Queensland Government

Ayr State High School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Ayr State High School 2021-2024 Version 1.1
(Check https://ayrshs.eq.edu.au/ to ensure you have the latest version)

Contact Information

Postal address:	PO Box 961 Ayr Queensland 4807
Phone:	07 47904333
Email:	Principal@ayrshs.eq.edu.au
School website address:	https://ayrshs.eq.edu.au/
Contact Person:	Mr Craig Whittred (Principal)

Endorsement

Principal Name:	Mr Craig Whittred
Principal Signature:	
Date:	08-06-2021

P/C President and-or School Council Chair Name:	Rebecca Stockdale
P/C President and-or School Council Chair Signature:	
Date:	08-06-2021

Contents

Purpose	4
Principal's Foreword	5
P&C Statement of Support	6
Consultation	7
Learning and Behaviour Statement : Guiding principles and values	8
Whole School Approach to Discipline	9
PBL Expectations	11
Multi-tiered Systems of Support	12
Consideration of Individual Circumstances	14
Student Wellbeing	15
Student Support Network	16
Legislation	19
Disciplinary Consequences	20
Restorative Principles	20
Review of Good Standing	21
Additional Consequences (Detention, School Disciplinary Absences)	22
School Policies	26
Class Act – Community Communication Standards	26
Conditions of Possession and Use of Personal Technology Devices at School	27
Appropriate use of social media	28
Confiscation / Temporary removal of student property	29
Expressly Prohibited Items	30
Detention	31
Preventing and responding to bullying	32
Bullying response flowchart for teachers	34
Cyberbullying	35
Cyberbullying response flowchart for staff	36
Cybersafety and Reputation Management	37
Restrictive Practices	38
Critical Incidents	40
Resources	41

Queensland Government

Purpose

Ayr State High School is committed to providing a safe, respectful, disciplined and supportive learning environment for students, staff and visitors. An environment where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing and achievement of their personal best. Also an environment where we value and respect each other and our relationships, with each other, and with our community.

The Ayr 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 and maintaining a culture of respect relationships and learning.

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 where all members of our community enjoy a safe workplace.

Queensland Government

Principal's Foreword

Ayr State High School is the largest secondary school in the Burdekin area catering for students in Years 7 to 12. We have a proud tradition of academic excellence and service to our community.

We have a strong belief that every student can learn, which is articulated in our purpose statement 'SUCCESS: Every Student, Every Day'.

We value learning, global citizenship and quality relationships. Ayr State High School looks to make a difference in all of our students' lives so they develop into responsible, informed and valued citizens of the world. We expect all students to be leaders - leaders of self and others.

Being an Ayr High Learner is all about learning and achieving to your personal best. An Ayr High Learner is inquiring, resilient, self-motivated and aspirational. They are a values driven leader who is inclusive, community-minded and acts with integrity.

Our staff strive to continuously develop their teaching practice using research-based methods in order to meet the needs of the contemporary learner. We are committed to developing a three-way partnership between staff, students and parents/carers to optimise the learning potential of all students.

We celebrate our diversity and teach our students that difference brings a richness to our experiences, providing each of us the opportunity to learn and grow. We encourage our students to embrace each other as part of a bigger Ayr High family, standing strong and proud together, valuing our differences and being united in our commitment to learn, grow and excel as individuals.

Being an Ayr High Learner helps you look to embrace the future as a confident and caring citizen who values personal excellence.

Ayr State High School has three core values. **Safe**, **Respect** and **Personal Best**.

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

Ayr State High 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 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 Restorative steps school staff take to help students learn how to repair harm done and to rebuild positive relationships at all levels within our community. We understand positive behaviour is not just about adhering to rules, but about fostering quality connection and relationship within our community and learning about the values we uphold together. Finally, it details the processes and consequences that may apply when students breach the standards of behaviour and values, including the use of restorative practices, suspension or exclusion.

P&C Statement of Support

As president of the Ayr State High School P&C Committee, I am proud to support the new Student Code of Conduct.

We encourage all parents to familiarise themselves with the Ayr State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. You will find important relevant information in the front of the student planner.

