



Everton Park State High School

Student Code of Conduct 2021 - 2024

Every student succeeding
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.
Queensland Department of Education
State Schools Strategy 2020-2024

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...Where every student is known

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Purpose

...Where every student is known

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

The Everton Park State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe, respectful workplace.

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Endorsement

Principal's Name	Sue Wallace
Principal's Signature	<i>Sue Wallace</i>
Date	5/11/20
School Council Chair's Name	Mary-Ann Strelow
School Council Chair's Signature	<i>Mary-Ann Strelow</i>
Date	8th September 2020

Principal's Forward

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Everton Park State High School has a long and proud tradition of providing high quality education to students from across the established communities of Everton Park, north-west Brisbane and the Greater Brisbane Region. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Everton Park State High School has three core values:-

Responsibility	Be accountable for your actions; resolve differences in constructive, non-violent and peaceful ways; contribute to society and civic life and take care of our environment.
Respect	Be respectful of yourself and of others; speak kindly and constructively; exhibit courtesy and empathy; treat all others with common decency; take care of all property.
Doing Your Best	Be a hard worker who strives to achieve their very best academically and socially; operate by the mantra that "only my best is good enough"; seek constructive feedback and seek to improve continuously.

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 community needs now and in the future.

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

I thank the many members of the school community who were involved in bringing this Everton Park State High School Student Code of Conduct together over the last twelve months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Sue Wallace
Principal

Learning and Behaviour Statement

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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.

Multi-Tiered Systems of Support

Everton Park State High 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.

Tiers	Prevention Description
Tier 1	<p>All students in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum (AC), QCAA Syllabus and Positive Behaviour for Learning (PBL) expectations.</p> <p>This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons via PBL Focus of the Week PowerPoints delivered in Home Group Everton Park Leadership Futures (ELF) lessons that focus on behaviour and core values targeted recognition throughout the school year on assembly, in newsletters, Facebook, daily EP Pride ticket distribution and awards, reward days and Everton Park Incentive Certificates (EPICs), so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
Tier 2	<p>Targeted instruction and supports for Some students (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 and builds on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups numbers 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 include:</p> <ul style="list-style-type: none"> a clear connection between the skills taught in the interventions and the school-wide expectations interventions require little time of classroom teachers and are easy to sustain variations within each intervention are limited interventions have a good chance of working (e.g. they are "evidence-based" interventions that are matched to the student's need).

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Tiers	Prevention Description
Tier 3	<p>Individualised services for a Few students (2 - 5%) who require the most intensive support. 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 functional Behaviour Assessment (FBA)) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple 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>

Consideration of Individual Circumstances

Staff at Everton Park State High School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, 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 disciplinary consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents/carers 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 the principal to discuss the matter.

Student Wellbeing

Everton Park State High School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/carers and students to speak with their Home Group (HG) teacher, Head of Year (HOY) or make an appointment to meet with the Guidance Officer (GO) 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 (SLW) Framework supports Everton Park State High School with creating a positive school culture 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

Everton Park State High School builds 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 P–12 Curriculum, Assessment and Reporting Framework (CARF). These foundations are also embedded in the school's Everton Park Leadership and Futures (ELF) Program and the weekly Positive Behaviour for Learning (PBL) lessons and presentations that students engage with.

Everton Park State High School acknowledges the positive impact that a meaningful relationship between teachers and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Everton Park State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

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.

Drug education and intervention

Everton Park State High School implements drug education programs through the HPE Syllabus;

- through student engagement in the ELF Program
- through support staff as directed by the Guidance Officer
- One-on-one support and external referrals are available.

These measures are taken to protect the health and safety of students, staff and the wider community.

Specialised health needs

Everton Park State High School works closely with parents/carers 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 by the Clinical Nurse.

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

Everton Park State High School requires parent/carer consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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For students with a long-term health condition or an emergent condition requiring medication, parents need to provide the school with the relevant Request to Administer Medication at School form signed by parents/carers (see Appendix #1 & #2 pg 30-34).

Everton Park State High 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. These are located in the Administration Office and in the Student Resource Centre.

Mental health

Everton Park State High School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes:

- facilitating the development, implementation and periodic review of an Individual Student Support Plan (ISSP) through the Guidance Officer.
- Individual Behaviour Support Plans (IBSP) are also enacted for students requiring support within curriculum settings
- Referral to the Student Learning and Wellbeing Team via a referral process through a Head of Year (HOY) or Head of Department (HOD) via any staff member
- Student Support Services referral process in place
- timeout cards
- flexible timetables
- external referrals
- safety plans
- complex case management plans.

