



Coolum State High School

# Student Code of Conduct 2021-2023

## ***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

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

At Coolum State High School we are dedicated to every student succeeding in a culture of unconditional care, respect and excellence.

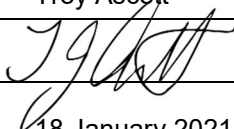

The Coolum State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole-school approach to discipline.

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:	Troy Ascott
Principal Signature:	
Date:	18 January 2021
P&C President Name:	Nicole Sklennars
P&C President Signature:	
Date:	18 January 2021

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# Principal's Foreword

## Introduction

At Coolum State High School, we value a calm and disciplined learning environment to ensure that each and every one of our students is given the best opportunity to engage purposefully in learning and experience excellent academic success.

The Student Code of Conduct encompasses a number of policies which have been designed to promote the most productive learning environment possible for our students. Amongst others, the policies which Coolum State High School students, parents and staff abide by are Appropriate Use of Social Media, Preventing and Responding to Bullying and Use of Mobile Phones and Other Devices by Students.

Students, parents and staff each play a vital role in ensuring that our students can enjoy their right to a safe and respectful environment, to learn free from the impact of disruptive behaviour:

- Our staff is committed to delivering a high quality of education for every student with the Essential Skills for Classroom Management forming the basis of our approach to classroom behaviour. By consistently implementing the thoroughly researched and proven Essential Skills, we create the safe and consistent platform for our students to succeed.
- All Coolum State High School students are expected to behave in keeping with the Student Code of Conduct and are ultimately responsible for their own behaviour and must be aware of likely consequences for breaching the Code of Conduct.
- Parents are expected to promote safe, orderly and respectful behaviours with their children in keeping with the Student Code of Conduct and are to support the decisions of relevant school staff.

Coolum State High School has a strong direction, supported by the Coolum and Peregian communities. Underpinned by our motto of Care Respect and Excellence, the Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Regards

Troy Ascott  
**Principal**

## P&C Statement of Support

The P&C believes in high standards of student behaviour at Coolum High and the enforcement of high standards and behaviour helps to create a safe environment for both students and staff.

With high standards of behaviour in place, an improved learning environment is achieved and the social-emotional development and well-being of students and staff is achieved.

The P&C encourages all parents to familiarise themselves with the Student Code of Conduct and take the time to talk with their children about the expectations and any support that they may need.

Highest Regards,

Nicole Sklenars  
P & C President  
Coolum State High School

## Learning and Behaviour Statement

We are committed to maintaining a high quality, disciplined and supportive learning environment in which students, staff, parents and carers each play important and clearly defined roles.

Our three core principles on which we base our teaching of behaviour expectations are:

<b>Care</b>	Look after yourself, others and the environment.
<b>Respect</b>	Be mindful of everyone's feelings, wishes and rights.
<b>Excellence</b>	Be the best you can be in all you do.

## Student Wellbeing and Support Network

At Coolum State High School, we believe that appropriate behaviours can be explicitly taught and centred around our school motto of Care, Respect and Excellence.

### Student Management Structure

All students are allocated to a year-level Home Group class which is aligned with a House (Binyama, Carcoola, Warringa, Yuroka) and a Home Group teacher who, wherever possible, remains the same throughout their schooling.

Home Group occurs for the first 10 minutes of each day, allowing time for daily connection with their teacher and the other students in their Home Group. This time is also a significant proactive measure in supporting students in the education of, and adherence to, whole-school routines and procedures.

The school's Student Management structure is based on a team approach, which includes Home group teachers, Heads of Year, Head of Student Services, Deputy Principals and our Student Services team (including key staff such as Guidance Officers, School Chappy, School Nurse and others).

### Student Leadership

Students have the opportunity to nominate for various leadership positions. These include School Captain, School Indigenous Leader, House Captains and Student Council Representatives.

All students are invited to participate in Student Council activities throughout the year and we believe that a strong and active Student Council significantly contributes to our positive school environment.

