and classrooms and sent to office in emergencies to notify of serious incident/ injury and support required for teacher on duty or classroom.

Intensive

School leadership team work in consultation with Student Support Network to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student 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)

The following table provides a summary of how minor and major behaviours are defined and managed at Ferny Hills State School.



FHSS - Major and Minor Behaviours by Behaviour Category

When entering any Behaviour Incident into One School only select **ONE** category. Select the category of the **initial** behaviour.

Behaviour Category	Definition of Behaviour	Trivial Behaviour	Minor Example	Major Example
Bullying / Harassment	Bullying: ongoing use of superior strength or influence to intimidate (someone), typically to force him or her to do something Harassment: aggressive pressure or intimidation	'He keeps looking at me funny'	Bullying / harassment is never a minor behaviour. Refer minor incidents of bullying / harassment to <i>Physical misconduct</i> or <i>Verbal misconduct</i>	Verbal: ongoing name-calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance Physical: ongoing purposely hurting or overpowering another Social or Psychological: ongoing social exclusion, cyber bullying, physical gestures, and written notes
Defiant / Threats to adults	Verbal or physical defiant gestures that resist or threaten adults	Playing in the wrong areas, 'Do I have to?'	One off refusal comment or use of offensive language in conversation with an adult. Walking away from an adult when given an instruction	Repeatedly using defiant language directed at adults, refusal comments e.g. 'You can't make me' Written or verbal threats
Disruptive	Behaviour that results in an interruption in the class, school routine, or school activity	Petty interruptions: joke telling, noises	Occasional calling out or interfering with peers, one off leaving seat without permission, taking and touching other people's equipment, making ongoing noises including tapping Turning off another student's computer	Sustained yelling, talking, talking over the top of a teacher, consistently out of seat behaviour to interrupt learning
IT misconduct	Inappropriate use of any electronic device	Placing clip art pictures into a word document instead of typing up work	Accessing electronic devices, internet, games or websites at inappropriate times. Interfering with another students work on shared devices	Posting photos of other students with the intention to embarrass them, posting inflammatory comments, accessing inappropriate websites
Late	Late from lunch breaks or activities outside of the classroom	The bus being late, sick or upset	Administrative discretion	Administrative discretion
Lying / Cheating	Student delivers message that is untrue and / or deliberately violates rules	Student states they have completed a task when it is incomplete	Lie affects others and causes an escalation of behaviours e.g. lies / accuses other students of something. Plagiarism	Student accused staff of physical or verbal assault but found with evidence that the incident did not occur, forging note from parent
Misconduct involving object	Inappropriate use of an object for the non-intended purpose of the object	Throwing a stick at a tree to get a ball down	Chasing someone with a stick or other object without the intention to hurt, hiding other people's property	Using an object to deliberately cause injury, stealing or theft of another's property
Physical misconduct	Fighting or actions that involve harmful physical contact	Petty or non-consensual contact, tripping into others	Contact without intent to injure e.g. tripping, pushing into others; Inappropriate touch Close/unwanted body proximity	Serious physical aggression; Hurting another causing injury, e.g. punching, head butting, choking, scratching, spitting, biting, fighting Deliberate removal of culturally specific clothing. Exposure Body fluids thrown or directed at others
