



# Ormiston State School

## Student Code of Conduct 2025-2028

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

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

*Queensland Department of Education*

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## Endorsement

Principal Name: John Bray

Principal Signature:



Date:

School Council Chair Name: Paul O'Driscoll

Signature:



Date: 17 September 2025

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## Purpose

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

The Ormiston 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.

## Principal's Foreword

Ormiston State School has a long and proud tradition of providing high quality education to students from across the Redlands district. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

We champion student well-being through our Positive Behaviour for Learning (PBL) and the **TOPS** values:

- ◆ Teamwork – Collaborate and support each other.
- ◆ Ownership – Take responsibility for actions and learning.
- ◆ Participation – Engage fully in every opportunity.
- ◆ Sensitivity – Show respect and empathy.

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 kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Ormiston State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion. The Student Code of Conduct provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

## Consultation

The development of the Ormiston State School Student Code of Conduct was informed by a collaborative and inclusive consultation process.

A draft version of the document was first presented to the staff members of the Positive Behaviour for Learning (PBL) team. Their feedback helped shape the next version, which was then shared with all staff across the school. Staff provided further suggestions and comments for improvement.

A focus group of senior students also had the opportunity to review the draft and share their perspectives. Their input was valuable in ensuring the document reflects student voice and supports a positive school culture.

Following this, a draft copy was emailed to all parents and carers in the school community. Families were invited to provide feedback and suggestions for consideration.

After all feedback was reviewed, the final version of the Student Code of Conduct was produced and shared across the school community.

This process aimed to ensure that the final document reflects the shared values and expectations of our students, staff and families.

### **Review Statement**

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

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance, and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

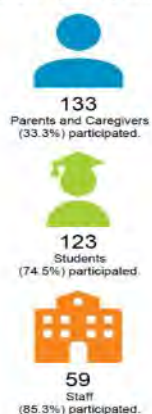
There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

## School Opinion Survey - 2024

Highlights report for (0023) Ormiston State School, 2024



Most positive items	Agreement
This school celebrates student achievements.	99.2
Teachers at this school expect my child to do their best.	99.2
This school keeps me well informed.	99.2

Least positive items	Agreement
My child's learning needs are being met at this school.	87.7
My child is interested in their schoolwork.	88.5
I understand how my child is assessed at this school.	90.6

Most positive items	Agreement
My teachers expect me to do my best.	100.0
My school celebrates student achievements.	99.2
I can access computers and other technologies at my school for learning.	99.2

Least positive items	Agreement
Student behaviour is well managed at my school.	73.2
I feel accepted by other students at my school.	74.4
I am interested in my schoolwork.	76.2

Most positive items	Agreement
This school encourages parents/carers to be active partners in educating their child.	100.0
I am aware of health, safety and wellbeing procedures at this school.	100.0
This school has an inclusive culture where diversity is valued and respected.	98.2

Least positive items	Agreement
Student behaviour is well managed at this school.	64.4
I feel that staff morale is positive at this school.	69.0
This school takes staff opinions seriously.	73.2

Agreement presents the aggregation of positive responses as a percentage, i.e. "Somewhat agree", "Agree", and "Strongly agree". The most positive items and least positive items are chosen according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown. Please refer to the relevant section of this report for further detail. The response rate shown is indicative only. It is based on the number of individuals who were invited to participate.

## Learning and Behaviour Statement

Here at Ormiston State School, we focus first on cultivating a positive culture and climate where learning is safe and inviting, and where students are encouraged to embrace what they do not know, make mistakes, learn from peers, and enjoy the process of learning. Through this foundation, we can foster collaboration, joy in learning, and ultimately achievement.

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 sets 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 the principal to discuss the model of behaviour support and discipline used at this school.

To improve student learning outcomes, Ormiston State School integrates whole school processes in Positive Behaviour for Learning (PBL), inclusive education practices, wellbeing initiatives, and deep learning (evidence-based and high impact active teaching practices that put the learner first) as a fundamental part of daily classroom instruction. We recognise that individual student needs must be understood and met for a child to be 'ready to learn' and to succeed, irrespective of circumstances or capability.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Ormiston State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

## PBL Expectations

Our school community has identified "TOPS" as the school values to teach and promote our high standards of responsible behaviour:

- T** - Teamwork: Work as a member of a team
- O** - Ownership: Own my own behaviour and learning
- P** - Participation: Participate to the best of my ability
- S** - Sensitivity: Be sensitive to the needs of others



Our school values have been agreed upon and endorsed by all staff and our school P&C and School Council. They are aligned with the values, principles and expected standards outlined in Education Queensland's State Schools Equity and Excellence Strategy.

