



# SPRINGFIELD CENTRAL STATE SCHOOL

# Student Code of Conduct 2025-2028

## ***Equity and Excellence: realising the potential of every student***

***Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.***

*Queensland Department of Education*

## Purpose

Springfield Central State School's core business is teaching and learning and we are committed to providing a safe, respectful, responsive and disciplined learning environment for **all students** and **all staff** at **all times**. Students at Springfield Central State School will have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. Students and staff at Springfield Central State School will continually be challenged both collectively and individually to "Raise the Bar".

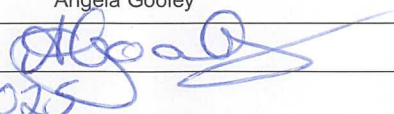
Our Student Code of Conduct is designed to facilitate high standards of behaviour so that **Staff can TEACH** and **Students can LEARN**. This school endeavours to foster confidence in all students that allows them to actively think, to understand their own rights and responsibilities and to respect those of others, to be enthusiastic and positive about learning, to accept responsibility for their choices and to **self-manage** their own behaviour.

## Contact Information

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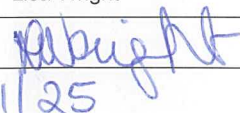
## Endorsement

Principal Name:	Angela Gooley
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Principal Signature:	
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Date:	25 Nov 2025
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P/C President and-or School Council Chair Name:	Lisa Wright
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P/C President and-or School Council Chair Signature:	
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Date:	25/11/25
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## Whole School Approach to Discipline

Springfield Central State School, as a whole, is a learning and teaching environment. Management of student behaviour is viewed as an opportunity for valuable social learning and as a means of maximising student achievement, engagement, learning, success and happiness.

The Student Code of Conduct outlines a system for facilitating and recognising positive behaviour, being proactive in the prevention of problem behaviour and responding to unacceptable behaviour.

The Student Code of Conduct guides and assists students to realise their full personal potential as GREAT LEARNERS. This provides them with the knowledge, confidence, esteem and self-management skills and dispositions necessary to approach learning and all of life's challenges with a positive and productive outlook. Behavioural expectations are explicitly and regularly taught, modelled and practised. Our mascot, Riley provides weekly reminders in response to analysis of whole school or sector behaviour data.

### **@SPRINGFIELD CENTRAL STATE SCHOOL CHILDREN ARE ENCOURAGED AND SUPPORTED TO BE SELF-MANAGED STUDENTS**

*Each child should feel secure in the knowledge that his/her/their needs as an individual are understood, valued and catered for and that the whole school community collectively will provide emotional, physical and educational support.*

At Springfield Central State School we believe:

- All students have a right to learn and to feel safe and happy.
- All teachers have a right to teach and to feel safe and happy.
- Everyone's rights are connected to responsibilities.
- The behaviour of students is the joint responsibility of parents, school staff and the students themselves.
- Behaviour is a 'choice' but understand that student's needs vary in time and space to make their individual behaviour choices.
- Students learn best in a supportive and nurturing environment where they feel valued and cared for.
- Teachers are responsible for developing and delivering engaging curriculum that promotes learning.
- Positive behaviour is to be explicitly and regularly taught, modelled, acknowledged and rewarded.
- Thinking, problem-solving and social skills need to explicitly exist within the curriculum to empower students to make appropriate choices.
- Teacher and student relationships directly impact upon learning effectiveness and student engagement.
- Classroom Profiling allows teachers to reflect on their practice to consistently encourage a supportive classroom.
- Proactive rather than reactive responses enable a reflective attitude towards behaviour ensuring early and appropriate intervention avoiding escalating behaviours.
- In common language that is non-violent, non-coercive and non-discriminatory.
- In the consistent use of declarative language.
- Consistent interpretation of and response to our school's behaviour flowcharts is paramount.
- Quality leadership is an essential element that underpins the creation of a safe, supportive and high-functioning school environment.

## @SCSS WE BELIEVE

**EVERYONE makes choices about how they act/behave**

**EVERYONE is responsible for their own actions**

**EVERYONE will be supported to understand the outcomes of their actions**

**EVERYONE can choose to change their behaviour**

Discipline is about more than punishment. Discipline reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff are expected to take responsibility for making their classroom and the school's expectations clear, for providing supportive instruction on how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. All teaching staff are trained in Classroom Profiling Level 1 and have a deep understanding of the essential skills for classroom management. To ensure we are consistent in approach and aligned in understanding, staff are expected to profile a peer and be profiled by a peer a minimum of once per term.

At Springfield Central State School, we have built a solid scaffold as the platform for positive school behaviour. This scaffold is built from:

- Strong relationships
- Expectation of achievement for all
- Shared ownership and common goals
- Provision of differentiated and purposeful learning
- SCSS Vision and Codes of Conduct and Courtesy
- A whole school approach and training/reflection in Classroom Profiling
- Collaboration, team work and infusion of new staff and students
- Culture in its many forms

In establishing and maintaining an excellent reputation and school ethos, we expect that every member of our school community takes a responsible and active role in positively supporting the educational process as well as consistently modelling and setting high expectations.

To promote our standards of positive behaviour we regularly and consistently communicate our expectations to all students, staff and parents. These expectations are communicated using common language and explicitly taught via a number of strategies and programs, including;

- Active and explicit teaching of social skills embedded in curriculum (Program Achieve/Zones for Regulation weekly lessons).
- Explicit and detailed explanation of school processes during enrolment led by Principal.
- Comprehensive staff induction programs.
- Reinforcement of learning for 'Program Achieve/Zones of Regulation, Riley Reminders and the school's Codes on assemblies, in classrooms and in the playground.
- Visuals of regulation breathing techniques displayed throughout the school.
- Weekly Riley Reminders visually displayed, around the school and at assembly.
- Provision of training for paraprofessionals.
- All teaching, specialists and leadership staff trained in Classroom Profiling Level 1.
- Essential Skills of Classroom Management professional learning offered annually to all staff.