Possess prohibited items	Possessing on their person or in their bag an item declared by the school as prohibited	Bringing to school; chewing gum, trading cards, games, toys	Possession of a mobile phone not handed in. Continued bringing to school; chewing gum, trading cards, games, toys after initial reminder	Using an item as a weapon to harm or threaten to harm. Being in possession of an object capable of causing bodily harm (e.g. knife, lighter)
Property Misconduct	Participating in an activity that results in damage, destruction or disfigurement of property	Breaking own belongings	Throwing, kicking or breaking someone else's belongings or school property	Deliberately impairs the usefulness of property; kicking a hole in wall, throwing / breaking furniture, graffiti
Refusal to participate in program of instruction	Non-verbally or verbally refusing to participate in learning activities or engage in learning tasks	Student is unwell or emotionally upset	Infrequent refusal to participate in tasks Hiding to avoid work in classroom Refusal of instructions after behaviour support process followed - (One-off)	Continual refusal to participate in learning, which is of no disruption to others, to participate in learning. Ignoring prompts to engage in tasks.
Threats to others	Any verbal or non-verbal threat to a person's physical or emotional wellbeing	Saying things in the heat of the moment without intention to follow through	Saying / doing something you know will cause a reaction: 'fight, fight, fight' or 'don't listen to them' Raising a fist, foot etc. at another person with intent to hurt.	Verbal or written threats to kill or physical harm hurt Saying / doing something with the intention of intimidating someone and making them threatened: 'I'm going get my older brother to bash you'
Truant / skip class	Unexplained absence without parent's knowledge		One off late arrival to class for inappropriate reason e.g. getting a drink or waiting for friend	At school, but absent from lesson without permission
Verbal misconduct	Any spoken, written or non-verbal communication that insults, mocks, belittles or slanders another	Infrequent random comments: 'four eyes, falso'	Infrequent comments or gestures directed at a person, targeting race, religion, gender, disability: e.g. loser, 'I am not playing with you because you...'	Frequent comments or gestures directed at a person targeting race, religion, gender, disability Using offensive, aggressive, threatening, sexual connotation words or gestures directed at another: 'I'll bash you, f***ing liar, your mother is a...'
Non-compliant with routine	<i>Behaving in a way that does not comply with the classroom and playground routines</i>	Going out of bounds to collect a ball. One off playing in the wrong area.	Playing out of bounds following a reminder from an adult to move to the correct area. Sharing of food and money.	Demanding, in an intimidating way, students share food and money or purchase items from tuckshop. Leaving schools grounds without permission
Other	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>
Other conducted prejudicial to the good order and management of the school	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>	<i>Do not enter this category on OneSchool</i>
Dress Code	<i>Students wearing inappropriate clothing to school or for an activity</i>	<i>Do not use, refer to Admin for parent to be contacted</i>	<i>Do not use, refer to Admin for parent to be contacted</i>	<i>Do not use, refer to Admin for parent to be contacted</i>
Prohibited Items	<i>Using an item declared by the school as prohibited</i>	<i>Do not use, refer to 'Possess prohibited items'</i>	<i>Do not use, refer to 'Possess prohibited items'</i>	<i>Do not use, refer to 'Possess prohibited items'</i>
Substance misconduct involving illicit substance	<i>Student is under the influence of or is in possession of illegal substances</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>
Substance misconduct involving tobacco/ alcohol and other legal substances	<i>Student is under the influence of or is in the possession of legal substances</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>	<i>Administrative discretion</i>
Third minor referral	<i>Three minor incidents referred to Administration</i>			