The TOPS school wide behaviour matrix can be referred to in Appendix 1.

### Parents and staff

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

## Teamwork

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or Deputy 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 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 leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

## Ownership

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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 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 seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will provide positive feedback about your child's work in the school.

## Participation

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></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 stay informed about school news and activities by reading the school newswatches, emails, Facebook updates and other materials sent home by school staff.	We will use the electronic school newswatches as the primary means of notifying parents about school news, excursions or events.
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.



## Sensitivity

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
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 are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
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.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require

## Multi-Tiered Systems of Support

Ormiston State School uses 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.

Tier	Prevention Description
1	<p><b>All students</b> (100%) 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.</p> <p>The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Ormiston State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school.</p> <p>Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour. This involves:</p> <ul style="list-style-type: none"> <li>teaching behaviours in the setting they will be used</li> <li>being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account</li> <li>providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them</li> <li>asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.</li> </ul>

A set of behavioural expectations in specific settings has been attached to each of our four school values. The Ormiston State School TOPS Matrix outlines our agreed rules and specific behavioural expectations in all school settings. See Appendix 1 for this table.

These expectations are communicated to students and parents via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on school parades and active supervision by staff during classroom and non-classroom activities.

Ormiston State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School Behaviour Leadership team members provide regular information to staff and parents, and support to others in sharing successful practices.
- A school wide PBL Flowchart has been developed to clearly identify appropriate responses to reward desired behaviours and respond to unwanted behaviours
- Induction programs delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies, including the Bullying Policy.

#### Reinforcing expected school behaviour

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

Staff members hand "Gotcha's" out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. When they observe a student following the rules they can choose to give them a "Gotcha". The following table outlines Ormiston State School's Positive Recognition Flow Chart.

#### **TOPS BEHAVIOUR AWARDS**

Semester One TOPS Behaviour awards are presented to those students who received an A standard for Behaviour as well as a minimum of 80% Excellent ratings for effort in the common subjects reported on during that semester.

The Parade of Excellence TOPS Behaviour awards are presented to those students who have maintained this standard across both semesters.

The flowchart below outlines the positive recognition process for our school. It details how students are recognised for positive behaviour choices and what rewards are provided.



## ORMISTON STATE SCHOOL POSITIVE RECOGNITION FLOWCHART

### PARADE AWARDS

Student awards are presented at whole school and sectional parades.  
Students are identified by classroom teacher based on behaviours or actions.

### GOTCHAS

Gotchas are received by students in class and in the playground who display TOPS expectations.

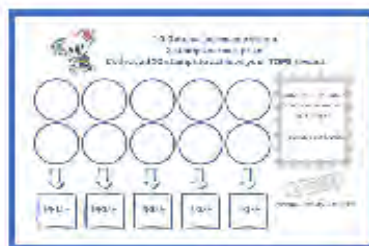
TEAMWORK – OWNERSHIP – PARTICIPATION – SENSITIVITY



### PASSPORT



GOTCHAS are recorded in student PBL Passports.



10 Gotchas = 1 stamp in passport

2 stamps earns a prize.  
Students can bank stamps to earn a bigger prize.

Collect all 10 stamps to earn a TOPS reward and certificate at Assembly.

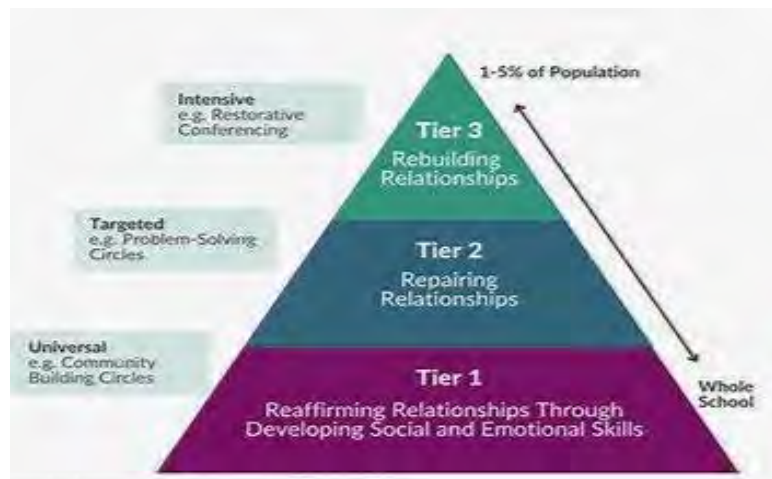
	<p><u>Re-directing low-level and infrequent problem behaviour</u></p> <p>When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.</p> <p>Our preferred way of re-directing low-level problem behaviour is to employ a range of essential skills for behaviour management, including but not limited to cuing, proximity and verbal redirection. The student may be asked to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community. The Ormiston State School PBL Flowchart identifies the ongoing response to persistent low-level behaviours and unwanted / unacceptable behaviours.</p>
2	<p>Targeted instruction and supports for <b>some students</b> (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or 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:</p> <ul style="list-style-type: none"> <li>• there is a clear connection between the skills taught in the interventions and the school-wide expectations.</li> <li>• interventions require little time of classroom teachers and are easy to sustain</li> <li>• variations within each intervention are limited</li> <li>• interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).</li> </ul> <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <b>few students</b> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams 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 FBA) and should include strategies to:</p> <ul style="list-style-type: none"> <li>• PREVENT problem behaviour</li> <li>• TEACH the student an acceptable replacement behaviour</li> <li>• REINFORCE the student's use of the replacement behaviour</li> <li>• MINIMISE the payoff for problem behaviour.</li> </ul> <p>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.</p>