We support the values of Ayr State High School as expressed in this document and we are whole-hearted in our support for the development of the values driven culture in our school community to help all students to grow and learn not only about curriculum content, but also about life long capacity for quality, respectful relationships and personal wellbeing. The intentional development of these dimensions of school life not only enhance real world learning and outcomes for the future, but have the opportunity to continue to feedback into the school community to enhance the lives and outcomes for students and families in the present.

I am aware that Bullying/Cyber-bullying/Trolling is a community-wide issue and a particular focus of government at both a State and Federal level. It's clear we all have a role to play in combating the ongoing emergence of this issue. We also know research tells us it can have particularly devastating impacts on our young people. It is therefore important that every parent and child of Ayr State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying. We fully support the measures that our school takes in educating, preventing and addressing these issues using expert support and help.

We welcome any parents who wish to join our P&C association. There is a significant role for families of Ayr State High School and the P&C to discuss the Ayr State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students. Please feel welcome to contact myself or to join the Ayr State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and supported to meet their individual social and learning needs.

Queensland Government

Consultation

The consultation process used to inform the development of the Ayr State High School Student Code of Conduct drawing from different dimensions of influence.

Firstly, we are informed by changes to State educational policy including revisions to the Education act.

Secondly, we are continuing on a journey of developing wellbeing within our school community. This focus of intentional Wellbeing education for all students, as well as existing frameworks such as PBL (Positive Behaviour for Learning) continues to drive our development of positive school culture.

Thirdly we have begun integrating Restorative Practices into our school community through professional development of our staff, the use of restorative approaches in managing conflict (student support) and integration of restorative approaches in behaviour support as an alternative to traditional punitive approaches, where appropriate.

Fourthly, we have referred to data sources such as Staff and student surveys into their experiences of what it is like to live and work within their respective dimensions of the Ayr High community. This provided valuable insight into areas that were going well, as well as areas in need of development. We have also referred to SOS data as well as behavioural data trends sourced from Oneschool.

Finally, we will continue to share and induct members of our community into the Student Code of Conduct through our website for our broader community, as well as directly with staff and students during induction training.

Review Statement

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

Queensland Government

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.

For this reason, we have worked hard in the past few years to develop and communicate a set of values which underpin our school community. These values are not sourced from any individual, rather from the assembly of feedback from wide consultation with parents, students, staff and broader sources of best practice. It is these values that inform us of our community standards, and form the basis of the processes we follow in ensuring we meet the high standards of education, behaviour and support that our community expects. We believe there is a place for everyone who chooses to join us and is willing to live and to learn along with us.

Guiding Principles

Our Vision

ASHS will be a national leader in education. This school embraces the unique values of its community, inspires creative and contemporary learners and provides opportunities for success and excellence for all

Our Mission

The community of Ayr State High School exists to prepare all of its members for tomorrow's society as responsible, informed and valued citizens

Our Belief

SUCCESS: Every Student, Every Day

Our Values

Honesty and Integrity
Excellence and Perseverance
Sense of Community and Quality Relationships
Equity and Diversity

Our Learner Code

Safe Respect Personal Best

Attributes of an Ayr High Learner

Inquiring, Resilient, Self-Motivated, Inclusive, Community Minded, Aspirational, Acts with Integrity

Our Motto

MELIORA SEQUIMUR (We strive for better things)

Queensland Government

Our Values

Working together to achieve our mission and live out our belief, our school community is built on the values of:

HONESTY AND INTEGRITY
We value honesty in all members of the Ayr High Family. We show respect to ourselves and others by always striving to act with integrity towards all members of our school community.

EXCELLENCE AND PERSERVERANCE
We have high expectations and encourage all members of our community to be aspirational and attain their personal best. We strive for excellence in all aspects of our learning and development by being self -motivated, resilient and inquiring. We take pride in our achievements and feel connected to a community of learning and excellence.

SENSE OF COMMUNITY AND QUALITY RELATIONSHIPS
We value meaningful connection with our community. We understand that this is developed through respectful and supportive relationships. Through active citizenship, we strive to foster partnerships that enable us to serve others. We have a sense of responsibility to give back to our community and contribute to society.

EQUITY AND DIVERSITY
We are proudly part of the State education system and embrace the diversity in people, culture and ideas that makes up our school community. We understand that everyone is an individual and has their own individual needs and talents. We strive to equitably provide support to ensure everyone in our school community can achieve their personal best.