Springfield Central State School has a **CODE of CONDUCT** and a **CODE of COURTESY** which outline a set of expected behavioural expectations. In responding to these expectations, we require our staff to be consistent, persistent and if required, insistent. Indicators of these codes are formally recognised and monitored. Students are able to clearly identify where they are on our A-E Behaviour Matrix.

Our Code of Conduct, Code of Courtesy, belief statements and flowcharts are proudly and prominently displayed in all learning areas, playground and on the school website. Each class displays an individually co-constructed poster for each code which identified the class specific statements. Our plan clearly identifies, promotes and rewards positive behaviours. On a daily basis school specific 'Raise the Bar' and 'Sensational Student' stickers



are awarded within every class and every specialist lesson. The award process requires teachers to be explicit around the 'why' behind the award as well as to make explicit links to the school's codes.

## CODE OF CONDUCT

<b>Care for Yourself</b> <ul style="list-style-type: none"> <li>* Being responsible and care for your personal property</li> <li>* Using sunscreen &amp; wearing a hat</li> <li>* Wearing your uniform with pride &amp; following dress code</li> <li>* Bringing and eating a healthy lunch</li> <li>* Keeping yourself clean and tidy</li> <li>* Playing safe</li> <li>* Set goals and challenge yourself</li> <li>* Make responsible decisions</li> </ul>	<b>Care for Your Learning</b> <ul style="list-style-type: none"> <li>* Participate in school activities</li> <li>* Be prepared, organised &amp; ready</li> <li>* Support other learners</li> <li>* On task always</li> <li>* Observe classroom rules</li> <li>* Accept responsibility for your own learning</li> <li>* Work co-operatively</li> <li>* Avoid disruptions</li> </ul>
<b>Care for Others</b> <ul style="list-style-type: none"> <li>* Care for others property</li> <li>* Accept differences of others</li> <li>* Be understanding and thoughtful</li> <li>* Welcome visitors to our school</li> <li>* Reminding others of rules and appropriate behaviours</li> <li>* Include others</li> </ul>	<b>Care for Your School</b> <ul style="list-style-type: none"> <li>* Represent our school in public with pride</li> <li>* LIVE the school motto</li> <li>* Value school property and equipment</li> <li>* Take pride in your classroom and learning environment</li> <li>* Report any incidences of vandalism</li> <li>* Returned items borrowed to the correct place</li> </ul>

## CODE OF COURTESY

<b>Being Polite</b> <ul style="list-style-type: none"> <li>* Take your hat off inside</li> <li>* Be a good listener</li> <li>* Accept similarities and differences</li> <li>* Speak in a friendly tone</li> <li>* Use appropriate body language</li> <li>* Acknowledge others</li> <li>* Be helpful and proactive</li> </ul>	<b>Showing Respect</b> <ul style="list-style-type: none"> <li>* Respect for property, self and others</li> <li>* Respect for school environment</li> <li>* Following and listening to instructions</li> <li>* Listen when others are talking</li> <li>* Respect cultural differences</li> <li>* Respect cultural occasions</li> </ul>
<b>Being Thoughtful</b> <ul style="list-style-type: none"> <li>* Looking out for others</li> <li>* Looking after personal and others property</li> <li>* Listening to and acknowledging others opinions</li> <li>* Inclusion of others</li> <li>* Being kind to those in need</li> <li>* Considering others feelings always</li> </ul>	<b>Showing Good Manners</b> <ul style="list-style-type: none"> <li>* Using appropriate responses</li> <li>* Being positive towards others</li> <li>* Use peoples correct names</li> <li>* Following classroom etiquette</li> <li>* Acknowledging positive remarks or comments</li> <li>* Respecting all students and staff</li> </ul>

### ***Reinforcing expected school behaviour***

At Springfield Central State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system exists. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

At Springfield Central State School, we follow a least to most intrusive approach and we are always in search of positives. A whole school approach to encouraging children towards self-management has been developed. To celebrate positives at Springfield Central State School we:

- Encourage staff to send students to the Leadership Team to share success and be acknowledged for their achievements and efforts.
- Continually provide verbal recognition, positive intrinsic and extrinsic rewards to students.
- Distribute "The SC Way STAR Awards" in recognition of students who are caught behaving 'The Springfield Central Way'. These are placed by the student into a draw box in the foyer. A lucky draw is held on each assembly and the selected student receives a \$2 canteen voucher. A letter is e-mailed home to share the success. (recorded on Oneschool as a positive)
- Teachers present weekly awards on assembly with a focus on the school's Codes of Conduct and Courtesy or Program Achieve Keys. (recorded on Oneschool as a positive)
- Annually recognise and reward students who achieve A, B & C behaviour levels on their semester 2 report with a certificate and gold, silver or bronze pin. (recorded on Oneschool as a positive)
- Customised 'Sensational Student' stickers are presented daily in each class and specialist classes (recorded as a positive behaviour record in Oneschool)
- Customised 'Raise the Bar' stickers are presented in each class daily.
- Each class has their own positive reward system that has been negotiated during 'Getting To Know You' Week.

## Consideration of Individual Circumstances

Staff at Springfield Central 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.

When 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 fair. 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 leaders consider with each individual student in both the instruction of behaviour and the response to behaviour.

At Springfield Central 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.