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

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

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. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Ferny Hills State School will attend a re-entry meeting with a member of the leadership team prior to their return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school, set them up for future success and strengthen home-school communication. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing. Re-entry meetings are short, usually taking less than 10 minutes.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Structure

The structure of the re-meeting should follow an agenda.

Possible agenda:

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

If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Reasonable adjustments

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 inclusive education teacher, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Student Support Network

Ferny Hills State School is committed to ensuring a comprehensive Student Support Network to support the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the school.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Principal or Deputy Principal, on the school phone number.

Role	What they do
Leadership Team	Provide leadership in promoting an inclusive, positive culture where students feel safe to come to school. They monitor the teaching and learning, attendance and behaviour across the school as well as case managing any students or families. They provide support and create interventions to identified students when required.
Teachers	Teachers are at the forefront of promoting an inclusive, positive culture of learning and well-being, where students feel safe to come to school. Teachers implement a range of strategies and lessons to help support the various needs of students in their class and school as a whole.
Teacher Aides	Teacher aides work alongside teachers to support student needs.
Inclusive Education Team (Includes Inclusion Teachers)	Strengthen inclusive educational practices within our school community. Promote a collaborative approach to engage diverse learners, their families and key stakeholders, including specialists to support student's needs. Coaching supports teachers to differentiate student learning
Guidance Officer (Part of the inclusive Education Team)	Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and referral service that optimises students' access and engagement in educational programs. They provide a counselling and referral service to assist students in decision making about critical educational, personal, social and emotional development, and provide ongoing support during the implementation phase of their decision. Guidance Officers also assist schools in the implementation of student protection, gifted and talented education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Educational Support Plans.
School Chaplain (part of the Inclusive Education Team)	Promote student wellbeing, particularly through the provision of pastoral care. Encourage reflection about the spiritual dimensions of life. Has an educative role in the areas of beliefs, values, morals and ethics. Work as part of the Inclusive Education team to facilitate connection into the school network and wider community of students who are suffering from bereavement, family breakdown or other crisis and loss situations.
State School Clinical Nurse	Works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs. Provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Parents/Carers	Effective partnerships help to raise parents' awareness of their ability to improve their children's learning and wellbeing. Understanding the school, home and community contribution to student learning helps cultivate a holistic learning environment.
Administration Team	The Administration Team encourages positive and open communication between home and school to promote a safe and welcoming environment for all. They align the school's policies and procedures with that of Qld Education to ensure compliance and protection

	for all students. This includes parent engagement and collaboration, medical, safety, risk management and finance areas. Our team ensures the day to day administration of the school operational needs.
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It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal or Deputy Principal.

Legislation and School Based Delegations

Legislation

In this section of the Ferny Hills State School Student Code of Conduct are links to legislation which influence form and content of Queensland state school discipline procedures.

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

Delegations

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

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

Principals are the only staff who have the authority to make decisions about:

- suspension for up to 20 school days
- charge-related suspension
- exclusion for fixed period or permanently
- cancellation of enrolment
- referring to the Director-General a decision regarding refusal to enrol
- requests to the Director-General for information about student charges or convictions
- periodic review of decision to exclude permanently.

Notification authorisation

A principal is not able to delegate their authority to make decisions about suspension or exclusion, however they may authorise the deputy principal, to tell a student and their parent/s about the suspension or exclusion decision.

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

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

- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

School Policies

Ferny Hills State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. All students, staff, parents and visitors must be familiar with the following policies:

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

Temporary removal of student property

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

The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property to maintain the safety and wellbeing of the school and its members.

In determining what constitutes a reasonable time to retain student property, the principal or state school 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
- the 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. Property could be returned:

- by the end of the school day
- by the end of the school week
- when a parent or guardian collects the item

The following items are explicitly prohibited at Ferny Hills State School and 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).
- Mobile/Smart phone devices which have not been handed into the office on arrival at school

The following items are considered inappropriate to bring to Ferny Hills State School:

- jewellery
- toys
- trading cards

The following items are examples of property which may be temporarily removed from a student if the caring, safe and supportive learning environment of the school is compromised:

- bags
- mobile phone, iPad
- jewellery
- toys, trading cards, sporting equipment

* No knives of any type are allowed at school, or any item that can be used as a weapon, such as a chisel.

Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects, the school will provide information about the procedures for carrying and storing these items at school.

** 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. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

Staff at Ferny Hills 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
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency)
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination

Parents of students at Ferny Hills State School:

- ensure their child/ren 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 Ferny Hills 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
- 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 Ferny Hills 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 Ferny Hills 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
- 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 smartwatches by students

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

1. Purpose

- 1.1 The increased ownership of mobile phones/smartwatches requires that school administrators, teachers, students and parents take steps to ensure that such devices are used responsibly. This Acceptable Use Policy is designed to ensure that potential issues (such as mobile etiquette) can be clearly identified and addressed, ensuring the benefits that mobile phones/smartwatches provide (such as increased safety) can continue to be enjoyed by our students.
- 1.2 Ferny Hills State School has established the following Acceptable Use Policy for mobile phones /smartwatches that provide teachers, students and parents guidelines and instructions for the appropriate use of mobile phones/smartwatches during school hours.
- 1.3 In order for students to carry a mobile phone/smartwatches during school hours, students and their parents or guardians must first read and understand the Acceptable Use Policy.
- 1.4 The Acceptable Use Policy for mobile phones/smartwatches also applies to students during school excursions, camps and extra-curricular activities