Suicide prevention

- Monitoring of at-risk students through case management
- Safety plans for at-risk students.
- Suicide postvention plan in place

Everton Park State High School staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of a student in the first instance and where necessary provide first aid. In all other situations, Everton Park State High School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents/carers are advised
- all actions are documented and reported.

Student Support Services Team (SSS)

Everton Park State High School is proud to have a comprehensive Student Support Services Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a skilled staff team whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Everton Park State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services Team.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer, Prina Scot on 3354 0222.

Role	What they do
Principal and Deputy Principals	<ul style="list-style-type: none"> • Leadership of Student Support Services Team to promote an inclusive, positive school culture • Monitor attendance, behaviour and academic data to identify areas of additional need.
Guidance Officer	<ul style="list-style-type: none"> • Oversees a comprehensive support service to promote the wellbeing and welfare of students and staff • Provides individual and group counselling and programs for social/emotional wellbeing and other life skills • Facilitates referrals to external services • Provides career and pathway guidance and counselling • Administers psychoeducational assessment as required • Collaboratively develops support plans to address social/emotional, behavioural and welfare concerns • Liaises with parents, staff and external support services to facilitate a holistic approach to student wellbeing.
Heads of Year	<ul style="list-style-type: none"> • Provide continuity of contact for students and their families • Foster student social and emotional wellbeing by ensuring students feel safe and connected at school • Nurture a sense of belonging to their home group, year level and school • Monitor attendance and uniform • Calculate EPIC Awards.
Heads of Department	<ul style="list-style-type: none"> • Ensure engagement and support of students within their designated learning areas (including engaging support staff to assist with behaviour and curriculum modification) • Work with students and staff on identifying individualised learning support for students within their faculties • Monitor behaviour and wellbeing of students.
Chaplains	<ul style="list-style-type: none"> • support students to overcome barriers to education such as: <ul style="list-style-type: none"> • social/ emotional support • spiritual support • educational support • extra-curricular activities • mentoring • community development.

Role	What they do
Defence School Mentor	<ul style="list-style-type: none"> • Provides support and assistance to Australian Defence Force (ADF) families and students to minimise the impact of mobility on education • Supports students during their transition into and out of the school • Monitors the social and emotional wellbeing of students • Provides support and encouragement during stressful and emotional times • Enhances awareness and appreciation of the unique Defence lifestyle in schools and communities • Leads defence students club which provides an informal, safe and friendly environment where students can meet and get to know each other • Providing ADF families the opportunity to connect with other Defence families • Linking ADF families with relevant support networks as necessary.
Indigenous Education Worker	<ul style="list-style-type: none"> • provides indigenous students with individual and, at times, group support to assist their engagement with education and training • supports indigenous students to overcome barriers to education such as <ul style="list-style-type: none"> • attendance at school • drug and alcohol support needs • QCE/learning support • behaviour support • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing • access to and support from external agencies. • provide cultural support, family guidance and connection for indigenous students across the school community.
School-Based Youth Health Nurse	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to <ul style="list-style-type: none"> • healthy eating and exercise • relationships • personal and family problems • feeling sad, worried and angry • sexual health • smoking, alcohol and other drugs.
Youth Worker	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • supports students to overcome barriers to education such as <ul style="list-style-type: none"> • attendance at school • drug and alcohol support needs • QCE/learning support • behaviour support • relationships/social skills • conflict with family/peers/teachers • social/emotional/physical wellbeing • access to and support from external agencies.

Whole School Approach to Discipline

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Everton Park State High 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 Everton Park State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Everton Park State High School, Student Code of Conduct provided an opportunity to explain the PBL Framework with parents/carers 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/carer and school staff member.

Any students or parents/carers who have questions or would like to discuss the Student Code of Conduct and/or PBL are encouraged to speak with the class teacher, Home Group teacher, Head of Year or a member of Administration.

Positive Behaviour For Learning

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Our staff are committed to delivering a high quality of education for every student and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students:

Be Responsible
Be Respectful
Be Your Best

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Everton Park State High School.

Be Responsible

- Be on time
- Be organised and prepared for learning
- Take ownership for your own progress
- Keep mobile phones and personal technology secure, turned off and out of sight
- Look after the school facilities and equipment.

Be Respectful

- Follow staff directions
- Respect others' right to learn
- Listen carefully to staff
- Use positive and appropriate language
- Value diversity and treat all others with respect.

Be Your Best

- Complete all class task to the best of your ability
- Submit classwork and assessment tasks on time
- Strive to reach your full potential in every lesson, every day
- Carry yourself with pride.

