



Port Curtis Road State
School

Student Code of Conduct 2023-2026

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 (Mandated)

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

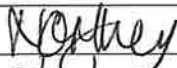
The Port Curtis Road State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

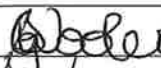
Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Contact Information (Mandated)

Postal address:	145 Port Curtis Road, Rockhampton, QLD, 4700
Phone:	49321444
Email:	principal@portcurtisroadss.eq.edu.au
School website address:	www.portcurtisroadss.eq.edu.au
Contact Person:	Jo Northey (Principal)

Endorsement (Mandated)

Principal Name:	Jo Northey
Principal Signature:	
Date:	8/12/23

P/C President and-or School Council Chair Name:	Sheridan Wooler
P/C President and-or School Council Chair Signature:	
Date:	8/12/23

Contents

Purpose	2
Principal's Foreword	4
P&C Statement of Support	5
School Captains Statement	6
Data Overview	7
Consultation	8
Learning and Behaviour Statement	9
Student Wellbeing and Support Network	9
Whole School Approach to Discipline	10
Multi-Tiered Systems of Support	11
Consideration of Individual Circumstances	15
Differentiated and Explicit Teaching	15
Focussed Teaching	16
Intensive Teaching	16
Legislative Delegations	17
Disciplinary Consequences	18
School Policies	22
Temporary removal of student property	23
Use of mobile phones and other devices by students	25
Preventing and responding to bullying	27
Appropriate use of social media	30
Restrictive Practices	33
Critical Incidents	34
Conclusion	35

Principal's Foreword

Introduction

At Port Curtis Road State School, we believe strong, positive relationships between all members of our school community are the foundation to supporting the success of all students.

At Port Curtis Road State School, we support students to become life-long learners with the provision of a safe, engaging and challenging learning environment for all students to strive to their full potential. Success is underpinned by our values of Play the Game, Commitment and Respect – every child matters and belongs, every day.

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

Port Curtis Road State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for learning and growth. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other devices, temporary removal of student property, preventing and responding to bullying, appropriate use of social media. It also details the steps school staff take to educate students through learning experiences where students are explicitly taught the expected behaviours through the collection and analysis of data. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Our Student Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support (Optional)

As president of the Port Curtis Road State School P&C Committee, I am proud to support the updated Student Code of Conduct. The inclusive, transparent consultation process led by Mrs Northey and her team have ensured that parents have had opportunities to contribute through surveys, conversations and meetings on the final document. This has been an important aspect in the development of the Port Curtis Road State School Code of Conduct, as the awareness and involvement of parents is critical to ensure all adults are able to support the students of the school to meet the set expectations.

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

Any parent that wishes to discuss the Port Curtis Road State School Student Code of Conduct and their role in supporting the behavioural expectations of students are welcome to contact myself or join the Port Curtis Road State School P&C Association. It is with your support that we can work collaboratively with the school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.



Sheridan Wooler
P&C President

School Captains/Leaders Statement (Optional)

On behalf of the student body at Port Curtis Road State School, we endorse the Student Code of Conduct for 2023. Throughout the year, we will continue to work with the school administration team and the Port Curtis Road State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

School Captain Name: Shahkeia Hinton

School Captain

Signature: *Shahkeia*

Date: *7/12/23*

School Captain Name: Arrowleigh Proefke

School Captain

Signature: *Arrowleigh*

Date: *7/12/23*

Data Overview

At Port Curtis Road State School, we utilise OneSchool to record positive behaviours (related to Positive Behaviour for Learning) as well as behaviour incidents that occur throughout the school day. Other data collections include parent contacts related to students' behaviour and decisions around suspensions or exclusions.

Incidents are recorded in a confidential manner and all due care has been taken to record information sensitively being mindful of language used and the potential audience who may access the record in the future.

Records kept in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies in line with the relevant Department's policies and procedures. Data is available to a wider Department of Education audience and will include concrete observations, without judgements.

Consultation

The Port Curtis Road State School's Student Code of Conduct was developed in consultation with staff, students and parents through formal meetings, conversations and surveys.

The Student Code of Conduct aligns Departmental policy and procedure with the school's Positive Behaviour for Learning framework.

A copy of this Code of Conduct is available at the office, or a digital copy can be downloaded off our website www.portcurtisroadss.eq.edu.au

A copy will be provided from the school on request.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with their classroom teacher or principal to discuss behaviour support at either a classroom or school level.