2. Rationale

- 2.1 Personal safety and security
Ferny Hills State School accepts that parents give their children mobile phones/smartwatches to protect them from everyday risks involving personal security and safety. There is also ever- increasing concern about children travelling alone on public transport or commuting long distances to school. It is acknowledged that providing a child with a mobile phone gives parents reassurance that they can speak with their child quickly at any time.

3. Responsibility

- 3.1 It is the responsibility of students who bring mobile phones/smartwatches onto school premises to adhere to the guidelines outlined in this document.
- 3.2 The decision to provide a mobile phone/smartwatches to their children should be made by parents or guardians.
- 3.3 Parents should be aware if their child takes a mobile phone/smartwatch onto school premises.

4. Acceptable Uses

- 4.1 All mobile phones must be switched off and handed in/picked up from the school administration before and after school. All smart watches must have communications capability and app access disabled during school hours. Exceptions may be permitted in exceptional circumstances, should the parent/guardian specifically request it. Such requests will be handled on a case-by-case basis, and should be directed to the Principal of Ferny Hills State School. Smartwatches can be used as a watch, until a breach is made.

Parents are reminded that in cases of emergency, the school office remains a vital and appropriate point of contact and can ensure your child is reached quickly, and assisted in any appropriate way.

5. Unacceptable Uses

- 5.1 Unless express permission is granted to the contrary, mobile phones/smartwatches should not be used to make calls, send SMS messages, surf the internet, use social media, take photos or any other application during school hours.
- 5.2 Use a mobile phone/ smartwatch in an unlawful manner
- 5.3 Mobile phones should not be turned on during the school day.
- 5.4 Should there be breaches to this agreement and use of mobile phones/smartwatches, the responsible student may face disciplinary actions as sanctioned by the Principal.

- 5.5 Download, distribute or publish offensive messages or pictures
- 5.6 Use obscene, inflammatory, racist, discriminatory or derogatory language
- 5.7 Use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- 5.8 Insult, harass or attack others or use obscene or abusive language
- 5.9 Use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- 5.10 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.

6. Theft or Damage

- 6.1 Students are required to mark all their mobile phone/smartwatches clearly with their names.
- 6.2 Students who bring a mobile phone must be switched off and handed in/picked up from the school administration before and after school.
- 6.3 Students who bring a smartwatches onto school premises should leave it on their person or locked away in their bag.
- 6.4 Mobile phones/smartwatches which are found in the school and whose owner cannot be located should be handed to front office reception.
- 6.5 The school accepts no responsibility for replacing lost, stolen or damaged mobile phones/smartwatches.
- 6.6 The school accepts no responsibility for students who lose or have their mobile phones/smartwatches stolen while travelling to and from school.
- 6.7 It is strongly advised that students use passwords/pin numbers to ensure that unauthorised phone calls cannot be made on their phones (e.g. by other students, or if stolen). Students must keep their password/pin numbers confidential. Mobile phones/smartphones and/or passwords may not be shared.

7. Inappropriate conduct

- 7.1 Any student/s caught using a mobile phone/smartphones at school for unauthorized use will face disciplinary actions as sanctioned by the Principal.
- 7.2 Any student who uses vulgar, derogatory, or obscene language while using a mobile phone/smartwatch will face disciplinary actions as sanctioned by the Principal*.
- 7.3 Students with mobile phones/smartwatches may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, emails, posting on social media, taking/sending photos or objectionable images and phone calls. Students using mobile phones/smartphones to bully other students will face disciplinary actions as sanctioned by the Principal.

* It should be noted that it is a criminal offence to use a mobile phone/smartwatch to menace, harass or offend another person. As such, if action as sanctioned by the Principal, is deemed ineffective, as with all such incidents, the school may consider it appropriate to involve the police.