### Student Wellbeing

Our Heads of Year (HOY) play a significant role in the wellbeing of the student cohorts that they lead. HOYs deliver positive messages about student wellbeing and set clear and explicit expectations around safe and appropriate student behaviour at Coolum State High School.

Through weekly year-level parades, HOYs provide significant support and education for students in building awareness of school expectations, and assisting students to know the school processes. HOYs place an important emphasis on detailing the behaviours and actions students can undertake to uphold our school motto of Care, Respect and Excellence.

Students are also involved in a number of wellbeing initiatives through the use of guest presenters. Such focus areas may include:

- Bullying and harassment
- Cyber safety
- Social media

The Head of Student Services also plays a key role in wellbeing education and works with external presenters, e.g. school police liaison officer, to deliver supportive and essential educational messages or our students.



As students get older, the school's Head of Vocational Education and Training supports student wellbeing and engagement through a variety of opportunities such as work experience, school-based traineeships and apprenticeships, and other VET courses offered by external providers.

### **Acknowledgement of positive behaviours**

Staff at Coolum State High School use the Essential Skills for Classroom Management as the basis of positive student management outcomes. This includes a wide range of strategies to recognise and promote the positive behaviours of students as individuals, with the intent of students further displaying positive behaviours.

Acknowledgement and encouragement of positive behaviour at Coolum SHS may include:

- Verbal/non-verbal praise and encouragement.
- Celebration of success and achievement in year-level or school parades.
- Public acknowledgement of success and achievement in school newsletters, school social media and local news articles.
- Phone calls, e-mails and postcards to parents.
- Annual Celebration of Excellence evening.

### **CAST – Clubs, Academies, Sport and Tutorials**

Coolum State High School is proud to offer a significant number of programs and opportunities for positive student engagement at school. These range from our multiple official school academies (examples include wind symphony, cheerleading, basketball, surfing among a number of others) to structured lunchtime activities and clubs run by staff for the positive benefit of students.

We are proud of our strong sporting achievements and students have several opportunities for students to engage in intra/inter and representative school sport.

We offer a free after-school tutorial program, which allows students in all year levels to receive additional academic support from teachers in order to reach their potential.

### **Special Events/Activities**

Our school conducts a wide range of events and year-level activities designed to engage students appropriately to meet the needs of the particular phase of schooling and the individuals and groups of students involved.

Specific events/activities which may engage students include:

- Drama/Musical performances.
- Academic and curriculum-focussed excursions.
- Indigenous education and reconciliation events.
- Career Education days.
- Sports carnivals.
- Parent Information sessions.

## Whole School Approach to Discipline

Our whole school's expectations and processes for promoting and managing responsible behaviour are communicated through:

- Year-level/Whole school assemblies by the Principal, Deputy Principals, Heads of Year and Heads of Department.
- Year-level Home-groups.
- Classroom teachers plan and proactively integrate behaviour management into the delivery of their curriculum and pedagogy.

Staff at Coolum State High School utilise the *Essential Skills for Classroom Management* (ESCM) as the framework of support for discipline in the school. This is a whole-school approach, used in all classrooms, in the playground and in other programs offered through the school, including sporting activities and excursions.

Classroom Management refers to teacher practice as well as student behaviour. A positive classroom climate, positive interpersonal relationships, clarity and consistency of expectations and consequences (both positive and negative) all work together to create an efficient learning environment.

The Essential Skills for Classroom Management are a sequence that supports both students and teachers to learn and work in effectively managed classrooms.

The 10 Essential Skills for Classroom Management are:

1. **Establishing expectations** – Making rules.
2. **Giving instructions** – Telling students what to do.
3. **Waiting and scanning** – Stopping to assess what is happening.
4. **Cueing with parallel acknowledgement** – Praising a particular student to prompt others.
5. **Body language encouraging** – Smiling, nodding, gesturing and moving near.
6. **Descriptive encouraging** – Praise describing behaviour.
7. **Selective attending** – Not obviously reacting to certain behaviours.
8. **Redirecting to the learning** – Prompting on-task behaviour.
9. **Giving a choice** – Describing the student's options and likely consequences of their behaviour.
10. **Following through** – Doing what you said you would.