At Port Curtis Road State School, we support students to be lifelong learners with the provision of a safe, engaging and challenging learning environment for all students to strive to their full potential. Success is underpinned by our values of Play the Game, Commitment and Respect – every child matters and belongs, every day.

Student Wellbeing and Support Network

As a Positive Behaviour for Learning school, we prioritise the health and safety of all our students at Port Curtis Road State School. Students have access to explicit lessons in Positive Behaviour for Learning and Respectful Relationships whilst having opportunities to represent their school in numerous leadership roles including a Student Representative Council.

A Guidance Officer, School Chaplain and a School Psychologist are available through a referral system to support students requiring more intensive support networks. Additionally, Port Curtis Road State School has a partnership with The Smith Family and has access to other external agencies.

Whole School Approach to Discipline

Port Curtis Road State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in learning and play spaces, as well as programs offered through the school, including sporting activities and excursions. These taught and learnt skills are supported to foster active citizenship and future lifelong learners.

PBL is an evidence-based framework used to:

- analyse and improve student behaviour and learning outcomes
- ensure that only evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

At Port Curtis Road State School, we believe discipline reflects our beliefs that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural choices as opportunities for learning and growth.

The development of the Port Curtis Road State School's Student Code of Conduct is an opportunity to explain the PBL framework with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL is encouraged to be used in any environment, including the home and wider community setting for students. Doing everything we can do to set students up for success is a shared goal for our entire community.

At Port Curtis Road State School, we have developed a set of overarching schoolwide expectations. These include:

- We are responsible;
- We are respectful;
- We are safe;
- We are learners.

In collaboration with the school community, our four bull mascots were designed, these aligning with our overarching school wide expectations.



Multi-Tiered Systems of Support

Port Curtis Road State School uses Positive Behaviour for Learning (PBL) as the multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Prevention Description

- 1 **All students** (Tier 1) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- teaching behaviours in a supportive and positive setting
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- using PBL incentives to reward positive behaviour choices (see bull tag below)
- using OneSchool data to inform explicit lessons taught in every classroom
- targeted recognition each week to acknowledge students utilising taught skills
- asking students and their families for their perspectives on school reinforcement, and discipline so improvements in Tier 1 may be made.



Port Curtis Road State School Expectations Matrix

Port Curtis Road State School Minor and Major Matrix. (M&M).			Response to all student misbehaviour is: Calm Consistent Brief Immediate Respectful Specific
2023	Low level disruptions	Minor Behaviours	Major Behaviours
Definition	Low level disruptions, which are not considered appropriate for the school's expectations.	Minor behaviours, which are not considered appropriate for the school's expectations.	Major behaviours, which are not considered appropriate for the school's expectations.
I am Responsible	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations.
I am Safe	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations.
I am Respectful	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations.
I am Learning	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations.
Follow Up	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. 	<ul style="list-style-type: none"> Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations. Following the school's expectations.

Targeted instruction and supports for **some students** (Tier 2) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff (Guidance Office, Psychologist, Chaplain) to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or directed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

Individualised services for **few students** (Tier 3) who require the most intensive support a school can provide. These are usually on an individual basis with family and /or outside services support.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until staff can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their Functional Behaviour Assessment) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.



Parents and staff

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

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide regular feedback about your child's progress.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at school, in the community and at home about the school and the school staff.	We will ensure positive behaviours are role modelled for all students.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.

Learners

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Consideration of Individual Circumstances

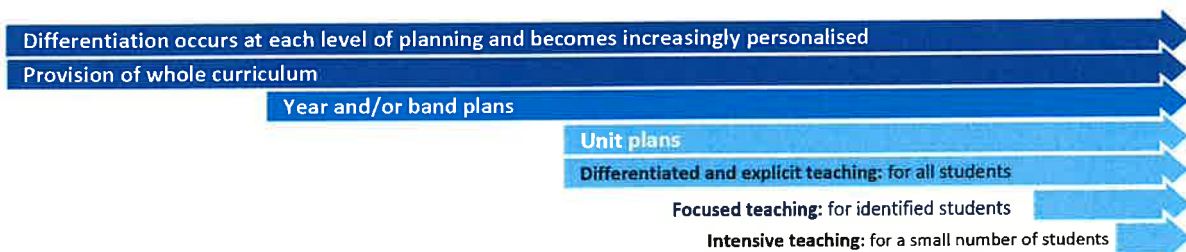
Staff at Port Curtis Road State School take into account a student's individual circumstances when teaching expectations, responding to inappropriate behaviour and/or applying disciplinary consequences.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support and resources they need to be successful. This also means that not everyone is treated the same. 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 and/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.