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

### Reflecting on Behaviour and Restorative Practices

Following a behaviour incident, a student may be directed to work with a staff member to reflect on their actions. This will take place during an allocated break time (eg first break). This process is guided by restorative practices, which focus on repairing harm, restoring relationships, and supporting positive change. Students will be supported to take responsibility, reflect on the impact of their behaviour, and explore ways to make amends.

### Restorative Practices Process



#### What is restorative practice?

##### Overarching principles:

- repairing harm, Accountability, Reducing risk, Stakeholder involvement and Community partnership.
- Doing with NOT Doing to.
- Goals of restorative practice in schools:
  - Hold students accountable for their actions through repairing harm and making amends
  - Includes persons who have harmed and been harmed
  - Re-engages students at risk of academic failure through dialogue-driven restorative responses to school misbehaviour
  - Establish school-based practices such as circles, conferencing and peer mediation.

## Consideration of Individual Circumstances

Ormiston State School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

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



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

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

## Student Wellbeing

Ormiston State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

### Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [K–12 Curriculum, Assessment and Reporting Framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Ormiston State School, we provide age-appropriate health education that reinforces public health and safety messages.

### Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

#### *Specialised health needs*

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

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

### *Medications*

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**).

For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

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

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

## Whole School Approach to Discipline

As stated, Ormiston 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 all classrooms and programs offered through the school, including sporting activities and excursions.

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 Ormiston State School, we see discipline as more than just giving punishments. We believe student behaviour is part of the whole teaching and learning process. Our staff make expectations clear, teach students how to meet them, and use behaviour incidents as opportunities to guide and re-teach.

The development of the Ormiston State School 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 can be used in any environment, including the home setting for students. Doing everything, we can do to set students up for success is a shared goal of every parent and school staff member.

Any student or parent who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with a member of the Administration team.

The disciplinary consequences model used at Ormiston 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 practiced. Teachers may use in-class corrective feedback, sanctions, and rule reminders to respond to low level or minor problem behaviours.

Some students will need additional support, time and opportunities to practice expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. 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 class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other 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**

Ormiston State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences as outlined in the Ormiston State School Minor and Major Behaviours Matrix. (Appendix 2). Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

### Minor and major behaviours

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

- Minor problem behaviour is handled by staff members at the time it happens and then students
- Major problem behaviour is handled by staff members at the time it happens and then students present to Administration for discussions or actions and consequences and signing of a "Blue Card" to go home to the Parent/Carer.

Minor behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a re-direction procedure. The staff member takes the student aside and:
- names the behaviour that student is displaying,
- asks student to name expected school behaviour,
- states and explains expected school behaviour if necessary



- gives positive verbal acknowledgement for expected school behaviour.
- a minor consequence logically connected to the problem behaviour, such as apology, restitution, or detention for work completion, contacting Parent/Carer.
- partial removal from an activity or event for a specified period, (time out),
- complete removal from the classroom for a specified period of time (Buddy Class) to enable the teacher to re-establish a positive learning environment for the remainder of the class

Major behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration through the issuing of a blue card because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour.

Major problem behaviours may result in the following consequences:

- **Level One:** Parent/Carer contact, time in office, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to Tier 2 Program; and/or
- **Level Two:** Parent/Carer contact, referral to Guidance Officer, school Chaplain, or Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

All staff are familiar with our school table of example major and minor behaviours.

#### Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

#### Ensuring consistent responses to problem behaviour

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

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re directs their behaviour or consequences are applied for problem behaviour. We explicitly teach students the "High 5" strategy as an appropriate response to problematic peer behaviour. (Appendix 5)

#### **Focused**

Other school-based staff supports class teacher to address in-class problem behaviour. This may include:

- Functional Behaviour Assessment

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

### **Intensive**

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

### **Reflecting on Behaviour and Restorative Practices**

Following a behaviour incident, a student may be directed to work with a staff member to reflect on their actions. This will take place during an allocated break time. This process is guided by restorative practices, which focus on repairing harm, restoring relationships, and supporting positive change. Students will be supported to take responsibility, reflect on the impact of their behaviour, and explore ways to make amends.

## **School Disciplinary Absences (SDA)**

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

An SDA is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

At Ormiston State School, the use of any SDA is considered a serious decision. It is typically only used by the Principal or their delegate 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. There is no appeal for a short suspension. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination, and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students suspended from Ormiston 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/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

### **Structure**

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly 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
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an

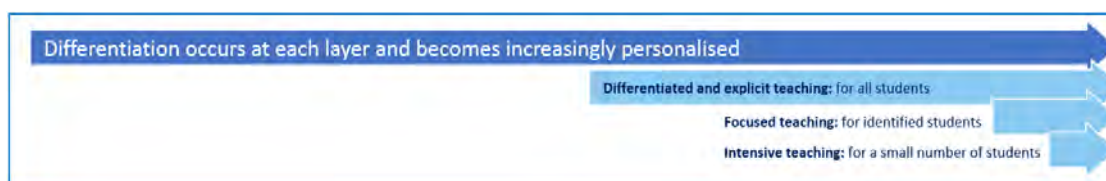
appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as the guidance officer or school chaplain, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## Differentiated and Explicit Teaching

Ormiston 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 Ormiston State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural 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 map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

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

## Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and 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 involves 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.

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Ormiston State School to provide

focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

## **Intensive Teaching**

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

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

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

## Legislative Delegations

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

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\)](#)
- [Disability Discrimination Act 1992 \(Cwth\)](#)
- [Commonwealth 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 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulations 2011 \(Cwth\)](#)

## Delegations

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

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

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

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

## School Policies

Ormiston State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. 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 students
- Preventing and responding to bullying
- Appropriate use of social media

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

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

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

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

- illegal items or weapons (e.g. guns, knives\*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs\*\* (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

\* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

## **Responsibilities**

### **State school staff** at Ormiston State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### **Parents** of students at Ormiston State School

- 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 Ormiston State School Student Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect.
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

### **Students** of Ormiston State School

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

## **Use of mobile phones and other devices by students**

## **Responsibilities**

### **At Ormiston State School students must adhere to the following guidelines regarding personal electronic devices:**

- Students who need to carry a personal electronic device with them for emergency/ security reasons are required to leave the device at the office during school hours (unless it is for medical monitoring – e.g. Blood glucose levels).



- The device is to be turned off and handed in at the office upon arrival to school and collected upon dismissal at 3:00pm. Students complete the 'sign in' and 'sign out' register accordingly. No items can be collected by students during the day unless the student is going home early.
- No liability will be accepted by Ormiston State School in the event of the loss, theft or damage of any personal electronic device if a student does not follow the aforementioned guidelines and leaves the item in their school bag during school hours.
- Consequences may be issued for students who refuse to comply with the above guidelines and are found using a personal electronic device during school time. This may include having the item confiscated, parent phone call, detention or another consequence in line with the Ormiston State School Responsible Behaviour Plan for Students.
- Consequences will also be issued to any student who photographs or films other individuals without their consent, with their consent during school hours (unless for a set learning activity) or who sends harassing or threatening messages during school hours.
- Parents who need to contact their children during school hours are advised to do so through the school office.

## Preventing and responding to bullying

In order to build and maintain a supportive environment that foster's our 'Learn As We Grow' motto, bullying is not tolerated in our school community.

This diagram represents a whole-school approach to preventing and responding to bullying by building a safe, inclusive, and supportive environment. Each element plays a key role:



### 1. Leadership

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### 2. Inclusion

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### **3. Student voice**

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### **4. Partnerships**

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### **5. Support**

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning

## **Bullying**

The agreed national definition for Australian schools describes bullying as

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

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

The students at Ormiston State School are also taught strategies to solve problems and manage issues, including the Hi-5 strategy:

1. **Ignore**
2. **Move away**
3. **Say "Stop! I don't like what you are doing"**
4. **Stop! Say "I told you I don't like that and if you don't stop I will report you"**
5. **Tell a teacher immediately.**

Parents can work together with the school by speaking to your children using the TOPS Framework (Teamwork, Ownership, Participation, Sensitivity) when reflecting about the activities of the school day and activities at home. It is important for children to see the connection between school and home. Children need to practice how to manage a range of situations. Parents can work together with the School assisting their child to practice what to say and do using the Hi-5 strategy. (Refer to Appendix 3)

It is important that positive, open lines of communication are maintained between school and home in order to achieve productive outcomes. Parents are encouraged to contact Teachers or Administration with any issues of concern.