Coolum State High School uses a Re-think room to support students to make positive behaviour choices and remove disruption from the classroom that affects the learning of other students.

Through the sequential implementation of the 10 Essential Skills for Classroom Management, the strategy to use the Re-think room is available for staff in steps 9 and 10.

Should students choose to continue to make poor behaviour choices, the teacher may follow through (Step 10) with referring the student to the Re-think room as a strategy to deal with the behaviour. Classroom teachers may use this strategy for a period of time within the lesson, enabling the student to return to the class with improved behaviour, or remain at the Re-think room for the rest of the lesson.

At the Re-think room, students are required to complete a Behaviour Reflection sheet under the supervision of a teacher-aide, Head of Year, Head of Student Services or a Deputy Principal. The completed Behaviour reflection sheet is signed by the student and a copy is then provided to the classroom teacher to support appropriate follow up with the student.

In cases where a student has been referred to the Re-think room, it is an expectation that the class teacher makes contact home to discuss support and required improvements for the student.

Behaviour concerns and parental contact, may be recorded in the Department of Education's *OneSchool* application. This application is also used to document support for students (e.g. a behaviour support plan) with the goal of every student succeeding.



It is important to note that it is not expected that every single behavioural concern is recorded nor parents will be contacted each time, unless a pattern of behaviour is established.

### **The Coolum Code**

As part of our school's approach to establishing expectations, all students are explicitly taught the Coolum Code. These are simple, but consistent, rules and expectations across the school and are specifically followed up by teachers. The Coolum Code poster is also displayed in classrooms.

The specific expectations complement the whole-of-school approach to teaching our core principles of *Care*, *Respect* and *Excellence*.



### **Consideration of Individual Circumstances**

Staff at Coolum State High School take into account students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Examples of such considerations may include behaviour history, disability, medical conditions, religious and cultural considerations, home environment and care arrangements.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality of opportunity, where every student is given the opportunity and support to be successful.

This also means that not everyone will be treated the same, because treating everyone the same is not always 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 principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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 and parents to know what consequence another student might have received, we are unable to 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. For privacy reasons, certain details about other students (including consequences they may receive) cannot be shared.

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.

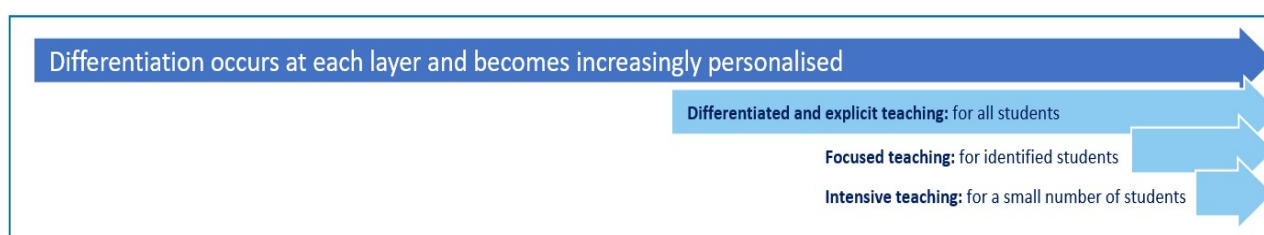
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please contact the school to arrange an appointment with the appropriate staff member to discuss the matter.

## Differentiated and Explicit Teaching

Coolum State High 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 Coolum State High 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 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.

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



These three layers of differentiation have close alignment with the ten Essential Skills for Classroom Management. As staff move through the sequence of essential skills to support positive student behaviour, the responses become more focussed and intensive for each individual student.

## Focused Teaching

Some students may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These student may have difficulty meeting behavioural expectations in a particular period of the day, or as part of a learning area/subject, and focussed teaching is provided to help them achieve success.