Parents/Carers and staff

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

Be Responsible

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details. You will be contactable by the school.	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.

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Be Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You make an appointment to speak with any member of staff to discuss any matters relating to your child and speak with school staff in a constructive and respectful manner.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you. We will interact with you respectfully.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents/carers to leave and collect students.

Be your Best

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You make an appointment if you are concerned about the behaviour of a staff member, another student or parent/carer.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents/carer.

Differentiated and Explicit Teaching

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

Teachers at Everton Park State High School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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

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Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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 **focused teaching** for identified students and Tier 3 is **intensive teaching** and support for a small number of students. Each layer provides progressively more personalised supports for students.


CLASSROOM RULES	
	
BE RESPONSIBLE	<ul style="list-style-type: none">• Be on time• Be organised and prepared for learning• Take ownership for your own progress• Keep mobile phones and personal tech. secure, off and out of sight• Look after the school facilities and equipment
BE RESPECTFUL	<ul style="list-style-type: none">• Follow staff directions• Respect others' right to learn• Listen carefully to staff• Use positive and appropriate language• Value diversity and treat all others with respect
BE YOUR BEST	<ul style="list-style-type: none">• Complete all class tasks to the best of your ability• Submit classwork and assessment tasks on time• Strive to reach your full potential in every lesson, every day• Carry yourself with pride

Every staff member in our school uses and refers to the the PBL Expectations document, illustrated above, as a basis for developing their behaviour standards. Using this document, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. These expectations are 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.

* EPSHS also has a PBL Matrix, that identifies the expected behaviours that should be displayed in all school contexts. This can be found on the following page and is included in the Student Planner issued to all students at the beginning of each school year.

Everton Park State High School - Positive Behaviour for Learning (PBL):- Positive Expectations matrix: School-wide behaviours

EVERTON PARK STATE HIGH SCHOOL- POSITIVE BEHAVIOUR FOR LEARNING (PBL):- Positive Expectations Matrix: School-wide behaviours.

	ALL AREAS	LEARNING AREAS	RECREATION AREAS	TOILETS	LEAVING SCHOOL/ DROP OFF AND PICK UP AREAS	RESOURCE CENTRE/ OFFICES/ STAFFROOMS	CANTEEN
 BE RESPONSIBLE	Remain in the school grounds and only leave the school grounds with permission slip. Take responsibility for your own actions. Return borrowed equipment promptly. Act at all times with responsibility and integrity. Act in a safe manner at all times. Wear the school uniform correctly when at school or in transit to/from school. Be punctual at all times. Use your Student Planner and timetable. Know the school's emergency procedures. Be in the right place at the right time.	Keep mobile phones and other personal technology devices switched off/silent and out of sight until breaks. Be on time. Be prepared with all materials. Be a problem solver. Keep workplaces tidy and safe. Help others to do their best. Report any damage immediately to staff.	Act in a safe and appropriate manner. Report any dangerous situations immediately to staff. Use bins provided. Wear your school uniform with pride (correct hats, shirts tucked in, tie on) Only use mobile phones for essential contacts.	Always wash hands. Always leave the toilets clean and tidy. Use the toilets during breaks. Know the school's emergency procedures. Permission written in Student Planner if using toilets during class time due to necessity.	Leave school in an orderly manner. Use the crossing when walking across the road. Once at gate, hop off skateboards/ bikes/ scooters to walk them to storage location. Be aware of other students and traffic. Wear your school uniform correctly when at school or in transit to or from school. Keep locker clean and secured.	Bring a note from home if you have been absent from school. Wait patiently and quietly in line. Make an appointment if you wish to see a person in administration or an office. If you are late, always report first to the resource centre/ library.	Have your money ready. Greet staff and volunteers politely. Wait quietly and patiently in line.
BE RESPECTFUL	Place all litter in bins. Leave your working area tidy and clean. Use equipment correctly. Respect yourself, all staff, students and members of the community. Respect others' space and property. Follow directions from staff. Be courteous and considerate. Be kind. Listen to others speak and take turns when speaking.	Respect others right to learn. Use appropriate language. Be pro-active when you witness bullying. Appreciate and celebrate the diversity of cultures in the school. Respect equipment and use appropriately. Use computers for the correct purpose, being respectful of others.	Play within the rules of the game/ activity. Speak kindly to others. Use positive, constructive and appropriate language. Put all litter in bins.	Respect other people's privacy. Leave area clean and tidy. Wash hands and be hygienic.	Wear the school uniform correctly when leaving school and on transit to/from school. Use appropriate language and actions.	Wait patiently for a staff member. Use manners at all times. Use positive and appropriate language and actions.	Join the rear of the queue. Stand quietly in line. Use appropriate manners. Have your order or money ready.
BE YOUR BEST	Attempt all tasks to the best of your ability. Attend school every day unless you have a relevant reason for absence that is reported to the office. Take an active role in classrooms. Take pride and ownership in/for your own learning.	Complete set tasks to the best of your ability. Submit classwork and assessment by the due date. Strive to reach your full potential in all that you do.	Participate to the best of your ability. Respect others' levels of ability and assist others to continue to improve.	Use the toilets only during breaks (or only as necessary). Keep the toilet area clean and tidy. Report any breakages/ graffiti etc. to the office. Report any inappropriate behaviour to the office.	Abide by school policy regarding banned substances or possessions. Wear the school uniform correctly and with pride when at school or on transit to or from school.	Return all forms and make appointments with school staff during lunch breaks or before and after school. Talk quietly in line. Model the correct behaviour for others students in the school.	Order lunch promptly or before school. Talk quietly in line. Model the correct behaviour for others students in the school.