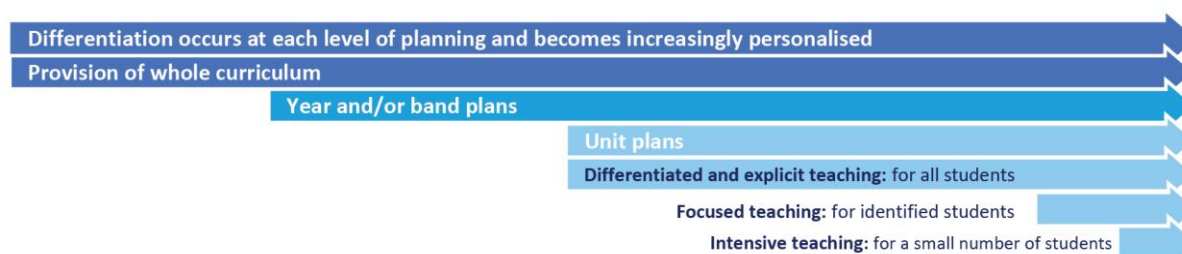
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

## Differentiated and Explicit Teaching

Springfield Central State School 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, correction, and opportunities for practice.

As detailed in the Assessment and Moderation Hub's [Differentiated teaching and learning](#), and in the context of planned units, differentiation for students is provided through teaching which becomes increasingly personalised: *differentiated and explicit teaching, focussed teaching and intensive teaching*.

Springfield Central State School uses this tiered approach to differentiate learning *and behaviour support*. This is a preventative, evidence-informed and differentiated model, grounded in practical strategies and targeted planning.



Teachers at Springfield Central 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 that indicates the behavioural and learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning and to demonstrate their learning.

Students are referred through our P.I.E. (prevention/intervention/extension) process for both learning and behaviour. The referral process requires input from parents and is case managed by the classroom teacher. The P.I.E process allows us to capture a picture of the whole child and to plan an individualised response for the individual student's needs.

## Focused Teaching

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

Focused behaviour support is available to any student who frequently cycles through our managing behaviour flowchart at the medium level, even after being provided with differentiated and explicit teaching. It is the frequency rather than the severity of behaviour that results in the provision of focused behaviour support at Springfield Central State School. The frequency indicates that student learning could be compromised and that the support, reflection, conversation and opportunity to be redirected to self-management has had limited effect.

Focused behaviour support is initiated by the classroom teacher through the Principal or Deputy Principal and involves the student's parents. Students requiring targeted behaviour support may be guided by a self-management tracking card. This card will be collaboratively developed and encompass achievable goals developed with the student, daily monitoring, reflection and feedback. Additional support provisions for self-management cards will be decided on a case-by-case basis in response to individual student needs.

## Intensive Teaching

Research evidence shows that even in a highly effective, well-functioning school, there is a likelihood that 5% of students will 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.

Springfield Central State School is committed to educating all students and supporting all students to Raise the Bar, including those with the highest behavioural and academic support needs. We recognise that students with



highly complex and challenging behaviours need comprehensive systems of support. Students who are identified as requiring intensive support through data collection and monitoring of our self-management flowchart will be referred to our P.I.E (Prevention-Intervention-Extension) process facilitated by our Support Services Division (SSD).

Students referred to P.I.E will be supported on a case by case basis in response to the individual student's needs. The reporting and communication processes within Springfield Central State School's self-management flowchart ensure that parents of these students will have a comprehensive picture of the behaviour history of their child and will have had direct conversations with the Principal or Deputy Principal and the class teacher. The referral to the P.I.E committee also requires profiles to be completed by the parent and teacher, parent conference and supporting signature.

At Springfield Central State School, intensive behaviour support is provided through a collaborative approach, parents/carers are an imperative part of this collaboration. Students requiring intensive behaviour support a case conference will be initiated and a case manager (classroom teacher) identified. An individual behaviour plan will be jointly developed and signed off by all parties. If required, a risk management plan may also be developed. Regular monitoring and communication between home and school is a likely strategy. To support this process the school may also initiate:

- Adjustments to academic tasks and subsequent assessment requirements.
- The use of acceptable interventions to reduce or manage behaviours of concern.
- Development of individualised management strategies.
- Modified timetable or attendance.
- A Functional Behavioural Assessment (FBA).
- Support from the school Guidance Officer or School-Based Psychologist.
- Paraprofessional support through school or regional behaviour funds.
- Invitation to parents/caregivers to attend Triple P Program.
- Referral to other specialist support.
- Referral to outside agencies.
- Access to an alternative program.
- Timetabled access to Facility Dog – Essie.

The aim of intervention and support at this level is to affect behavioural change towards self-management and re-engage the individual student at risk in their learning. Some students may require intensive teaching for a short period, for particular academic/behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected through the P.I.E case management process and in consultation with the student's family where necessary. For a small number of students who continue to display behaviours that are deemed complex and challenging, an individualised, function-based behaviour assessment and multi-agency collaboration may be provided to support the student. This approach will seek to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

# Legislative Delegations

## Legislation

In this section of the Springfield Central State School's Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Disability Standards for Education 2005 \(Cwth\)](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006 \(Qld\)](#)
- [Education \(General Provisions\) Regulation 2017 \(Qld\)](#)
- [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 \(Qld\)](#)
- [Work Health and Safety Act 2011 \(Qld\)](#)
- [WorkHealth and Safety Regulations 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.