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

Key staff from the Student Services and Teaching and Learning faculties work collaboratively with teachers from Coolum State High School to support staff in their practice of focussed teaching. A number of staff are trained Classroom Profilers in the Essential Skills for Classroom Management and provide feedback to staff on teaching practices.

Heads of Department, Deputy Principals and the Head of Special Education Services can help to arrange and deliver focussed teaching to students who need more support to meet expectations.

## Intensive Teaching

A small percentage of the student population may 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 of time, for particular behavioural skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on information collected from students' teachers, and following consultation with the student's family.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised behaviour support plans, or discipline improvement plans, may be developed to support the student. The school may also engage in multi-agency collaboration as a means to support the student.

Coolum State High School provides a *Success Program* for students who require intensive support. The Head of Student Services oversees the coordination of the program and acts as the case manager for these students. Students in the Success Program also receive intensive support in literacy, numeracy, career pathways and social-emotional learning.

## Disciplinary Consequences

The vast majority of students at Coolum State High School will be confident and capable of meeting established expectations that are clear, explicitly taught, and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to classroom misbehaviours.

Staff at Coolum State High School may use a range of disciplinary consequences when addressing unacceptable behaviour. The individual circumstances of the students form part of the decision making process when determining appropriate consequences.

### **Detention**

Detentions may be issued by teachers. Detentions usually occur near the staffroom area of the teacher who issued the detention. Sometimes students may also accompany the supervising teacher in the playground if that teacher is on duty. Detentions may also occur at the Student Services building.

Students may also be withdrawn from the playground as a measure to address unacceptable behaviour in this setting. In this case, students are usually required to remain in the area of the Student Services building, where they can be adequately supervised and supported.

Detentions can occur for the duration of the lunch break, with students being provided the opportunity to eat their lunch and access the toilets during this time.

If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

### *Out of school hours detentions*

In some cases, detentions may be issued outside of school hours. In such cases, parent contact will be made at least 24 hours prior to the proposed detention to discuss the time, date, location, travel arrangements and duration of the detention.

### **Withdrawal from classes**

In some cases, students may be withdrawn from classes, as a consequence for unacceptable behaviour. This may be for one or more days, and if appropriate, may be used as an alternative to suspension.

When students are withdrawn they are placed in the re-think room, in the Student Services building. The re-think room is under the direction and supervision of the Head of Student Services, as well as an additional teacher-aide.

Whilst withdrawn from classes, students are able to access learning materials and continue on with their school work.

**Other disciplinary consequences** that may be considered by the school Principal include:

- Suspension (1-10 school days).
- Suspension (11-20 school days).
- Charge-related suspension.
- Exclusion.
- Cancellation of Enrolment (refusal to participate in the educational program provided at school).

### *Return to school following suspension*

Students who have been suspended from Coolum State High School may be invited, with their parents, to attend a re-entry meeting to support a successful return to school and classes. It is not mandatory for a student or their parents to attend a re-entry meeting.

A re-entry meeting focuses on the expectations and standards required at Coolum State High School, and what further support may be available to enable the student to be successful. It is an opportunity

to look forward towards improvement, not a time to focus on past behaviours or review a suspension decision.

During a re-entry meeting, arrangements may also be made that enable the student to engage in a restorative meeting when back at school. This allows the student to further understand the harm caused by their behaviour, and make agreements about acceptable behaviour moving forward.

Various monitoring strategies or other conditions (e.g. playground requirements, equipment restrictions) may also be put in place to support the student to have a successful return to school.

# School Policies

## Temporary Removal of Student Property

*This policy is in line with the Department of Education's procedure for the Temporary removal of student property by school staff.*

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.

Property may be temporarily removed from a student if the Principal or school staff are reasonably satisfied the removal is necessary to:

- Ensure compliance with the Student Code of Conduct.
- Preserve the caring, safe, supportive and productive learning environment of the school.
- Maintain and foster mutual respect among staff and students at school.