Whole School Approach to Discipline

Ayr State High School is a PBL school. Positive Behaviour for Learning (PBL) is a system of problem solving through a whole school approach which includes a multi-tiered system of support for students. This whole-school approach is designed to be used in all classrooms, in extra-curricular and co-curricular settings and in the way we make decisions across the school.

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 Ayr 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.

Queensland Government

The Ayr State High School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is an opportunity for a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with Mrs Allyce Becke or Mr Andrew Ballin or the principal Mr Craig Whittred.

Queensland Government

PBL Expectations

Universal Behaviour Support

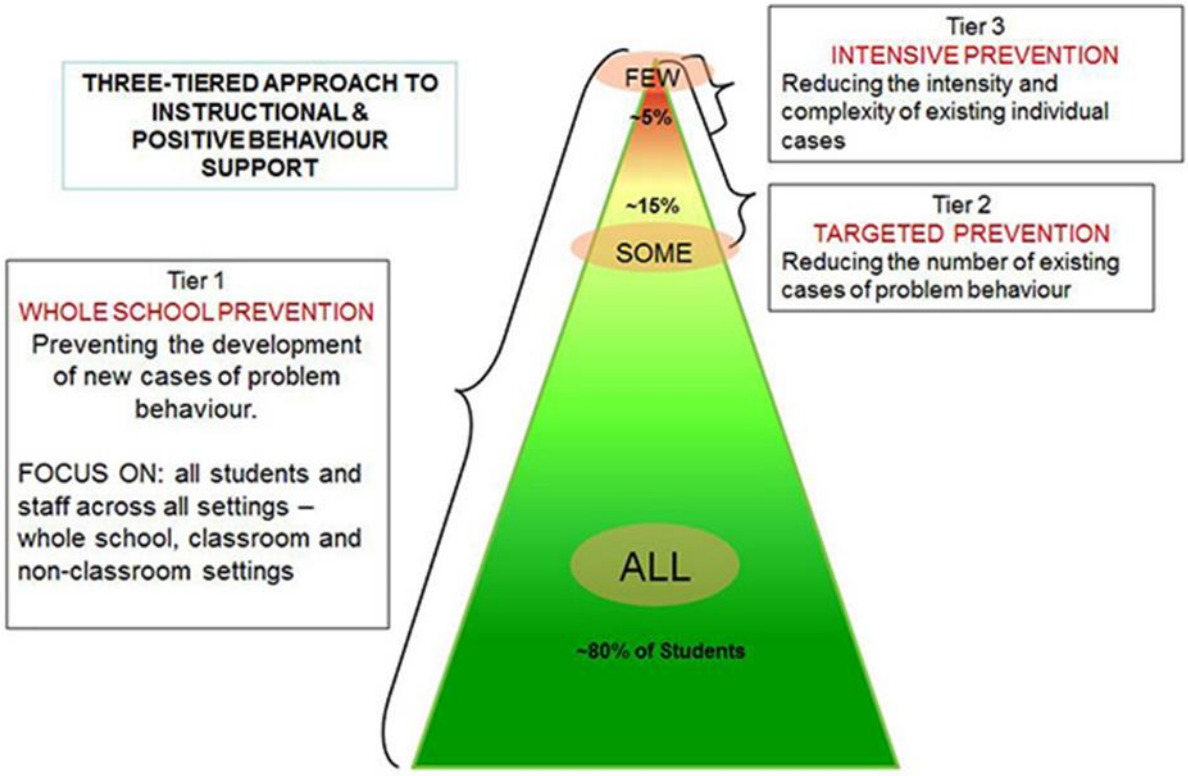
The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Ayr State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards **all** students, designed to prevent problem behaviour, and provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our three school rules. The School-wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings. Table 1: Matrix of Expected Behaviours