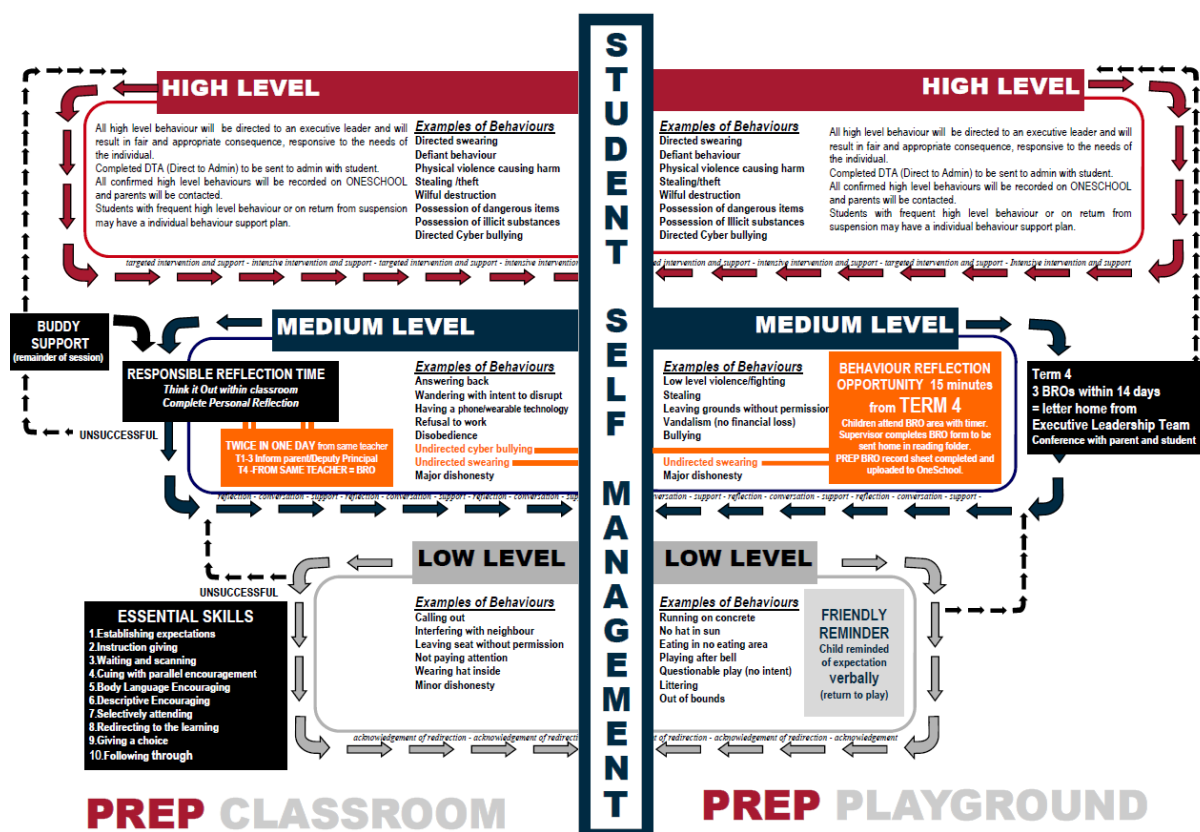
The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:

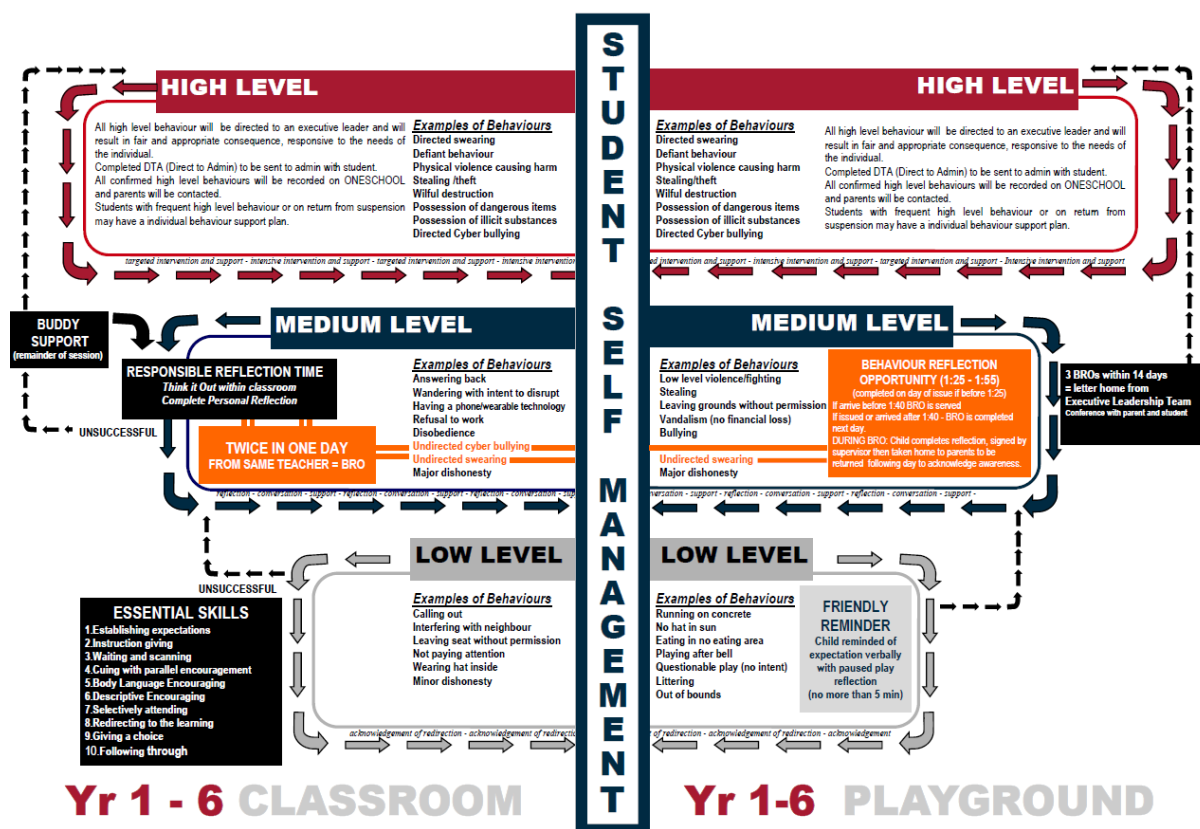
- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)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

# Disciplinary Consequences

Springfield Central State School makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours regularly and consistently. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour and accommodating individual needs.