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 Everton Park State High 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 focused teaching
- require intensive teaching.

Everton Park State High School has a range of Student Support Services staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Girls Going Great (GGG)
- Learning Adapted to Students Educational Requirements (LASER) and Short Term Intervention Program (STIP)
- Functional Based Assessment (FBA) (via regional support staff)
-

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 a Case Manager at the school who will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

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The disciplinary consequences model used at Everton Park State High School follows the same differentiated approach used in our proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, 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 a HOD or HOY for discussion and a potential referral to the Student Support Services or Learning Enhancement team. At this meeting, appropriate interventions, support and determination of a disciplinary consequence will be discussed.

For a small number of students, approximately 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

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next

...Where every student is known

step, who can help me?")

- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention.

Teachers are also trained in and encouraged to use the following skillset:

ESSENTIAL SKILLS FOR CLASSROOM MANAGEMENT FOR TEACHERS	
1. Establishing Expectations (Making Rules)	6. Descriptive Encouraging (Praise-describing behaviour)
2. Giving Instructions (Telling students what to do)	7. Selective Attending (Not obviously reacting to certain behaviours)
3. Waiting and Scanning (Stopping to assess what is happening)	8. Redirecting to the learning (Prompting on-task behaviour)
4. Cueing with Parallel Acknowledgement (Praising a particular student to prompt others)	9. Giving a choice (Describe the student's options/ consequences)
5. Body Language Encouraging (Smiling, nodding, gesturing and moving near)	10. Following through (Doing what you said you would do).

Focused

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

- Functional Behaviour Assessment (online tool)
- 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 Head of Department
- Referral to Student Support Services for team based problem solving
- Stakeholder meeting with parents and external agencies
- Discipline Improvement Plan (DIP).

Intensive

The School Leadership Team work in consultation with Student Support Services or Learning Enhancement team, HOYs and HODs to address persistent or ongoing serious problem behaviour. This may include:

- Referral to and engagement of the Student Learning and Wellbeing Team
- Functional Behaviour Assessment (online tool) or Assessment (comprehensive)
- Development of Individual Behaviour Support Plans (IBSP)/ Individual Student Safety Plan (ISSP)
- Complex case management and review

...Where every student is known

- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Behaviour risk assessment tool
- 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Everton Park State High 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 parents/carers, 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/carers 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/or 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 parents/carers.

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

School Policies

...Where every student is known

during the meeting.

Structure

The structure of the re-entry meeting should follow a set agenda as outlined in the example below. If additional items are raised for discussion, a separate arrangement should be made to meet with the parents/carers 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)
- Clearly set expectations for behaviour within EPSHS
- Set a goal for successful re-engagement
- Set a date for follow-up
- Thank student and parents/carers 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/ Heads of Year/ Heads of Department/ Indigenous Education Worker/ Student with Disability (SWD) Case Managers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Temporary removal of student property

Everton Park State High 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.

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 delegate 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 delegate 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 Everton Park State High School and will be removed if found in a

student's possession:

- 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).
- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope).

* 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. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines - see Appendix # 1 & Appendix # 2 for documentation**).

Responsibilities

State school staff at Everton Park State High 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/carer or calling the police;
- consent from the student or parent/carer. 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/carers (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/carers should be called to make such a determination.

Parents/Carers of students at Everton Park State High 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 Everton Park State High 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 delegate that the property is available for collection.