The following items are explicitly prohibited at Coolum State High School and are able to be removed if found in a student's possession:

- Illegal items and weapons\*.
- Imitation weapons (e.g. toys)\*\*.
- Drugs, medications or other illicit substances, including utensils or materials suspected to be related to such items\*\*\*.
- Flammable solids or liquids (e.g. lighters).
- Chewing gum.
- Jewellery or other items that are not part of the Student Dress Code.
- Inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Any other potentially dangerous, offensive or inappropriate items or materials (e.g. permanent markers, spray paints, laser pointers etc.)

\* No knives of any type are allowed at school. Knives needed for school activities will be provided by the school, and school staff will supervise their use.

\*\* The permission and management of imitation items needed for school activities, e.g. props for drama performances, will be under the direction of the Principal or school staff.

\*\*\* 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*). Students may self-administer medication such as an asthma puffer or insulin, in accordance with their approved health plan.

### Mobile phones or other devices/accessories

At times, students will be required to hand in their mobile phones (or other devices/accessories) to school staff. This is usually done through Student Services, where students may receive a printed receipt for this.

Examples of when a mobile phone or other devices/accessories may be required to be handed in may include:

- Non-compliance with the school's policy relating to mobile phones and other devices/accessories.
- For the period of time when students are working in the Re-think classroom due to classroom misbehaviour or other reasons.
- When school staff are following up alleged incidents potentially involving the student.
- Other circumstances as determined by the Principal or school staff.

School staff will return the removed item(s) to students or parents within a reasonable time once the incident or issue has been resolved.

## Responsibilities

### School staff:

- 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 in their school bag, prior to seeking consent to search 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 without such consent.
- 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/or the student's parents will be called to make such a determination.

### Parents:

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

### Students:

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

### Return of temporarily removed student property

The Principal or school staff:

- Determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.
- Ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period.
- May choose to make the temporarily removed property available for collection to the parent only, if it is more appropriate to do so, given
  - its condition, nature or value, and/or;
  - to ensure the safety of students or staff, and/or;
  - for the good order and management, administration and control of the school.
- Ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

In determining what constitutes a *reasonable time* to retain or make student property available for collection, the Principal or 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 good management, administration and control of the school.

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

### **Retention of temporarily removed student property**

The Principal or school staff may retain temporarily removed property if:

- It is not collected despite reasonable efforts;
- It is suspected that the student is not the lawful owner;
- It is illegal to possess or threatens the safety or wellbeing of the school community;
- It is provided, or in the process of being provided, to the Queensland Police Service.



## Use of Mobile Phones and Other Devices by Students

Coolum State High School promotes the responsible use of technology and encourages students to do this through the Bring Your Own Device (BYOD) program.

Coolum State High School *does not* encourage students to bring a mobile phone to school, but accepts that, on occasion, mobile phones may need to be used by students during break times at school.

Coolum State High School is a learning organisation, and does not wish the use of phones or other devices to distract from this.

### Appropriate use

*Mobile phones and accessories (e.g. earphones) can only be used before or after school, or during recess and lunch breaks, **unless** these devices are being used in a **teacher directed activity** to enhance learning.*

Students are permitted to bring mobile phones to school with them under the conditions outlined below:

1. Phones and accessories (e.g. earphones, wireless earphones) must always be switched off (not on silent mode) and out of sight (away) during class time, unless otherwise directed by staff.
2. Communication devices (including laptops, watches etc.) must not be used for any non-permitted purpose (e.g. phoning, texting/messaging, surfing the net, taking photos or videos, listening to music) in class time.
3. Students are to display courtesy, respect and consideration for others when using communication devices in the school.
4. Camera functions on mobile phones or other devices are not to be used at any time, unless with the express permission and supervision of a teacher (e.g. Photography/Art assessment, English Oral, etc.).
5. Students who feel unwell must contact home via the front office, not use their mobile phones. This allows first aid staff to monitor the sick student while they wait to be collected.
6. Students will be able to use their phones or other devices in class if it is part of the learning program and permitted and supervised by staff. Students who are permitted to use a communication device for learning purposes outside of the classroom should be provided with a teacher note explaining approval of this use.

Parents who need to urgently contact students must do so through the front office. Staff will ensure that students receive messages.