Springfield Central State School has a clearly articulated flowchart (Appendix 1) that provides a framework for managing unacceptable student behaviour and ensuring Springfield Central State School is a place where Students Can LEARN and Staff Can TEACH. There is a flowchart for prep and a flowchart for years one to six. This flowchart is displayed in all associated learning areas and addresses behaviours in the classroom and in the playground. The flowchart is designed to redirect all students back to self-management. This redirection is always with care and support and considered an opportunity for learning. Students are encouraged through reflection to take responsibility for their actions and behaviours. Parents are kept informed to ensure a consistent approach and collaborative support. The flowchart identifies three levels of behaviours (low, medium and high).





When responding to inappropriate behaviours, staff members, in a calm and measured manner will ensure that students understand the relationship between the behaviour and the expectations of the school. Students are required to reflect on this in writing for medium and high-level behaviours.

Students who choose inappropriate behaviour are given opportunities to reflect on their behaviour. Possible consequences for unacceptable behaviour are outlined and communicated to the whole school community. It is our intent to support students in a least to most intrusive manner. At Springfield Central State School, we believe consequences should be:

- SUPPORTIVE (providing a proactive support system)
- FAIR (without pre-judgement or bias)
- LOGICAL (a clear connection between behaviour and consequence)
- CONSISTENT (across the whole school)
- CONSTRUCTIVE (assisting students to make better choices in the future)

At Springfield Central State School we are very clear about what we do, we are also specific around what we don't do. When managing behaviour, we don't:

- Accelerate behaviour by our uncontrolled response, verbal or non-verbal.
- Engage in public displays of verbal or non-verbal consequence, such as name and shame, rip up student work, yelling or centring attention on the behaviour of an individual student.
- Ridicule or humiliate with or without humour or sarcasm.
- Make personal statements publicly about an individual's behaviour.
- Ignore that some students require a varied amount of time and space to make behaviour choices.
- Apply consequences without explanation or reflection.

### CODE OF CONDUCT

Care for YOURSELF  
Care for YOUR LEARNING  
Care for YOUR SCHOOL  
Care for OTHERS

### CODE OF COURTESY

Being POLITE  
Showing GOOD MANNERS  
Being THOUGHTFUL  
Showing RESPECT



Consequences for unacceptable behaviour are applied according to the severity and the frequency of the behaviour within the boundaries of the individual's needs.

#### MINOR AND MAJOR BEHAVIOURS

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

**Minor (low and medium level on flowchart)** behaviour incidents are handled by staff members at the time it happens with no intervention from the Leadership Team

**Major (high level on flowchart)** behaviour incidents are referred directly to the school Leadership Team in Admin (DTA).



***Minor problem behaviours are those that:***

- are minor breaches of the school rules as identified as low/medium behaviours on our flowchart.
- do not seriously harm others or cause you to suspect that the student may be harmed.
- do not violate the rights of others in any other serious way.
- are not part of a pattern of inappropriate behaviours.
- do not require involvement of specialist support staff or the Leadership Team.

***Minor problem behaviours may result in the following consequences:***

- a minor consequence logically connected to the inappropriate behaviour, such as
  - ➔ a re-direction process (friendly reminder) where a staff member takes the student aside and:
    - i. names the behaviour that student is displaying.
    - ii. asks student to name expected school behaviour.
    - iii. states and explains expected school behaviour if necessary.
    - iv. gives positive verbal acknowledgement for expected school behaviour.
  - ➔ a partial or complete removal from an activity, learning or event for a specified period of time: classroom think it out, behaviour reflection opportunity (BRO), thinking tents, calm space
  - ➔ an apology or restitution.

***Major behaviours are those that may be considered for suspension.***

- show persistent patterns of high frequency and/or intensity despite plans, supports and individualised programs being in place.
- significantly violate the rights of others.
- significantly impact on the rights students to learn and teachers to teach.
- put others / self at risk of harm.
- require the involvement of school Leadership Team.

Major (high level) behaviours result in an immediate referral to the Principal or Deputy Principal in administration because of their seriousness (Direct to Admin). When major unacceptable behaviour occurs, staff members calmly state the behaviour and remind the student of expected school behaviour. The staff member then directs the student to Administration. A report of the student's behaviour and the follow up is recorded on OneSchool.

***Major unacceptable behaviours may result in the following consequences:***

- Time out in admin, loss of privilege, restitution, warning regarding future consequence for repeated or persistent inappropriate behaviour, referral to P.I.E.
- AND/OR
- Parent contact, referral to Guidance Officer, referral to school-based behaviour support specialist, suspension from school, self-management card, modified attendance.

Students who engage in serious unacceptable behaviours such as major violent physical assault or the use/supply or possession of weapons (including knives) or drugs may receive a School Disciplinary Absence (suspension or proposal/recommendation for exclusion) or a self-management card because of unacceptable behaviour.

At Springfield Central State School, staff members authorised to issue consequences for behaviour incidents are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to behaviour incidents across the school.

## School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address 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 Springfield Central State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal (or delegate) when other options have been exhausted, individual circumstance have been considered, there has been high levels of support offered and implemented with no reduction of inappropriate behaviour 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 Springfield Central State School may be invited to attend a re-entry meeting on the day of (or if more suited to the needs of the child, prior to) their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is to set the student up for future success, provide clear expectations and processes for their successful return and reinforce home-school communication.

### Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via email. Re-entry meetings are short, taking less than 20 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

### Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. The addition of support staff, such as guidance officers or Support Services Division staff may also offer important advice to ensure a successful outcome to the re-entry meeting.