Students of Everton Park State High 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 Everton Park State High School Students 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 delegate it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Everton Park State High School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. In all classrooms, during learning times, the following posters are displayed. These expectations are explicitly stated and taught to students.



Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Everton Park State High School to

- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a tech.device before and after school, and during lunch breaks
- seek teacher's approval where they wish to use a tech. device under special circumstances.

It is **unacceptable** for students at Everton Park State High School to

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces eg. school office
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Everton Park State High School Student Code of Conduct. In addition students and their parents/carers should

- understand the responsibility and behaviour requirements as outlined by the school that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Everton Park State High School uses the **Australian Student Wellbeing Framework** to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

...Where every student is known

Everton Park State High School has a Student Learning and Wellbeing Team, a Positive Behaviour for Learning Team and a Student Representative Council. These three teams contain diverse representatives from across the school in order to promote strategies to improve student wellbeing, safety and learning outcomes. These teams are also supported by the school's Everton Park Leadership and Futures (ELF) Program.

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 Everton Park State High School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/carers.

Key contacts for students and parents to report bullying:

Year 7 to Year 12	Home Group teachers or Heads of Year
Year 7 and Year 8	Junior Secondary Deputy Principal
Year 9 and Year 12	Principal
Year 10 and Year 11	Senior Secondary Deputy Principal

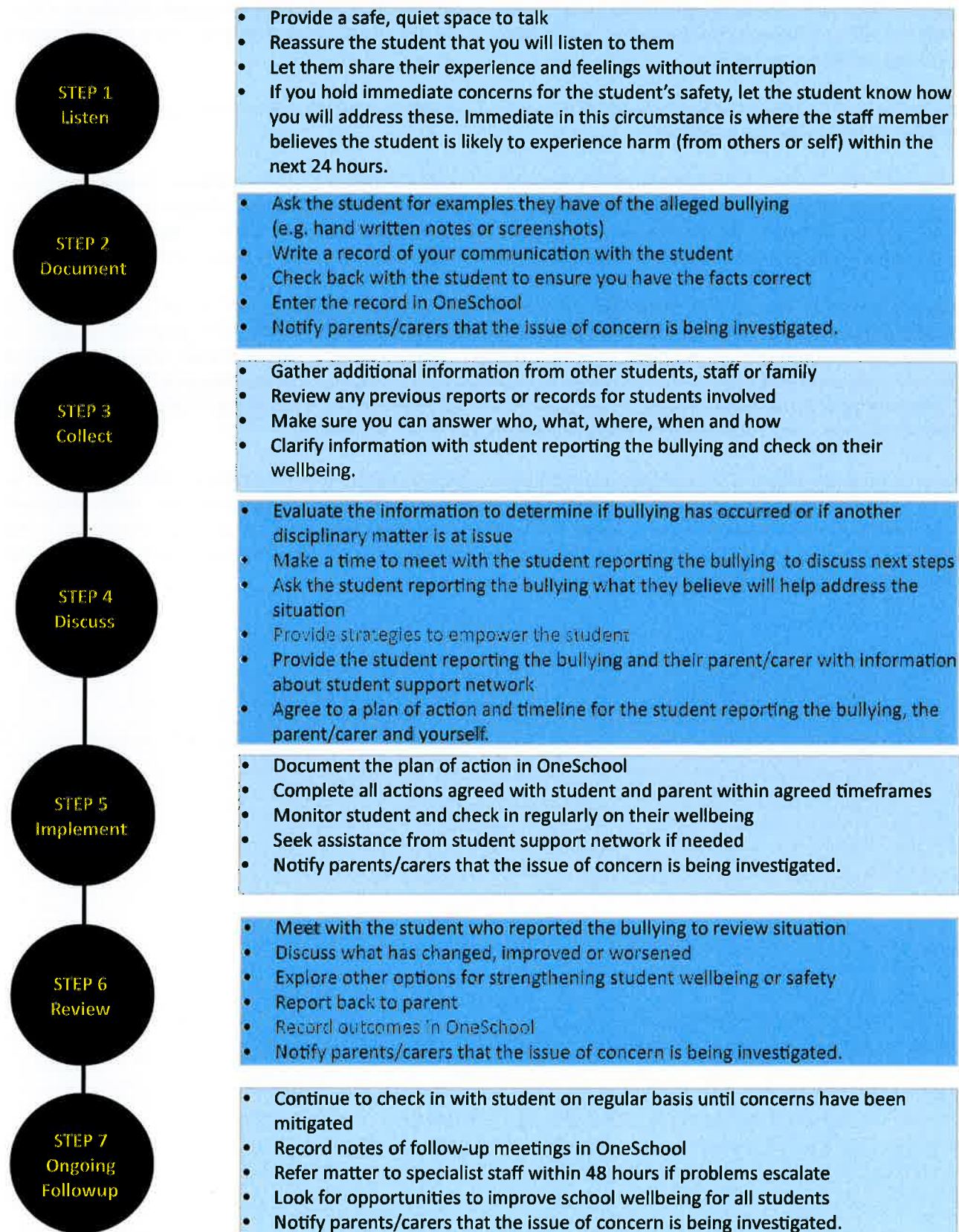
The following flowchart explains the actions Everton Park State High School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