The following flowchart explains the actions Ormiston State School 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 the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

### **Ormiston State School - 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 - Year 6 – Class teacher

Prep – Year 2 – Deputy Principal – P-6, Principal

### First hour Listen

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

### Day one Document

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

### Day two Collect

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

### Day three Discuss

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

### Day four Implement

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

### Day five Review

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

### Ongoing Follow up

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

## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

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

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

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

# Ormiston State School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

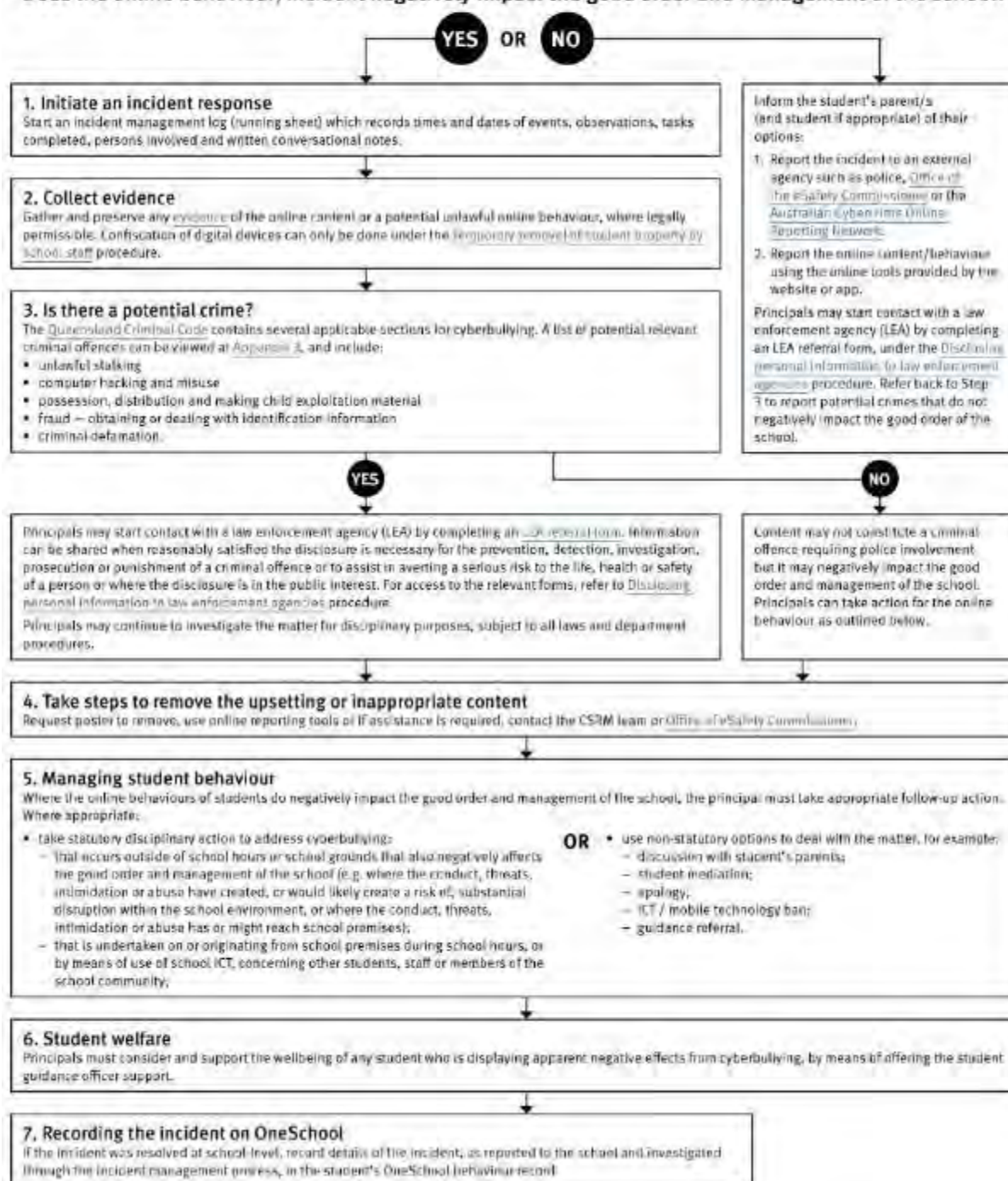
### Explicit images

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

### Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersecurity and Reputation Management (CSRM) team on 2024 5035 or [Cybersecurity.ReputationManagement@psq.qld.edu.au](#).