ELF BYOD ACCEPTABLE USE POLICY

In consultation with the broader school community, Ferny Hills State School has determined that explicit teaching of responsible use of iPads, and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. Its main purpose is to encourage the mature and responsible use of the facilities available to the students through the provision of clear usage guidelines. Students authorised to use the school's computer systems also have Internet and Electronic Mail access.

Technology is only permitted during learning time. During unstructured play, students are encouraged to engage in other social learning and development activities. Parents and students will sign, and abide by, the Ferny Hills State School E-Learning at Ferny (ELF) Participation Agreement and Third Party Website Consent Forms.

Responsibilities

It is **acceptable** for students at Ferny Hills State School to:

- use **iPads** for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work, using school approved applications
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the Department's eLearning environment
- be courteous, considerate and respectful of others when using an iPad
- iPads are not to be removed from classrooms during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval when they wish to use a device under special circumstances, or use their iPad for specified purposes
- seek peer and teacher approval to take pictures or videos of them for educational purposes

It is **unacceptable** for students at Ferny Hills State School to:

- use the IT resources in an unlawful manner
- access, download, create, store, display, distribute or publish inappropriate, offensive or dangerous information, images or messages;
- transmit personal information about any member of the school community;
- cyberbully, insult, harass or attack others or use obscene, threatening or abusive language;
- deliberately waste printing and/or internet resources;
- damage or disrupt any equipment, software or system performance.
- use the network for any illegal activity, including plagiarism or violating copyright laws (e.g. use, possession or sharing of illegally downloaded games, music or video content)
- participate in unsupervised internet chat;
- send chain letters or unwanted or spam e-mail (junk mail);
- access 3G/4G/5G networks during school time;
- knowingly download viruses or programs capable of breaching the Department's network security;
- handle or use another student's device without permission or teacher authorisation
- download any files (including, but not limited to MP3, MP4, MPEG) unless specifically authorised to do so by the teacher;
- carry out any commercial activity;
- use devices or the network for production of advertisement or political lobbying;
- access other computer systems, accounts or unauthorised network drives or files or to access other people's devices without their permission and without them present, or teacher authorisation;
- vandalise or interfere with data of other users on the network;
- gain unauthorised access to resources;
- post anonymous messages;
- send messages or email to people other than those approved by the teacher;
- share personal information or agree to meet any person met through the internet;
- not reporting unsolicited email messages particularly from unknown persons;

- send unauthorised personal information such as a home address or telephone number through the internet
- transmit any material in violation of any government regulation. This includes, but is not limited to, material under copyright, threatening or obscene material, or material protected by trade secret.
- use technology for production of advertisement or political lobbying.
- carry out any unlawful copying of software, music, games or video content. This includes, but is not limited to, sharing such data via USB, CD, Airdrop or email.

In addition to this, Ferny Hills State School states that:

- Users are responsible for the security, maintenance and integrity of their individual devices and their network accounts. Under no circumstances should passwords be divulged to any other user on the system. If users have any reason to suspect that their account security may have been compromised or tampered with, it should be reported immediately to their teacher.
- Accidental damage to a device is the owner of the device's responsibility. Students and their parents / carers will be held responsible for the wilful and deliberate misuse or inappropriate behaviour resulting in damage to another student's device. In the event of a dispute regarding the cause of damage to a device, the principal will be the arbitrator.
- Students must not record, photograph or film any students or school personnel without the express permission of the individual/s concerned and the supervising teacher.
- Students must get teacher permission before copying files from another user. Copying files or passwords belonging to another user without their express permission may constitute plagiarism and/or theft.
- The school will educate students regarding cyber bullying, safe internet and email practices and health and safety regarding the physical use of electronic devices. Students have a responsibility to behave in line with these safe practices.
- iPads must have a protective case at all times. All devices must be clearly identified (e.g. engraved for security) with the student name.
- Devices must have 3G/4G/5G disabled in the school environment if the device has that capability.