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.

Everton Park State High School - Bullying response flowchart for teachers

Steps for working with a student who has experienced bullying:

* A report of bullying is to be treated seriously and prioritised for action by all staff at EPSHS.



Cyberbullying

Cyberbullying is treated at Everton Park State High 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 Head of Year (HOY) or the Home Group 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 Everton Park State High 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 relevant HOY and/or a member of Administration.

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 under the [Student protection procedure](#).

Explicit images

If the incident involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content (including into OneSchool records). Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the [Online incident management guidelines](#).

Help

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

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

YES

or

NO

1. Initiate an incident response

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

2. Collect evidence

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

3. Is there a potential crime? (See Appendix 3 of the [Online incident management guidelines](#).)

YES

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

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

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

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

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

NO

Content may not constitute a criminal offence requiring police involvement, but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour in line with the Student Code of Conduct.

4. Take steps to remove the upsetting or inappropriate content

If the poster of the content is known, request removal. Alternatively use online reporting tools. If assistance is required, contact the CSRM team.

5. Managing student behaviour

Where the online behaviours of students do negatively impact the good order and management of the school community, the principal can take appropriate follow-up action according to the Student Code of Conduct.

6. Recording the incident on OneSchool

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



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/carers 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) at Cybersafety.ReputationManagement@qed.qld.gov.au , or call (07) 3034 5035.

Student Intervention and Support Services

Everton Park State High 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 Services 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 Everton Park State High 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.

Everton Park State High School Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Everton Park State High School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents/carers upon enrolment, and may be revisited with individual students if particular problems around bullying arise.

This contract can be found in Appendix # 3 of this document.

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.

Appropriate use of social media

It is 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/carers can be permanently damaged - and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

...Where every student is known

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

Restrictive Practices

...Where every student is known

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.

School staff at Everton Park State High 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

...Where every student is known

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.

Administration of medication at school record sheet (routine/short-term medication)

Privacy Statement

The Department of Education (DoE) is collecting this personal information for the purpose of enabling school staff to administer the necessary medication to your child while at school or during school-related activities. This information will only be accessed by authorised departmental employees, including school staff and State Schools Nursing Services. In accordance with section 426 of the *Education (General Provisions) Act 2006* (Qld) (regarding student's personal information) and the *Information Privacy Act 2009* (Qld) (parent/carer's personal information) this information will not be disclosed to any other person or body unless you have given DoE permission or DoE is required or authorised by law to disclose the information.

This form is a record of a parent/carer's request for the school to administer a single routine or short-term medication to their child. It is also designed to record the administration of this medication to a student by school personnel. For students who require more than one medication, a separate form will need to be completed for each additional medication. This form has space to record two doses of medication per day. More rows may be added if more than two doses are required per day. Where dosage requirements vary from day to day (e.g. for insulin, Rivotril), a letter is required from the prescribing health practitioner to advise the school that the parent/carer will be responsible for notifying the school of any adjusted doses.

N.B. If the student's dosage of medication changes (e.g. 20mg to 30mg), complete a new [Administration of medication at school record sheet \(routine/short term medication\)](#).

Instructions

Prior to administering medication, confirm that:

- the parent/carer has completed Section 1 of this form and provided in-date medication in the original pharmacy labelled container
- the medication container has a valid pharmacy label which includes the name of the prescribing health practitioner to confirm that it is prescription medication
- the student has received a dose at home without ill effect prior to the school administering the medication
- the pharmacy label instructions match Section 1.

During administration:

- Follow sequence in *Appendix 2: Administering routine/short term medication checklist (INCLASS protocols)* in the [Guidelines for the administration of medications in schools](#).

After administration:

Initial the appropriate box in *Section 2 – Record of administration of a single medication at school* to confirm that the medication was administered, or enter the appropriate code from the Key located at the bottom of Section 2.