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



## **Cybersafety and Reputation Management (CRM)**

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

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

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

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

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

## **Student Intervention and Support Services**

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Ormiston State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.



## What can I do if my child is being bullied?

It is natural for parents and siblings to feel very upset when a child is affected by school bullying. Parents may feel anger, fear, confusion, frustration, embarrassment, and powerlessness however it is important for parents to remain positive and focused on trying to find a solution.

The way children relate to each other is complex and the bullying situation can change regularly or unexpectedly. At Ormiston State School we recommend parents use the following general strategies to support their child in issues of bullying:

- **Talk to your child in a calm and supportive manner**, focusing on finding a solution to the problem. Discuss with your child some immediate strategies to deal with the bullying.
- **Up-skilling your child** on how to use words or actions in a variety of situations and most importantly practicing these by setting up an imaginary situation-
  - pretending not to be bothered or frightened by teasing or bullying,
  - making a quick retort or response to surprise or disarm the other child,
  - using a humorous response,
- **Use the Hi-5 strategy.**
- **Do not advise your child to fight with the other child** as this can only escalate the situation, and your child may be reprimanded for their involvement in a fight.
- If your child is being bullied through electronic media, you can manage/limit the access to technology. It is important to monitor your child's use of media, especially with social networking sites, ensuring that they use these sites in a supervised capacity and within legal boundaries.
- **Work with school staff** by-
  - gathering information about the bullying,
  - contacting or meeting with school staff, stay calm and discuss the situation,
  - come to an agreement on a plan of action to deal with the bullying,
  - keep the lines of communication open and regular,
  - encourage your child to try the agreed strategies at school and reinforcing them at home.

Adapted from: *Working Together: A toolkit for parents to address bullying*

## What are the consequences for bullying?

The consequences will vary for each individual situation. Students should report any issues with other students to their classroom teacher or the teacher on playground duty. Where appropriate, the teacher will refer the matter to Administration for investigation. This could include out of school behaviour (including online) that affects the school's good order and management.

A range of consequences may be given to students involved, consistent with the school's Code of School Behaviour.

For more information on defining bullying, visit the following links to watch:

- Dr Michael Carr-Gregg's 'Six Quick Tips for Parents about Bullying'.
- What is Bullying-<http://www.youtube.com/watch?v=b597hE4k ic>
- What are the Signs of Bullying-<http://www.youtube.com/watch?v=PFFK2awComl> How to Support your Child if bullied-<http://www.youtube.com/watch?v=BDfjMHIS 9A> How can You Work with the School- <http://www.youtube.com/watch?v=6hbwDQmvj8A> What is Cyberbullying? <http://www.youtube.com/watch?v=rcYK7A2JS1s>
- Parents can access further information about bullying and how to support their child at the following websites:
- Bullying. No Way!- <http://www.bullyingnoway.com.au/> National Centre Against Bullying- <http://www.ncab.org.au/> Kids Helpline- <http://www.kidshelp.com.au/>



## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using

a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

# Restrictive Practices

School staff at Ormiston State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

In some very rare situations, where there is immediate risk of physical harm to the student or other people, and when all other alternative strategies have failed to reduce the risk, it may be necessary for staff to use restrictive practices.

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

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

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

Very rarely restrictive practices will be planned and staff will employ, when necessary, pre-arranged strategies and methods (of physical restraint/ mechanical restraint/ clinical holding) which are based upon behaviour risk assessment or clinical health need and are recorded in advance. The use of planned strategies will only be where there is foreseeable immediate risk consistent with the [Restrictive practices procedure](#).

Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies, a staff member will observe the student at all times and seclusion will cease as soon as possible.

Following the use of any restrictive practice, a focused review will help staff to understand how they responded to the risk in any incident that involved the use of a restrictive practice. Staff will consider whether there are other options for managing a similar situation in the future. This strategy works well for reducing the use of restrictive practices.

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

## Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (e.g. in the community, on the road). The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

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

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

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

## Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

## Resources

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#)

- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Complaints and grievances management policy](#).