When managing student behaviour, confidentiality is maintained by all staff to ensure privacy of students and families. While we understand the interest of other students, staff and parents to know what consequence another student might have received, we do not disclose this information or discuss the information with anyone but the individual student's family.

Support services working with students will maintain student confidentiality at all times while engaged with students at Port Curtis Road State School.

Differentiated and Explicit Teaching (Mandated)



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

Teachers at Port Curtis Road State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiation 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.

Focused Teaching

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

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

Staff work collaboratively at Port Curtis Road State School to provide focused teaching opportunities aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- require ongoing focused teaching
- require intensive teaching
- require a Functional Based Assessment

Intensive Teaching

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

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

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


Legislative Delegations

Legislation


- [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 \(Cwth\)](#)

Disciplinary Consequences

At Port Curtis Road State School, we foster a restorative approach to discipline. Students with repeated Tier 2 and 3 behaviours will engage in a Restorative Reflection process with either the Principal or PBL Coach to identify harm caused and how the harm is going to be repaired. Families will be notified before and after a Restorative Reflection session occurs. Check ins are provided to students to assist reintegrating into classroom and playground environments.



Restorative Reflection



Name _____
 Date _____
 Referring staff member _____
 Student Signature _____

Staff Signature: _____

Referral No _____

Positive Relationships	Who have you caused harm to? How have you caused harm?
Opportunity	What were the options available to you?
Responsibility	What happened before the incident?
Taking Responsibility	How will you repair the harm to all parties?
Your turn	What are your next steps to reintegrate? When would you like a check-in?

The disciplinary consequences model used at Port Curtis Road State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class strategies may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support and opportunities to practise expected behaviours. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the classroom teacher to refer the student to the principal for determination of a disciplinary consequence.

For a small number of students, a high level of differentiated support or intensive teaching is required to enable them to meet behavioural expectations. The determination of the need will be made by the principal in consultation with the relevant stakeholders. On occasion, the behaviour of the student may be so serious, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour of the student is serious enough as to warrant immediate removal of the student for the safety of others, and no alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- pre-correction (e.g. "remember, walk quietly)
- non-verbal and visual cues (e.g. posters, hand gestures)
- whole class practising of routines
- positive commentary or feedback
- corrective feedback (e.g. hand up if you want to ask a question)
- rule reminders
- explicit behavioural instruction (e.g. walk safely)
- proximity
- tactical ignoring of inappropriate behaviour
- seating plan
- classroom incentives
- PBL incentives
- wait time
- reprimand for inappropriate behaviour
- warning of more serious consequences
- reduction of verbal language
- redirection

Focused

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

- behaviour support plan
- Functional Behaviour Assessment
- targeted skills teaching
- PBL incentives
- Restorative Reflection
- Guidance Officer support

- teacher coaching and mentoring
- parent meeting

Intensive

School leadership team works in consultation with teacher and parents to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex Case Management and review
- stakeholder meeting with parents and external agencies including regional specialists
- short term suspension (up to 10 school days)
- long term suspension (up to 20 school days)
- charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- suspension pending exclusion (student has been suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school.
- exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently.
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at 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
- long suspension
- charge related suspension
- exclusion

At Port Curtis Road State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so 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 SAD 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 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.

Students who are suspended from Port Curtis Road State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/carers, back into the school. It is not a time to review the student's behaviour or the decision to suspend as the student has already received their consequence through their disciplinary absence from school. The aim of the re-entry meeting is for staff to set the student up for success and strengthen home-school communication.

Re-entry meetings are not mandatory. It is simply a support offered to the student to assist in their successful re-engagement in school following a suspension.

The meeting will follow a set agenda, shared in advance with the student and their family, usually via email. The meeting should be narrowly focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- welcome back to school
- check in on student wellbeing
- discussion around recent changes to school routine
- offer of supports available
- set a date for follow up
- thank student and parent for attending
- walk with student to classroom

School Policies

Port Curtis Road has tailored school discipline policies designed to ensure students, staff and visitors work collaboratively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies

- Temporary removal of student property
- Use of mobile phones and other devices by student
- 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.