Appendix 1 (Page 2 of 2)

...Where every student is known

Section 1 – Details of medication to be administered by school staff (Parent/Carer to complete)		Insert student photo below.																														
Student name	Date of birth	Contact phone number																														
I hereby request that school staff administer the following medication to my child at school or during school related activities, as specified in this section																																
Name of medication	Dosage (e.g. 1 tablet)	Strength (e.g. 10mg)	Route (e.g. oral)																													
Time/s to be given during school																																
Additional information																																
Parent/carer signature																																
Date																																
Section 2 – Record of administration of a single medication at school (School use only)																																
KEY: A – Student absent; S – Self administration; P – Parent/carer administered medication; X – School closed; O – Off campus; N/S – No supply of medication → Contact parent/carer; R – Student Refused → Contact parent/carer																																
MONTH	TIME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Jan																																
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March																																
April																																
May																																
June																																
July																																
Aug																																
Sept																																
Oct																																
Nov																																
Dec																																

☐ Parent/carer has collected unused medication that is no longer required to be administered at school.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <http://ppr.det.qld.gov.au> to ensure you have the most current version of this document.

Page 1 of 2

Administration of medication at school record sheet (emergency medication)

Privacy Statement

The Department of Education (DoE) is collecting this personal information for the purpose of enabling school staff to administer the necessary medication to your child while at school or during school-related activities. This information will only be accessed by authorised departmental employees, including school staff and State Schools Nursing Services. In accordance with section 426 of the *Education (General Provisions) Act 2006* (Qld) (regarding student's personal information) and the *Information Privacy Act 2009* (Qld) (parent/carer's personal information) this information will not be disclosed to any other person or body unless you have given DoE permission or DoE is required or authorised by law to disclose the information.

This form is a record of a parent/carer's request for the school to administer prescribed emergency medication to their child. It is also designed to record the administration of this medication to a student during school hours or school-related activities. For students who require more than one medication, a separate form will need to be completed for each additional medication. More rows may be added to Section 2 if required.

The student's Emergency Health Plan/Action Plan should be attached to the emergency medication record sheet/s for easy reference.

N.B. If the student's dosage of medication changes (e.g. 20mg to 30mg), complete a new [Administration of medication at school record sheet \(emergency medication\)](#).

N.B. This form is NOT designed to record the administration of a school's first aid emergency medication to a student with no previous diagnosis. In these instances, schools should follow the recording requirements of the [Managing first aid in the workplace procedure](#).

Instructions

On receipt of a student's emergency medication from their parent/carer, confirm that:

- the parent/carer has completed Section 1 of this form
- the parent/carer has provided the student's Action Plan (e.g. ASCIA Anaphylaxis Action Plan, Asthma Action Plan)
- the medication container has a valid pharmacy label which includes the name of the prescribing health practitioner to confirm that it is prescription medication
- the pharmacy label instructions match Section 1.

During administration:

- Follow the instructions on the student's relevant health plan (e.g. Emergency Health Plan, Asthma Action Plan, ASCIA Anaphylaxis Action Plan).

After administration:

- Complete Section 2
- Contact the parent/carer to advise them that emergency medication has been administered and the actions the school is taking to support the student.

Appendix 2 (Page 2 of 2)

...Where every student is known

Section 1 – Details of emergency medication which may be required to be administered by school staff (Parent/Carer to complete)						Insert student photo below.
Student name	Date of birth		Contact phone number			
Parent/carer name						
I hereby request that school staff administer the following emergency medication to my child, if required, during school or school-related activities, as specified in this section						
Name of medication	Dosage (e.g. 1 tablet)	Strength (e.g. 10mg)	Route (e.g. oral)	Indications for use (e.g. instructions for when and how this medication is to be administered)		
Additional information						
Parent/carer signature						
Date						
Section 2 – Record of administration of a student's prescribed emergency medication (School use only)						
Date	Time	Dose given	Emergency services contacted	Outcome	Signature	
			<input type="checkbox"/>			
			<input type="checkbox"/>			
			<input type="checkbox"/>			
			<input type="checkbox"/>			
			<input type="checkbox"/>			

☐ Parent/carer has collected unused medication that is no longer required to be administered at school.

Anti-Bullying Contract

...Where every student is known

APPENDIX # 3

Everton Park State High School – Anti-Bullying Contract

The Anti-Bullying Contract provides a clear outline of the way our community at Everton Park State High School works together to establish a safe, supportive and disciplined school environment. This contract is provided to all students and their parents upon enrolment, and may be revisited with individual students if particular problems around bullying arise.