Students will be required, while using ICT facilities and devices, to act according to the requirements of the Ferny Hills 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
- 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/saved by students on Departmentally-owned or privately-owned student computers or devices
 - schools may remotely access Departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and Departmentally-owned or privately-owned devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



Ferry Hills State School

BYO iPad Program 2021 Student Participation Agreement

General Use

1. I understand it is recommended that I bring my personal iPad to school each day.
2. I will ensure the iPad is charged at the beginning of each school day.
3. I will leave the iPad charger at home unless directed to bring it to school under special circumstances.
4. I will hold the iPad with two hands when carrying it and will walk with it at all times.
5. I will ensure my iPad is kept in my school bag on my trip to/from school.
6. I will keep food and drinks away from the iPad at school.
7. I will immediately report any accidents or breakages to my parents and teachers.
8. I understand that the attached permission form grants the school authority to publish to web spaces designed to allow me to share and publish an authentic audience. This is only done by following the guidelines provided by the school.
9. I understand that if any damage to a device is through substantiated negligence of the school, the school will cover the cost of repair. If damage is caused by deliberate or careless actions of a student (owner or others), the costs of repair will be passed onto those involved and necessary behaviour consequences may apply. The decision around the responsibility for repair costs is at the discretion of the Principal.

Content

1. I will use the iPad only to support my school learning program whilst at Ferry Hills State School.
2. I permit my teachers and parents to perform checks to monitor that I have not installed illegal/unsuitable software applications and content and to check the websites which I visit. I understand there will be consequences for inappropriate use including, but not limited to, loss of privilege of using the iPad for a period of time.
3. I am responsible to ensure my iPad is backed up.

Safety and Security

1. Whilst at school, I will only connect my iPad to Education Queensland's Managed Internet Service. I am not permitted to access 3G or 4G Internet at school.
2. Whilst at school, I will only go to websites that support my learning activities.
3. I will only use my school email account for mail related to my learning.
4. I will be cyber safe and cyber smart when using the Internet.
5. I will demonstrate etiquette when using my iPad/other equipment with regard to other people.
6. I will use my iPad lawfully and in accordance with the Appropriate Use/Behaviour of School Network guidelines regarding ethical use of equipment, technology, use of legal software, use of the Internet and the protection of personal data.
7. I will use my iPad in accordance with the *Responsible Behaviour Plan* for Ferry Hills State School.
8. I will only take photos and record sound video, when granted permission by my teacher.
9. The school name, crest or uniform will not be used in any way which would result in a negative impact for the school and its community. I will not post photos, audio or video of such.
10. For security reasons, I am not to share account names and passwords with anyone unless requested by Ferry Hills State School when servicing my iPad.
11. I am responsible for the security and use of my iPad while at Ferry Hills State School. iPads will be stored in classrooms during break times.
12. I will not use iMessage, other messaging services or social media platforms at school.

I understand if the above conditions are not followed, I will not be granted the authorisation to use my iPad at Ferry Hills State School for a minimum period of one week. I understand that if I regularly breach the Student Participation Agreement, the authorisation to use my iPad at school would be removed for a longer period of time.

Name of student: _____ Student Signature: _____

Name of parent: _____ Parent Signature: _____

Date: _____

Authorised at Ferry Hills State School by:

Principal Name: _____ Principal Signature _____

Date: _____

Preventing and responding to bullying

Student learning is optimised when children 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. Children whose parents are positively engaged with their education, experience improved self-esteem, attendance and behaviour at school. Enhanced student and educator wellbeing delivers overall long-term social, health and economic benefits to the Australian community.

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;
- occurring in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert);
- having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Ferny Hills State School, our staff will work to quickly respond to any concerns that are raised by students or parents.

The following flowchart explains the actions Ferny Hills State School staff and administration will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting when it impacts teaching and learning.