# School Policies

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

- ***Temporary removal of student property***
- ***Use of mobile phones and other devices by students***
- ***Preventing and responding to bullying***
- ***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, students and visitors. The [Temporary removal of student property by school staff procedure](#) outlines the processes, conditions and responsibilities for State School Principals and School Staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or 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.
- good management, administration and control of the school.

The Principal or staff member determines when the temporarily removed student property can be returned, and often discuss this with parents before the removal has occurred, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Springfield Central 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, e-cigarettes and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda)

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

**School staff** at Springfield Central 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 Springfield Central State School are expected to ensure children:

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

**Students** of Springfield Central State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or school staff that it is available for collection.

## Use of mobile phones and other devices by students

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

[Advice for state schools on acceptable use of ICT facilities and devices](#)

At Springfield Central State School, a 'Personal Technology Device' includes but is not limited to mobile phones, laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP4), handheld gaming devices, smart watches (including fit bits/health devices with smart watch features), SD cards and devices of a similar nature.

Bringing mobile phones and/or devices or wearing personal technology devices is not encouraged by the school because of the potential for theft, damage, loss, general distraction and/or associated disruption. ***From Term 1 2024, all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours. This includes using Messenger and similar Apps on school iPad's to send messages.***

Springfield Central State School understands that students may need to bring a personal mobile phone into the school, particularly if they are travelling independently to and from school, however, the school does not acknowledge the requirement of students to wear smart technology and as such, we advise all wearable technology is to remain at home.

**Students must hand in mobile phones, personal technology devices or other digital devices to the school's Office Administration upon arrival to school and must have them switched off.** They are signed in (via IDATTEND) directly upon arrival each day where they will be securely stored during school hours. At the end of the school day or when departing school, a sign out process will indicate the device has been collected. Once students enter the school gates, mobile phones and devices are not to be used. No mobile phones or other digital devices are to be left in bags or taken into classrooms throughout the day.

If wearable technology is used outside of the school's policy requirement, the student will be directed to Administration with the device where it will be signed in and stored safely until a parent is able to collect it. A member of the Executive Leadership Team or delegate will then contact parents/guardians to discuss further the school policy on wearable technology.

We manage mobile phones, digital devices and wearable technology in this way to ensure the safety and security of such valuable devices as well as to ensure the privacy and cyber safety of not only your child but all students the device may be exposed to.

Springfield Central State School along with Education Qld does not accept liability for any personally-owned mobile phones, digital devices or wearable technology.

Students who use their personal mobile phones inappropriately at Springfield Central State School may be issued with consequences consistent with our managing student behaviour flowchart. Inappropriate use includes but is not limited to:

- use that in any way disrupts the learning of others
- sending inappropriate, harassing or threatening messages or phone calls
- contacting a parent or carer
- engaging in inappropriate social media use including cyber bullying, uploading to social media sites
- capturing and/or uploading video or images of people, including students, teachers and members of the school community without their permission
- capturing or uploading video or images of self or others whilst wearing a Springfield Central State School uniform



- capturing video or images in the school toilets, changing rooms or any school building

Springfield Central State School does not allow students to take mobile phones or other devices to camps, excursions, specific activities and events unless specified. This includes, but not limited to, when representing the school and accompanied by parent/s.

Springfield Central State School prides itself in being a Technology and Thinking School. Students have regular daily access to digital technology and devices including but not limited to computers, laptops, iPads, tablets, drones, wearable technology, mobile phones and virtual, augmented and interactive technology, digital and video cameras, scanners, printers, the internet, e-mail, web based programs, robotics equipment and software.

It is our aim that students are confident and competent in the use of digital technology and devices as a means of enhancing engagement and maximising learning outcomes. Students will be trusted to handle and manipulate expensive digital equipment and to access internet information independently. The use of such equipment and access to the internet and e-mail at Springfield Central State School is a privilege. Upon enrolment parents are required to sign a 'Student ICT & Internet Usage Agreement' co-signed by students in Years 3 – 6. The terms of the agreement located in the enrolment documents on the school website are explicitly taught to all students in years 3 – 6 and signed annually in Digital Technology lessons.

**\* 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.**

## EXEMPTIONS

Exemptions may be applied during school hours if certain conditions are met, specifically; health and wellbeing related exemptions. These can be granted by the Principal in accordance with the Education Qld 'Use of Mobile Phones and Other Devices by Students'. Possible but not guaranteed exemptions are:

<b>Learning Related Exemptions</b> For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	<b>Documentation</b> Individual Learning Plan, Individual Education Plan in consultation with Medical Professionals
<b>Health and Wellbeing Exemptions</b> Students with a medically diagnosed health condition	<b>Documentation</b> Doctor's reference or certificate and Student Health Support Plan

## DEFINITIONS

<b>Mobile Phone</b>	A phone with access to a tele-communication network, able to do any of the following: make calls, texts, video, take photos, connected to the internet and be tracked by GPS
<b>Wearable Technology</b>	Any wearable device that has the ability to do any of the following: make phone calls, text, video, take photos, be tracked by GPS or be connected to the internet

## Preventing and responding to bullying

At Springfield Central State School, we know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and learning outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Springfield Central State School strives to create positive, engaging, predictable environments for all students at all times of the day. The teaching and learning environment that we provide is essential to:

- maximising individual students' achievement and attendance
- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- promoting inclusivity
- ensuring the safety and well-being of all members of the school community

### BULLYING

The agreed national definition for Australian schools describes:

- **Bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical, social and/or psychological harm.**
- **It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.**
- **Bullying can happen in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).**
- **Bullying behaviour is repeated, or has the potential to be repeated, over time (for example, through sharing of digital records).**
- **Bullying of any form or for any reason can have immediate, medium and long-term effects on those involved, including bystanders.**

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

Behaviours that do not constitute bullying include:

- **mutual arguments and disagreements (where there is no power imbalance)**
- **friendship disharmony and challenges**
- **not liking someone or low frequency acts of social rejection**
- **low frequency acts of meanness or spite**
- **isolated incidents of aggression, intimidation or violence.**

However, these conflicts are still considered serious and need to be addressed and resolved. At Springfield Central State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students, and parents where necessary.