# Appendices

## Appendix 1 – TOPS Behaviour Expectations

ORMISTON STATE SCHOOL			MATRIX: What does it look like in these settings				
	At Ormiston we are expected to ...	Links to TOPS Folder	Classroom	Playground	Eating areas	Moving Around School	Before and After School
<b>T</b>	Work as a member of a team	<b>Teamwork</b> <ul style="list-style-type: none"> <li>❖ Demonstrate leadership</li> <li>❖ Play sensibly</li> <li>❖ Communicate appropriately</li> <li>❖ Take turns and share</li> <li>❖ Work together</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language</li> <li>• Use friendly voice and words</li> <li>• Work together to achieve shared goals</li> <li>• Be active and respectful in groups</li> <li>• Take turns and share – be patient</li> </ul>	<ul style="list-style-type: none"> <li>• Use positive language</li> <li>• Try to solve our own problems</li> <li>• Show <u>self control</u> and co-operate with others</li> <li>• Play in the appropriate area</li> </ul>	<ul style="list-style-type: none"> <li>• Move quietly to/from eating area</li> <li>• Remained seated for eating time</li> <li>• Work together to keep eating area clean</li> </ul>	<ul style="list-style-type: none"> <li>• Walk in line/lines quietly</li> <li>• Look out for others – keep to the left of path</li> <li>• Take turns at the drinking taps</li> </ul>	<ul style="list-style-type: none"> <li>• Always walk sensibly to designated areas</li> <li>• Follow pathways and avoid red lines</li> </ul>
<b>O</b>	Own our own behaviour	<b>Ownership</b> <ul style="list-style-type: none"> <li>❖ Take responsibility for our own behaviour</li> <li>❖ Own our own learning</li> <li>❖ Keep ourselves and others safe</li> </ul>	<ul style="list-style-type: none"> <li>• Look after own and others property</li> <li>• Be organised and ready for learning</li> <li>• Keep hands and feet to self</li> <li>• Enter and exit classroom in an orderly manner</li> </ul>	<ul style="list-style-type: none"> <li>• Display appropriate behaviour</li> <li>• Keep hands and feet to self</li> <li>• Accept consequences and actions of choices</li> <li>• Take care of playground and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Sit in the correct areas</li> <li>• Place rubbish in bins place</li> <li>• Keep hands and feet to self</li> <li>• Put your lunch box away when finished</li> </ul>	<ul style="list-style-type: none"> <li>• Look after equipment</li> <li>• Stay on path</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Place bag away first</li> <li>• Organise yourself – choose your club (8.30am) and remain there</li> <li>• Remember a hat for Walkers' Club</li> </ul>
<b>P</b>	Participate to the best of my ability	<b>Participation</b> <ul style="list-style-type: none"> <li>❖ Demonstrate friendship and play sensibly</li> <li>❖ Have-a-go</li> <li>❖ Tolerate others</li> </ul>	<ul style="list-style-type: none"> <li>• Be organised and on time</li> <li>• Attempt to do our best</li> <li>• Take risks and "Have a Go"</li> <li>• Be on task</li> </ul>	<ul style="list-style-type: none"> <li>• Show sportsmanship</li> <li>• Look after peers</li> <li>• Follow teacher directions</li> <li>• Follow rules</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure eating area is tidy</li> <li>• Wait for staff instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Walk sensibly</li> <li>• Be organised with all materials</li> <li>• Follow teacher directions</li> </ul>	<ul style="list-style-type: none"> <li>• Know and follow rules/procedures at each club</li> </ul>
<b>S</b>	Be sensitive to the needs of others	<b>Sensitivity</b> <ul style="list-style-type: none"> <li>❖ Know when to stop</li> <li>❖ Demonstrate resilience and stand strong</li> <li>❖ Resolve conflict appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Raise hand to speak</li> <li>• Ask permission before borrowing equipment</li> <li>• Ask permission to move around classroom</li> <li>• Follow staff directions/instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Choose and use words appropriately</li> <li>• Show respect to students and staff</li> <li>• Be tolerant of others</li> </ul>	<ul style="list-style-type: none"> <li>• Eat quietly</li> </ul>	<ul style="list-style-type: none"> <li>• Be quiet and respectful of classes working</li> <li>• Be polite to staff and visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Keep noise to a minimum</li> <li>• Respect others</li> </ul>