**Students bring mobile phones and any other expensive electronic devices to school at their own risk** – the school and school staff will not accept any responsibility for any loss or damage to mobile phones or for investigating loss or damage. At no time, should students leave phones or other expensive items unattended.

### Inappropriate use

*Inappropriate use can occur both inside and outside of school time.*

A mobile phone or other device is used **inappropriately** if:

- It disrupts the learning environment.
- Students are using their device outside the classroom without direct permission during class time.
- The device's camera functions are used at any time to film or record students, staff or visitors.
- Its use threatens or is likely to threaten the safety or well-being of any person e.g. it is used to bully, harass, intimidate or embarrass another. This includes the 'forwarding-on' or 'posting' of material to others. In some cases, such conduct may constitute a criminal offence.
- In the opinion of the Principal, material captured or transmitted by the device damages the reputation of Coolum SHS e.g. a device is used to place inappropriate material that is identifiable as Coolum SHS on the internet.

- The conduct amounts to disobedience; misbehaviour; conduct that affects, or is likely to affect, the good order and management of the school; conduct that affects, or is likely to affect, other students enrolled at the school.

### **Consequences for Inappropriate Use**

Where there is suspected illegal activity or conduct, Coolum SHS may notify the Queensland Police Service.

If a student does not comply with the school policy, the Principal or other delegated staff may impose the following actions and/or consequences:

- Temporary removal of student property (the device) as per school policy. The device may be returned to the student or alternatively directly to the parent.
- Withdrawing the permission to bring a phone or other electronic device to school.
- Detention.
- Prevent the student from attending or participating in, any school activity that, in the reasonable opinion of the Principal or delegate, is not part of the essential educational program of the school.
- An internal withdrawal from classes.
- Suspension.
- Exclusion.

## Preventing and Responding to Bullying

Coolum State High School uses the resources and researched-based information from the *Bullying, No Way!* organisation. This resource for Australian Schools is managed by the Safe and Supportive School Communities Working Group which has representative from all states and territories, including the Catholic and independent schooling sectors.

The agreed national definition for Australian schools (<https://bullyingnoway.gov.au/>) describes bullying as:

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance).
- not liking someone or a single act of social rejection.
- one-off acts of meanness or spite.
- isolated incidents of aggression, intimidation or violence.

These conflicts are still considered serious and need to be addressed and resolved. At Coolum State High School our staff will work to respond to any matters raised of this nature in collaboration with students and parents.

Our staff actively and deliberately teach students the behaviour expected of them as students of Coolum State High School – in line with our values of *Care, Respect and Excellence*. Through the use of weekly year-level parades, students are taught the school processes for reporting concerns of bullying and which key staff contacts in the school that students can access.

All students are encouraged to report concerns of bullying – whether they are directly affected by the actions of another, or simply a witnessing bystander. Our school value of *Care* means that all students need to speak up and report concerns about bullying in order to have it addressed.

The bullying flowchart explains the process and actions that Coolum State High School students and teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes for each step will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

### Cyberbullying

Cyberbullying is treated 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 relevant Head of Year or Head of Student Services. As per the bullying process, this will enable students to provide information about the alleged cyberbullying (e.g. screenshots) that will assist staff to decide on the appropriate course of action.

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 are also encouraged to seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Students enrolled at Coolum State High School may face in-school disciplinary action, such as detention or withdrawal from classes, 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 in-person bullying or 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.

If there are any concerns about how a matter of bullying has been addressed, this needs to be made, in writing, to the Principal so such concerns can be carefully considered and appropriately actioned.

## Bullying response flowchart – Coolum State High School

Please note these steps may be adjusted depending on the unique circumstances and risk associated with each situation. Timeframes should be considered and discussed with student and family.

### Key contacts for students and parents to report bullying:

Class teacher; Heads of Year; Head of Student Services; Deputy Principals; Principal.



## Appropriate Use of Social Media

Coolum State High School embraces the amazing opportunities that technology and the internet provide to students for learning, being creative and socialising online.