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

The following items are explicitly prohibited at Port Curtis Road State School and will be removed if found in a student's possession:

- illegal items or weapons (including knives*)
- imitation guns or weapons
- potentially dangerous items (e.g. blades or rope)
- drugs** (including tobacco or nicotine)
- alcohol
- aerosol deodorants or cans
- explosives
- flammable solids or liquids
- poisons
- inappropriate or offensive material

* No knives of any type (or items that can be used as a weapon) are allowed at school. 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 knife or sharp tool for particular subjects, the school will provide information about the procedures for carrying and storing these items at school.

* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students.

Principal of Port Curtis Road State School:

- ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that:
 - consent is not required to search school property such as lockers, desks or laptops supplied by the student through the school
 - consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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
 - where there is suspicion that the student has a dangerous item in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking consent or calling the police.

Under no circumstances should the student be permitted to go into the bag themselves

- under normal circumstances, principals and state school staff are not permitted to search student property unless they have consent
- under emergency circumstances only (e.g. access an EpiPen), principals or state school staff may need to search a student's property without the student's consent or the consent of a student's parents
- parents or state school staff do not have the authority to search a student. If such a search is considered necessary, the police should be called to make such a determination.

Parents of students at Port Curtis Road State School:

- ensure your child/ren do not bring property onto school grounds or other settings used by the school 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 state school staff that the property is available for collection.

Students of Port Curtis Road State School:

- must not bring property onto school grounds or other settings used by the school 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

In deciding a reasonable time to retain or make property available for collection, principals will consider the

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

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Use of mobile phones and other devices by students

Mobile phones and other devices include personal mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

Port Curtis Road State School is committed to reducing the distraction of mobile phones and other devices to provide an optimal learning environment for all students. By not permitting mobile phones or other devices we can be sure that we:

- create an optimal learning and teaching environment, free from the distractions caused by personal use of mobile phones and other devices
- prioritise student engagement
- encourage face to face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy

The responsibilities for students using mobile phones or other devices are outlined below.

It is acceptable for students at Port Curtis Road State School to:

- use mobile phones or other devices before or after school to communicate with parents as parents see fit.
- make appropriate contact with trusted people outside of the school day
- switch off and hand in mobile or other device to the office before school starts for collection at the end of the school day.

It is unacceptable for students at Port Curtis Road State School to:

- use a mobile phone or other device in an unlawful manner
- use mobile phone or other device to take photos or videos of other students on school site or without parental consent
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material (e.g. forwarding, texting, uploading etc.)

Requests for individual exemptions can be put in writing to the Principal for the very few students with extenuating individualised circumstances e.g. medical, disability and/or wellbeing reasons). Students with a granted exemption must only use their device for the intended, approved purpose. Approved exemptions, including details of how and when a student may access their mobile phone or other device will be documented in a OneSchool Support Provision and communicated to all staff.

Mobile phones and other devices that have been temporarily removed from the student will be stored and retained in accordance with the Department's [Temporary removal of student property by school staff procedure](#).

For further information relating to the use of ICT at Port Curtis Road State School, please refer to the [Advice for state schools on acceptable use of ICT facilities and devices](#) procedure.

Preventing and responding to bullying

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

In conjunction with PBL, the school utilises the Respect program (Respectful Relationships Education for Queensland Schools). This program is designed for students from Prep to Year 12 as a primary prevention program based on evidence-based research and best-practice educational approaches with a focus on domestic and family violence, consent education leading to sexual consent, gender equality and equity, and help seeking behaviours. Through the Respect program, students will be given opportunities for social and emotional learning (in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, stereotypes, human rights, risk and responsible decision making). This results in improved social and emotional skills, self-concept, bonding to school and classroom behaviour; less disruptive classroom behaviour, aggression, bullying and delinquent acts; reduced emotional distress such as depression, stress or social withdrawal; improved academic performance.

Human Rights

Human rights play an important role in the everyday lives of children, are based on the principles of freedom, respect, equality and dignity and recognise the inherent value of each person, regardless of background, where we live, what we look like, what we think or what we believe.

Human rights are about being treated fairly, treating others fairly and having the ability to make genuine choices in our daily lives. At Port Curtis Road State School, we educate students, not only on their rights, but also on their responsibility to ensure they respect the rights of others and behave in a way that is respectful and tolerant without prejudice and bias.

Bullying

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychosocial 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.
- having immediate, medium and long-term effects on those involved, including by-standers. 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.