### PREVENTION AND REPORTING

Students are explicitly taught the expected school behaviours and how to prevent and respond to bullying through regular and explicit exposure to the five Program Achieve Keys: Getting Along, Confidence, Organisation and Persistence and Resilience. Students at Springfield Central State School are encouraged and supported to report bullying. After each play break, students participate in a 10-minute ANCHOR in classrooms. An ANCHOR is a self-directed, intensive activity related to the learning area that will follow. The primary purpose of an anchor is to focus the child's attention to learning after a break. The secondary purpose is to allow a 10-minute window in which students are able to access their classroom teacher to report bullying. The conference is an opportunity also for the teacher to support the child to identify initial response strategies.

If it is identified that the report constitutes bullying as defined above, the teacher and student collaboratively complete a school based digital bully report form and immediately send it via email to the year level Deputy Principal and cc the Principal.

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching (bystander) rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective responses to problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

An additional bully reporting tool is available to students in years 5 and 6 at Springfield Central State School. STYMIE is an anonymous harm reporting tool that we and multiple local Learning Coalition schools proactively use to support students to #SAY SOMETHING without fear. Stymie is an online digital platform, accessible 24 hours a day which helps combat the bystander effect, enabling students to report incidents of bullying and harm, safely and anonymously. STYMIE equips our students with the tools to be an '**upstander**', someone who supports their peers in times of need.

The **bystander effect** occurs when the presence of others discourages an individual from intervening in an emergency situation. Social influence affects how bystanders behave, and students are less likely to stand up to bullying behaviours in public when the number of onlookers is high. This bystander effect is also caused by a diffusion of responsibility—the belief that someone else will help. Taking into account that our students are very socially invested, many of them don't feel as though they can speak up and often, they just don't know how. Rather than trying to work against this peer pressure, STYMIE recognises the nuanced nature of their social currency, by providing security and anonymity to the bystanding community.

Year 5 and 6 students can make a notification about themselves or someone they believe is being bullied or harmed. Notifications are automatically forwarded to the school, and managed by the appropriate members of staff. STYMIE works to connect students with their empathy and conscience so that they can, in an empowered and courageous way, enhance the culture of care in their school. It was built in consideration of the Australian Student Wellbeing Framework and the recommendations from the Australian Covert Bullying Prevalence Study.

The following flowchart explains the actions Springfield Central State School teachers will take when they receive a report about student bullying (as per the definition provided), including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint, when the incident was reported to the staff member, individual circumstances, investigation outcomes and their assessment of immediate risk to student/s.



# BULLYING RESPONSE FLOWCHART

## KEY CONTACTS FOR REPORTING BULLYING

Students: Classroom Teacher

Parents: Classroom Teacher or Deputy Principal

### ANCHOR Listen (CT)

- CT to provide a safe space to conference, reassuring the student they will be listened to
- 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)*

*Identify that bully report meets agreed bullying definition.*

### ANCHOR Document (CT)

- Ask the student for examples they have of the alleged bullying
- Record your communication with the student using the school digital 'Bully Report Form'
- Check back with the student to ensure you have the facts correct
- E-mail Deputy Principal (cc Principal)
- **save as: BRFCLASSNAME\_ChildSurname,Childgiven name\_MonthDate**  
**e.g: BRF1B4Smith,Julie\_March3**

### Within 48 hours Collect

- DP to gather additional information from other students, staff or family
- DP to review any previous bully reports or records for students involved
- DP to clarify information with student if required
- CT and DP to monitor student's wellbeing
- DP to notify parent that the issue of concern has been noted and is being followed up (upload record of conversation on One School)

### Within 48 hours Discuss

- Evaluate the information to confirm 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 who key support contacts are for their child
- DP agree to a plan of action and timeline for the student and share with class teacher and parent

### 72 – 96 hours Implement

- DP to enact and document the plan of action in One School
- DP and CT monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed
- DP to update Principal of progress

### Day five Review

- CT check in with the student to review situation
- Discuss what has changed, improved or worsened, report to DP if worsened
- Report to DP who will report back to parent if bullying is still ongoing

### Ongoing Follow up

- CT continue to check in with student on regular basis until concerns have been mitigated
- DP and CT record notes of follow-up meetings in OneSchool
- Refer matter to DP/Principal within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

## Appropriate use of Social Media and Cyberbullying

### Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher. The Springfield Central State School Bully Report Form will then be completed by the student in collaboration with the classroom teacher and submitted to the Principal and year level Deputy Principal digitally.

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

Students enrolled at Springfield Central State School may face in-school disciplinary action (refer to SPRINGFIELD CENTRAL STATE SCHOOL Managing Student Behaviour Flowchart) or removing of privileges (as outlined in the student agreement), 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.

### 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 '[cybersafety 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).