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

Sometimes negative comments posted about the school community, or individuals within it, have a greater impact than expected. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Parents of students at Coolum State High School are responsible for monitoring students' use of social media and ensuring students use social media in responsible and appropriate ways.

Coolum State High School is committed to promoting the responsible and positive use of social media sites and apps. This is done through regular, proactive, and explicit teaching of the appropriate use of social media, primarily through the Heads of Year through year-level assemblies. Coolum State High School also engages the Department of Education's cyber safety team to present information to students when available.

This policy reflects the importance of students at Coolum State High School engaging in appropriate online behaviour.

### Important things to know about social media

- The majority of young people use social media sites and apps on a daily basis for entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media and engage in inappropriate behaviour.
- 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.
- What you post can be viewed as a direct reflection of who you are. People may potentially form lasting opinions on you based on what you post online.
- Once content is posted, it can sometimes be a long and difficult process to request that the content be removed, and by then the damage may already be done.
- The internet reaches a global audience. Even if students think that comments or photos have been deleted, this content or material may 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.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible consequences at school and in the wider community.

### Appropriate use of social media

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

- Protecting your personal information, such as full name, address, phone number, school name and location is not shared with people that you do not personally know. You should also never share the personal information of others.
- Ensuring that your privacy settings are as secure as possible.
- Only being 'friends' with, or in 'groups' with, people that you actually know. Never accept requests from people that you have never met in person.
- Thinking about what you 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 and/or parents should not post content online that may hurt, embarrass or otherwise harm someone else.

- Be aware that posts or messages can be difficult to interpret if they were meant to be funny, serious or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students or parents think a message may be misinterpreted, they should be cautious and make the decision not to post it.
- Never provoke, retaliate or engage with another user who is displaying inappropriate or abusive behaviour. There is no need to respond to a cyberbully. Students should report cyberbullying concerns to a parent, teacher and/or the Queensland Police Service and allow the online concern to be dealt with.

### **Parents and social media**

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

If you have raised an issue with the school or believe that another person has, please consider the privacy of all people involved and refrain from discussing those details on social media or other public forums.

Social media is best used when the commentary or communication is positive and polite, such as celebrating the wonderful achievements of students.

### **Consequences for unacceptable use**

Unacceptable use of social media is any conduct that amounts to misbehaviour; disobedience; conduct that adversely affects, or is likely to adversely affect, other students enrolled at the school; or conduct that adversely affects, or is likely to adversely affect, the good order and management of the school.

Conduct that amounts to the above can occur either during or outside of school hours. It is also inappropriate for students to make any contact or interactions with any staff members through social media.

Disciplinary consequences could include detention, suspension and/or exclusion. Other strategies may also be put in place, such as restorative meetings, withdrawal from classes, or intervention from support staff, to assist in resolving the issue.

A serious instance of inappropriate online behaviour by students or parents may constitute a criminal offence and become a police matter. 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.

Coolum State High School encourages the involvement of the Queensland Police Service and the Office of the e-Safety Commissioner to enable all people in the school community to engage in acceptable and appropriate online behaviour.

Coolum State High School strives to create positive environments for all students at all times of the day, including while online. To help achieve this goal, Coolum State High School expects its students to engage in positive online behaviours.

## 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 needs 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.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

# How to manage online incidents that impact your school

## Student protection

If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the [Student protection procedure](#)

## Explicit images

If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the [Temporary removal of student property by school staff procedure](#). This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online Incident management guidelines](#)

## Report

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

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

YES

OR

NO

### 1. Initiate an incident response

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

### 2. Collect evidence

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

### 3. Is there a potential crime?

The [Queensland Criminal Code](#) contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at [Appendix 3](#), and include:

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

YES

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

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

NO

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

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

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

### 4. Take steps to remove the upsetting or inappropriate content

Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or [Office of eSafety Commissioner](#).

### 5. Managing student behaviour

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

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);

that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

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

### 6. Student welfare

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

### 7. Recording the incident on OneSchool

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