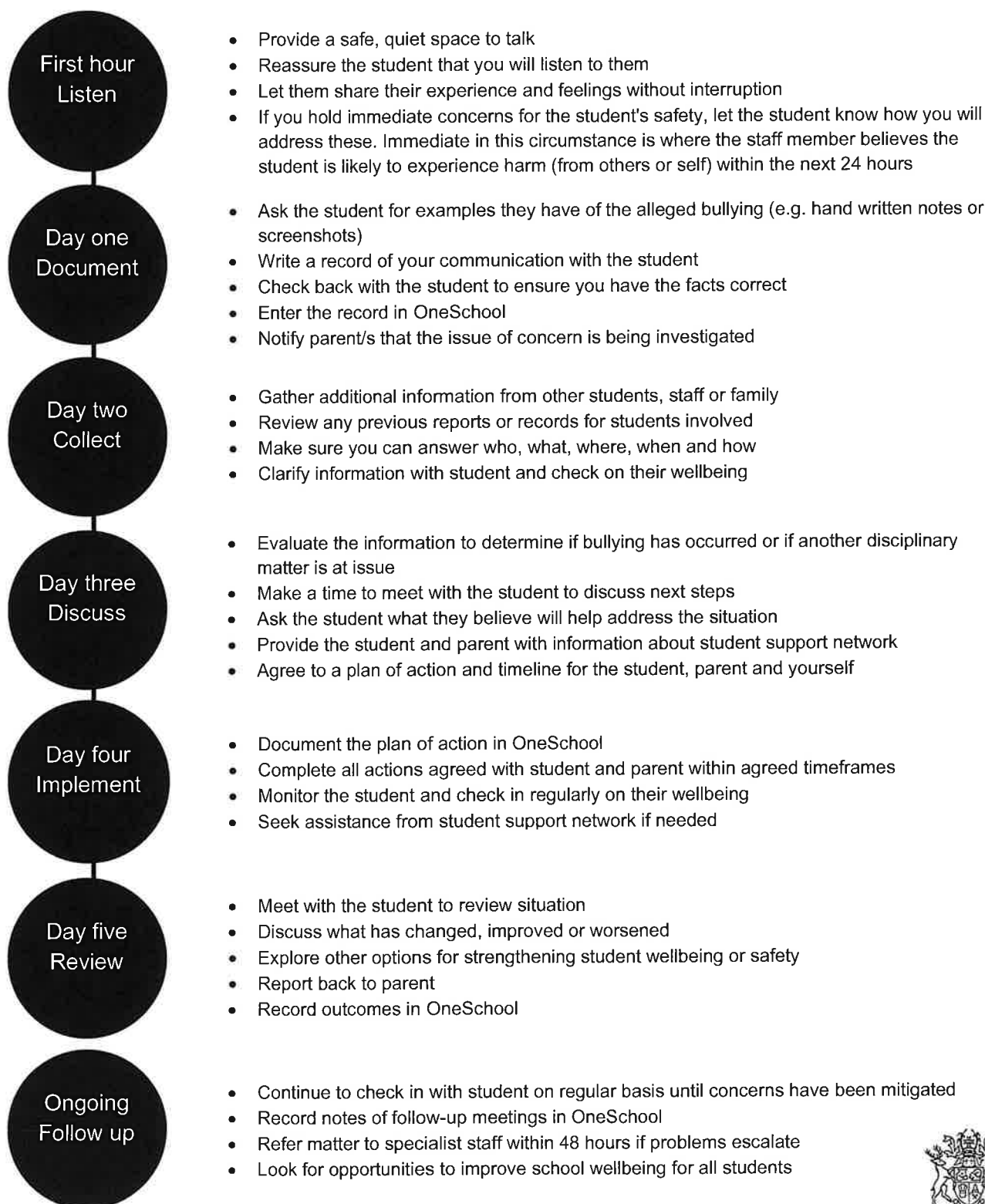
However, these incidents are still considered serious and need to be addresses and resolved. At Port Curtis Road State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. Staff will follow Tier 2 and Tier 3 processes as outlined in the Whole School Approach to Discipline.

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher



Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

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

It is important to remember that sometimes negative comments posted about the school community 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.

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.
- 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 the school directly with a compliment, complaint or enquiry due to the privacy considerations.