Strategy for Managing Playground Issues and Bullying

The aim of the 'Do the high 5' STRATEGY is for students to follow a simple process to handle students they perceive to be bullying them or when dealing with disputes and quarrels. These posters are placed in classrooms and around the school to prompt students and remind them of strategies to deal with playground issues and problems to build independence in managing situations.

As a school it is important we are clear about what is and is not bullying. Playground disputes and quarrels that occur from time to time and are resolved by the participant, sometimes with peer and staff support, do NOT constitute bullying.

FERNY HILLS STATE SCHOOL

is a

Safe and Respectful School

Talk Firmly

- Use a firm 'speaking' voice
- Maintain eye contact
- Be serious
- Tell them, 'Stop, I do not like it.'
- Don't use put-downs

Ignore

- Be calm and confident
- Look away
- Be serious
- Use positive self-talk

Walk Away

- Move away
- Walk away confidently
- Find a friend
- Go to a safe place

Talk Friendly

- Use a calm voice
- Maintain eye contact
- Act respectfully
- Take turns to speak
- Use friendly language to talk about the problem
- Use 'I' statements—'I feel ... when you... because...'



Report

- Report immediately (if it happens in the playground don't wait until you get back to class)
- Detail the incident to a staff member/parent
- Discuss possible solutions
- Follow the teacher/parent directions
- Consider continued support from the Guidance officer or Chaplain



'DO THE HIGH 5'

TALK FRIENDLY

- Use a calm voice.
- Redirect to a positive activity/ behaviour
- Maintain eye contact.
- Use confident body language.
- Maintain relatively close body proximity.
- Use "I" statements – I feel ... when you ... because...
- Tell them what they are doing is not OK
- Say "Please leave me alone"

TALK FIRMLY

- Follows talking friendly!
- Use an assertive, slightly raised voice.
- Re-state your "I" statement.
- E.g. I said I feel...when you ... because...
- "I asked you to leave me alone"
- SAY: "Stop it, I don't like it".
- Use the hand signal when saying STOP!
- Look confident - stand tall, head up high.
- Walk away if needed.

IGNORE

- Keep your distance from bullying.
- Maintain a positive body posture (calm, confident).
- Take deep breaths.
- Do not make eye contact.
- Count to five in your head.
- Think positive self-esteem statements.
- Practice - Use role play to show what ignore – looks like, feels like and sounds like.

WALK AWAY ... to somewhere safe

- Do not look back. Walk confidently, do not run.
- Look confident - stand tall, head up high.
- Mouth closed.
- Do not make eye contact.
- Walk away to a busy area or towards a staff member or a safe place.
- Walk away to somewhere/one you enjoy.

REPORT

- Report immediately (if it happens in the playground don't wait until you get back to class).
- Detail the incident to a staff member/parent.
- Discuss possible solutions.
- Follow the teacher/parent directions.
- Consider continued support from the Guidance officer or Chaplain.

Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Appropriate use of Social Media and Cyberbullying

Ferny Hills State School acknowledges the opportunities the internet, mobile phones and social media provide for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Cyberbullying

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

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

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

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

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

The flow chart on the next page 'Cyberbullying Response Flowchart for School staff' can be used to manage online incidents that impact Ferny Hills 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](#).