# OSS Behaviour Matrix

BEHAVIOUR	MINOR	MAJOR
<b>DISRESPECT</b> Student intentionally delivers socially rude or dismissive messages to adults or students.	Student delivers socially rude or dismissive messages to adults or children. eg. eye rolling, rude gesture, ignoring instructions, lying	Student delivers socially rude or dismissive messages to adults or students <b>with the intention to be disrespectful</b> . eg. inappropriate hand gestures
<b>DEFIANCE</b> Student refuses to follow directions given by school staff.	Student refuses to follow classroom or school rules either immediately or in a timely manner.	
<b>DISRUPTION</b> Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	Student behaviour causing an interruption in class or activity. Disruption may include loud talk, noise with materials or body parts.	<b>Student behaviour intensifies</b> causing an interruption to class or activity. Disruption may include sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.
<b>PHYSICAL AGGRESSION</b> Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	Student uses non-threatening physical contact with others. eg. Play fighting	<b>Student uses intentional physical misconduct</b> where injury may occur. eg. Hitting, punching, kicking, hair pulling, scratching, biting, spitting at individuals etc.
<b>TECHNOLOGY VIOLATION</b> Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	Student engages in the use of mobile devices in school time or uses ICT devices inappropriately. eg. • Accessing ICT without permission. • Accessing ICT that is not related to task. • Using someone else password (given). • Having a mobile phone in any part of the school. • Taking digital images without permission. • Using a mobile phone & smart watch during school hours.	Student engages in the use of mobile devices in school time or uses ICT devices inappropriately <b>for the intent of causing harm and anxiety</b> . eg. • stolen password. • impersonating staff or other students. • downloading of software, sites, pictures etc. • changing computer settings. • providing personal information to websites. • inappropriate messaging, group chats. • fraudulent or illegal activity such as attempting to hack, • implementing DoS attacks, • use of key loggers.
<b>PROPERTY DAMAGE</b> Student participates in an activity that results in destruction, damage or disfigurement of property.	Student engages in behaviours that has the potential to cause damage to facilities or property. Eg: littering, lack of care for the environment	Student engages in an activity that <b>results in the destruction or disfigurement of property</b> . Eg: breaking classroom items with intent, possession of weapons, wilful property damage, vandalism,
<b>PROPERTY MISUSE</b> Property misuse causing risk to others. Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	Student engages in misuse of property which may cause a risk of injury or ill-health to others. eg. throwing object as a game	Student engages in misuse of property <b>with the intention</b> to cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury. Using objects to cause harm. eg. intentionally hitting with a stick, stabbing with pencil
<b>ABUSIVE LANGUAGE</b> Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	Student uses <b>non-threatening</b> verbal messages that includes swearing, name-calling, teasing or use of words in an inappropriate way. eg: "this sucks", "shut up", "stupid"	Student uses <b>direct threatening</b> verbal messages that includes swearing, name-calling, teasing or use of words in an inappropriate way. eg. An expletive at another student or teacher, threats to others.
<b>BULLYING</b> Student engages in deliberate verbal, physical and/or social behaviour intended to cause <b>ongoing</b> physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		<b>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm</b> . Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden. Sustained, targeted, physical, verbal or written by the same individual. Sustained active bystander behaviour.
<b>HARASSMENT</b> Student engages in the delivery of harmful messages in any format related to gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics.	Student engages in minor, non-repeated levels of harassment. eg: Name calling (Girls smell)	<b>Student engages in the repeated delivery of harmful messages relating to individuals' specific characteristics</b> . eg: Personalised name calling (gender identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics)
<b>ACADEMIC MISCONDUCT</b> Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	Student falsely demonstrates their learning. eg. Sharing answers during a test, copying answers off others	Student inappropriately and falsely demonstrates their learning with the <b>intention of gaining an advantage</b> . It includes cheating, collusion, contract cheating, fabricating, impersonation, examination misconduct, plagiarism.
<b>THEFT</b> Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Student is involved in the procession of a non-valuable item from person or environment. eg: The removal of a "shiny object"	Student is involved in the procession of an object or having passed on, or being responsible for removing school or someone else's property with the <b>intention of not returning</b> .
<b>FIGHTING</b> Student is involved in mutual participation in an incident involving physical violence.	Student is involved in the <b>planning or agreement</b> to participate in a pre-planned fight.	Student is involved in <b>mutual participation</b> involving of physical violence.
<b>SUBSTANCE MISCONDUCT involving tobacco and other legal substances</b> Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Student is in possession of illegal object without the knowledge of use of object. eg: Vape, medication	Student is in possession of, caught using, or under the influence of illegal drugs, alcohol or tobacco. Student is in possession of knives or guns (real or look alike), or other objects readily capable of causing bodily harm, or creating the impression (as in the case of fake guns or grenade) of causing bodily harm.



## The High 5