# 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](#).

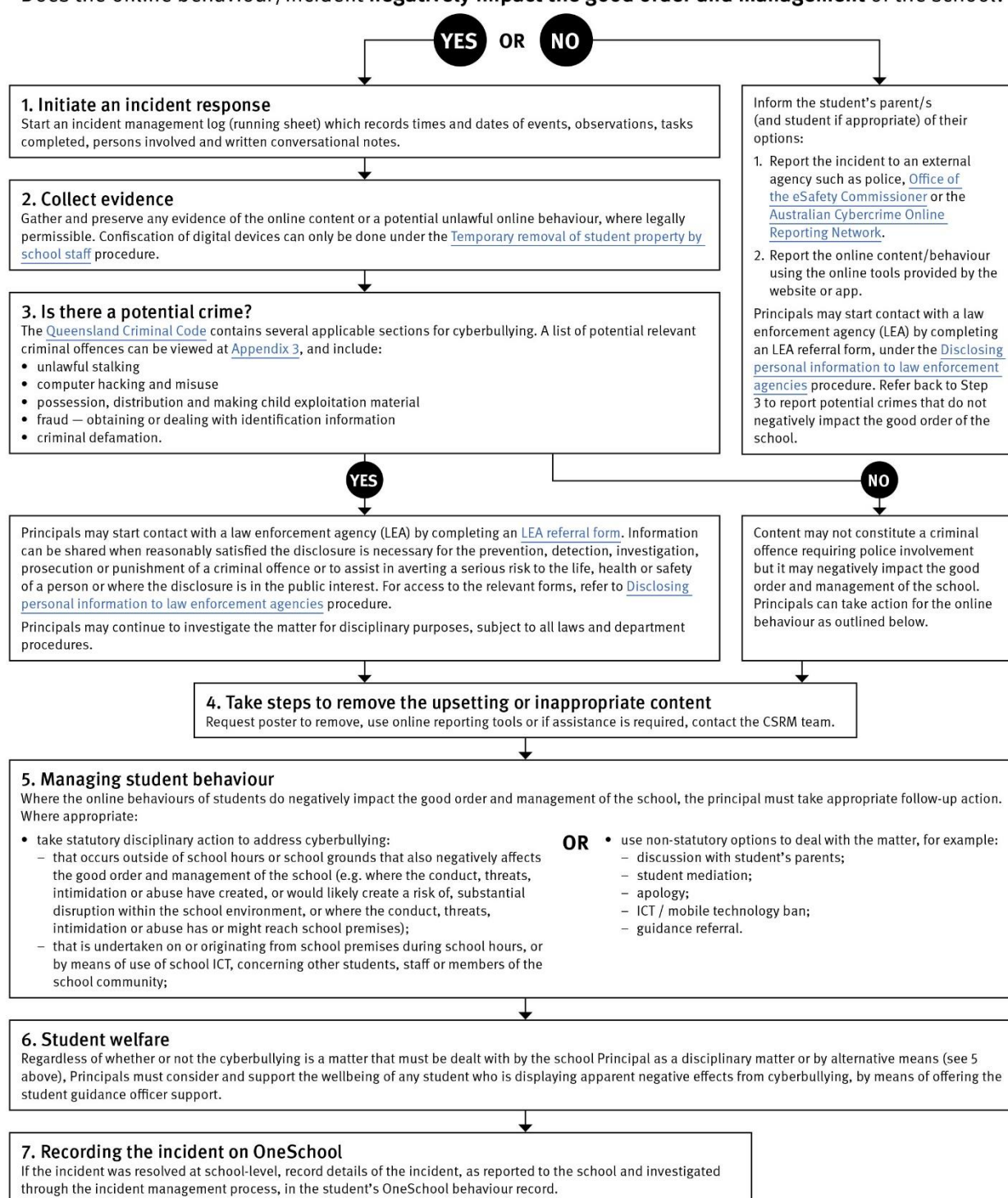
### Explicit images

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](mailto:Cybersafety.ReputationManagement@qed.qld.gov.au).

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



## Social Media

Springfield Central State School embraces the amazing opportunities that technology, the internet and social media provides to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through an opportunity to develop friendships and shape identities. When used safely, social media sites and apps can provide positive opportunities for social learning and development. However, inappropriate or misguided use can lead to negative outcomes and have the potential to cause pain and suffering to individuals, groups or even whole communities.

Given that all mobile devices and wearable technology is to be signed into the administration daily, Springfield Central State School expects that social media sites and apps are not accessed or available during school time and we remind families that there are age guidelines around appropriate social media site for ages. It is unacceptable for students to bully, harass or victimise another person whether within Springfield Central State School's grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of Springfield Central State School, whether those behaviours occur during or outside school hours. This policy reflects the importance of students at Springfield Central State School engaging in appropriate online behaviour.

## Role of Social Media

The majority of young people use social media sites and apps on a daily basis for schoolwork, entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying. Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information. Students need to remember that the internet is a free space and many social media sites and apps have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

## Appropriate use of Social Media

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

- *Ensuring that personal information, such as full name, address, phone number, school name and location or anyone else's personal information, is not shared.*
- *Images or video should not be uploaded to any social media sites or apps that can clearly identify a student in any form of the school uniform, as this is inadvertently giving personal information, such as name of school, geographic location, etc.*
- *Images, video or audio recordings of any another person should not be uploaded on to any social media sites or apps without their consent (for children under the age of 18 this requires parental consent).*
- *Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online, you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face, peers or shouting in a crowded room.*

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

If inappropriate online behaviour impacts on the good order and management of Springfield Central State School, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation. Springfield Central State School will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the good order and management of the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parents and/or police to resolve.

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.

## Restrictive Practices

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 is completed to 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

At Springfield Central State School, it is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

***An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.***

***Severe unacceptable behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.***

## Immediate Strategies

- **Avoid escalating the unacceptable behaviour**  
Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
- **Maintain calmness, respect and detachment**  
Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
- **Approach the student in a non-threatening manner**  
Move slowly and deliberately toward the situation or incident, 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.

## Reinforcement and Correction Strategies

- 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 unacceptable behaviour then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

## Follow Up Strategies

- Restore normal school operations as soon as possible.
- Provide post incident opportunities that include:
  - Assisting any distressed student/s to access appropriate support, e.g. Guidance Officer.
  - Assisting the individual 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.
  - Recording a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.



## Conclusion

Springfield Central 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 they 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
- co-operate 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. **Early resolution:** [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](#) to 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.

4. 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 [Complaints management procedure](#)