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Everton Park State High School – Anti-Bullying Contract

We agree to work together to improve the quality of relationships in our community at Everton Park State High School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure and respected.

I agree to:

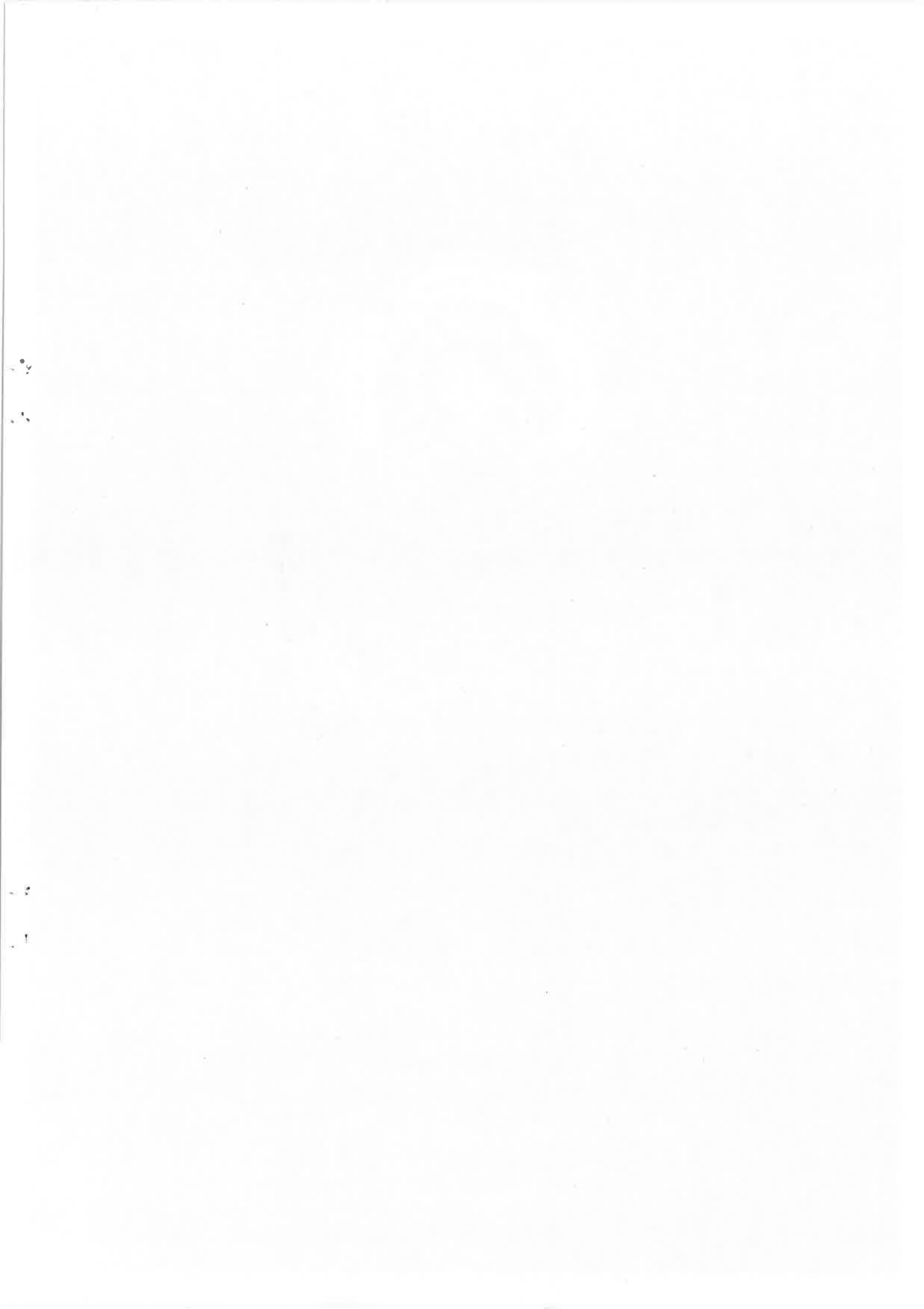
- Treat everyone with kindness and respect
- Abide by the school's anti-bullying policies and procedures
- Support individuals who have been bullied
- Speak out against verbal, relational, physical bullying and cyber bullying
- Notify a parent, teacher, or school administrator when bullying does occur.

Parent's/Carer's signature

Student's signature

School representative's signature

Date





COMMUNITY CONNECTIONS

GLOBAL CITIZENSHIP
& DIVERSITY

LEADERSHIP

LEARNING

WELLBEING

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