If you have raised an issue with the 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 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 shot or print a copy of the concerning online content
- if you consider the problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing the 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

For further information regarding cybersafety, please refer to the Department's [cybersafety and reputation](#) management page.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

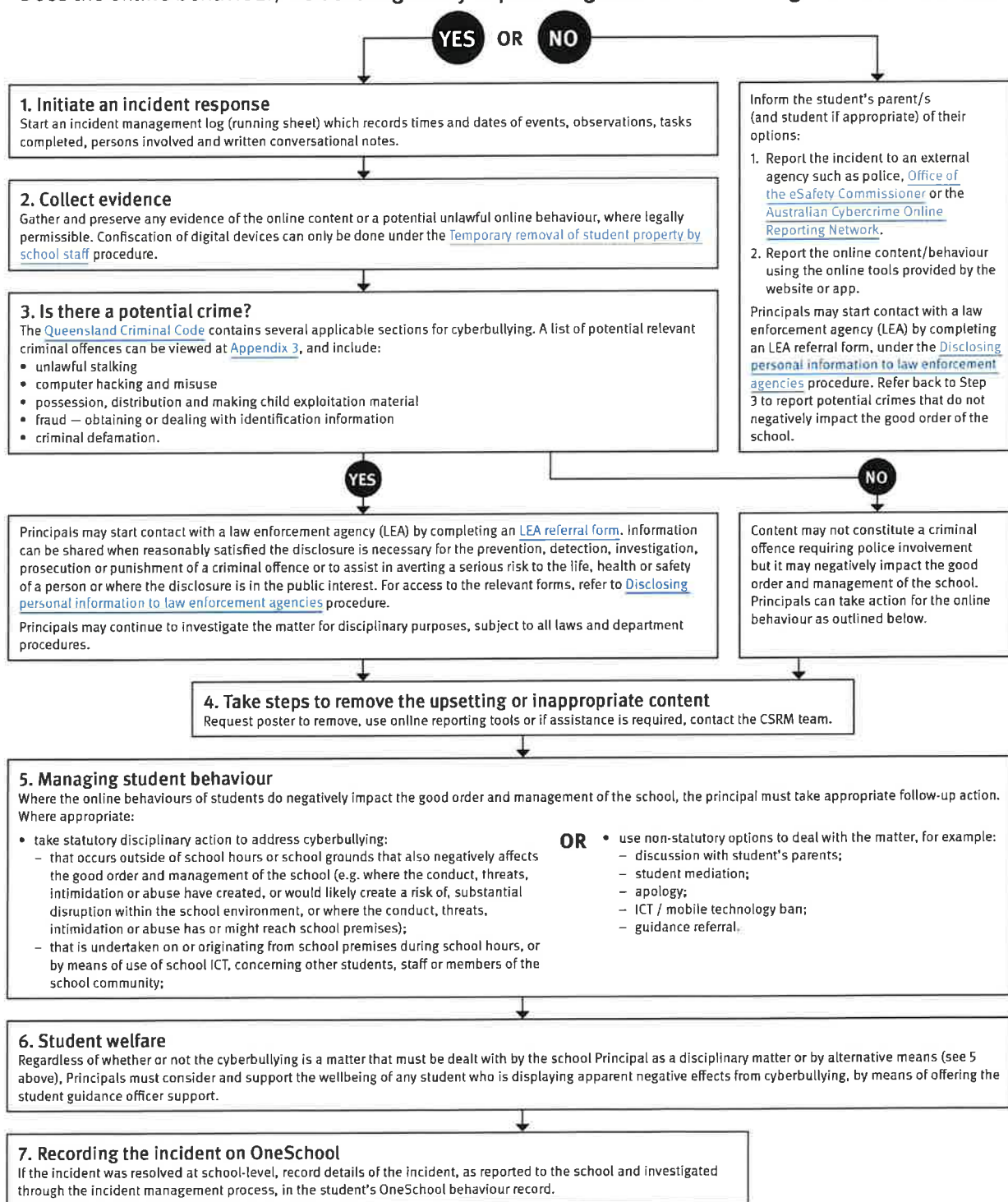
Explicit images

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

Help

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

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



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 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 that seriously endanger students 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 students under rapid and safe control.

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

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

1. Avoid escalating the behaviour: Avoid shouting, corner the student, moving the student's space, touching or grabbing, sudden responses, sarcasm, being 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 face 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 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 have led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision option for future situations.

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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 or the principal. You are also welcome to lodge your complaint in writing or over the phone.

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

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office 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 a request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au

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

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