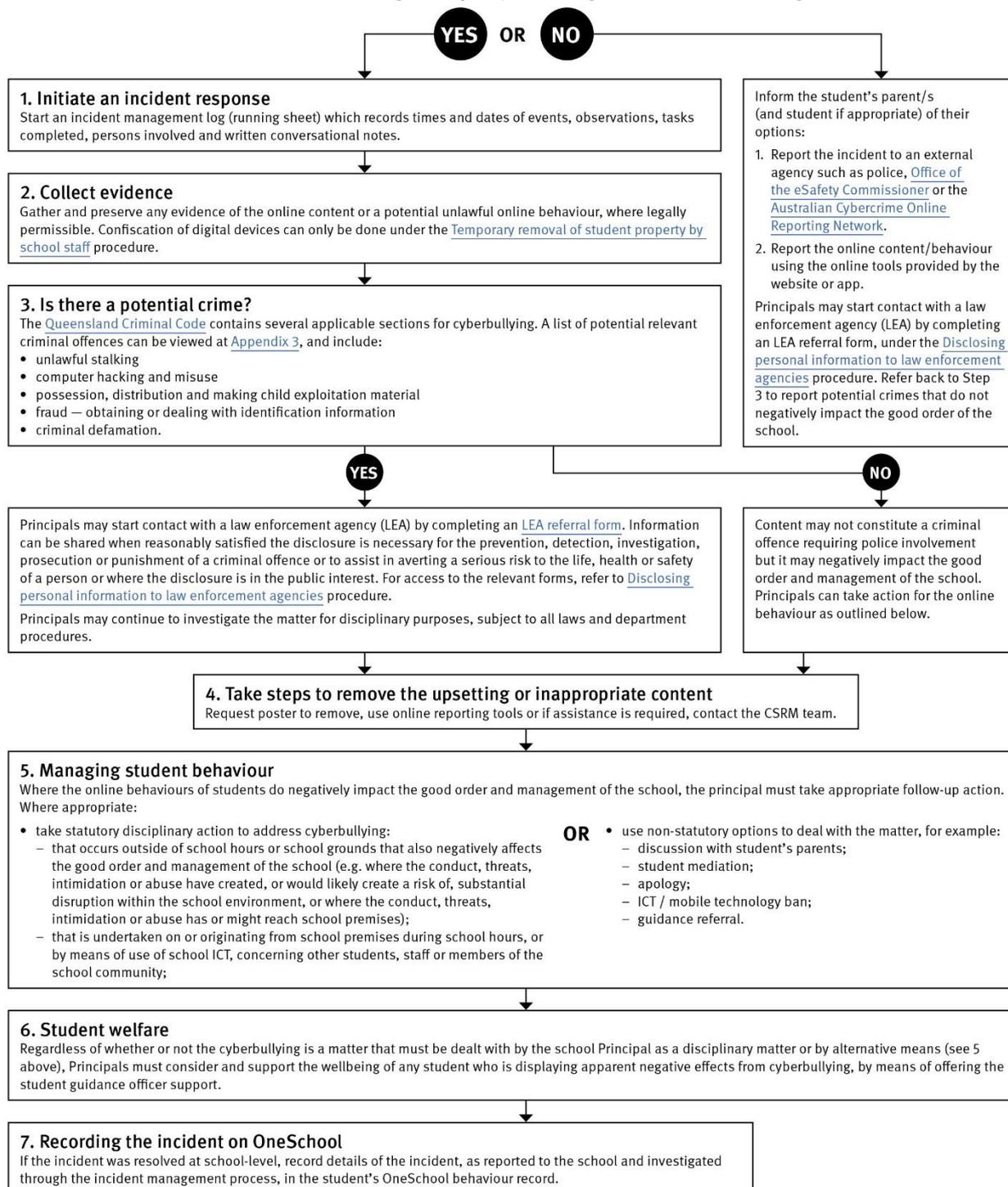
Explicit images

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](#).

Help

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

The team has also developed a [Cyberbullying and reputation management](#) (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

Ferny Hills 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 or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network 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. All staff at Ferny Hills State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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 includes counselling, 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. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from school.

Restrictive Practices

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

The [Restrictive Practices Procedure](#) prescribes:

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

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

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

School staff at Ferny Hills 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. 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 immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

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

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

Very rarely, restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (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.

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

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language. Do not engage in conversation or asking questions. Allow student to calm, give time.
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. Acknowledge student emotion.
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

NOTE: A **red card** housed in playground folders and classrooms and sent to office in emergencies to notify of serious incident/ injury and support required for teacher on duty or classroom.

Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- <https://danielmorcombe.com.au/>
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)
- <https://beyou.edu.au/resources/programs-directory>
- [Student protection procedure](#)

Conclusion

Ferny Hills State School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher, deputy principal or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) [conduct a review](#). You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).