	ALL AREAS	CLASSROOM	OUTDOORS	STAIRWELL/ VERANDAH	TOILETS	BUS LINES/BIKE RACKS	FAMILY
SAFE	▪ Keep hands, feet and objects to yourself ▪ Use equipment appropriately ▪ Remain in school boundaries	▪ Follow classroom expectations ▪ Use equipment appropriately ▪ Follow all reasonable directions	▪ Participate in only school approved games ▪ Wear shoes and socks at all times ▪ Be sun safe; wear a hat when outdoors	▪ Keep passage ways clear at all times ▪ Line up at the classroom to the left and wait for the teacher ▪ Walk	▪ Report smoking ▪ Report damage promptly ▪ Observe hygienic practices	▪ Walk bike/scooter to/from the gate ▪ Secure own bike/scooter ▪ Wait your turn ▪ Follow bus guidelines ▪ Keep your belongings nearby	▪ Enter and exit the school ground through the correct channels ▪ Parents/Care givers to inform the school of your child's whereabouts if unable to attend
RESPECT	▪ Respect others' personal space and property ▪ Respect school environment and resources ▪ Use respectful language in interactions	▪ Enter and exit room in an orderly manner ▪ Respect others' right to learn ▪ Follow seating plan	▪ When playing school approved games, be fair and inclusive ▪ Care for the school grounds and surrounding environment ▪ Cooperate with staff ▪ Respect the queuing system at the canteen	▪ Walk quietly and orderly so others are not disturbed	▪ Respect privacy of others ▪ One person per cubicle ▪ Maintain a clean environment	▪ Handle own bike/scooter only ▪ Follow teacher instructions while waiting for the bus	▪ Use respectful language when interacting with the school community
PERSONAL BEST	▪ Be in the right place at the right time ▪ Follow instructions immediately ▪ Be supportive of school community members	▪ Be prepared ▪ Complete set tasks ▪ Take an active role in class activities	▪ Be a problem solver ▪ Return equipment to appropriate place before the end of the break ▪ Make use of lunch times activities available	▪ Be safe and respectful	▪ Use toilets during breaks ▪ Follow permission procedures for use during class time	▪ Upon entry/exit immediately store/remove your bike/scooter ▪ Leave school promptly	▪ Be involved in the successes and challenges experienced by your child at school ▪ Ask for assistant or clarification if needed

Queensland Government

Multi-Tiered Systems of Support

PBL is a multi-tiered system of support. At Ayr High, PBL is the foundation for our integrated approach to learning and behaviour. PBL is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in PBL, school staff match increasingly intensive interventions to the identified needs of individual students.



Tier	Universal (Prevention) Description
1	**<u>All students</u>** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: • Inducting all students each year into our core expectations and processes • 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 and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • Using Data and feedback to inform decisions on instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

2	Targeted instruction and supports for **some students** (~20%) are more intense that 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. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: • there is 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). If the school data indicates that more than ~20% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for **few students** (~5 -10%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to: • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a simple 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 complex case management and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Positive Feedback

Another defining characteristic of the PBL approach is recognition of the role of feedback in growth and development. All humans require feedback to

Queensland Government

develop appropriate responses and to improve the way they interact with others and improve outcomes for their work and learning. Research has shown repeatedly that quality feedback structures are present in high performing work environments. Research has also demonstrated that humans, especially adolescents benefit most when feedback is given in a ratio of 4:1 (positive : negative) or higher.

For that reason we have a multi-tiered system of feedback at Ayr State High School. All teaching staff are supported to have a standard practice of acknowledgement and reinforcement of positive student behaviour, as well as intentional social and academic feedback.
Additionally, “Hawk Points” are intended to be delivered often (daily/weekly) in recognition of students meeting their personal best or acknowledgement of pro-social or learning behaviours identified through a (weekly) focus. Although these in turn can be used within the school community to participate in events such as the Term draw or as collateral for the annual “Big Day Out”, their actual value is in acknowledgement of students.
We also have other mechanisms of acknowledging student effort and performance through certificates related to high levels of attendance as well as effort and behaviour.
Students receive academic feedback on each piece of assessment which is recorded in their planner for the purpose of reflection and planning for improvement as well as communication of results with parents and caregivers between formal reporting periods.
Sporting, Cultural and Artistic achievement is also recognised throughout the year at opportune times, as well as in individual awards nights.

Consideration of Individual Circumstances

Staff at Ayr 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 according to individual needs. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our staff including teachers and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have

Queensland Government

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 of student behaviour, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

Student Wellbeing

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

Ayr State High School offers a range of programs and services to support the wellbeing of students in our school. The Support services team meets regularly to ensure they are providing appropriate levels of support for students who require differing levels of social, emotional, behavioural, academic and mental health support. Students, families and staff are also able to refer / self-refer to the team to access support. Appointments can also be made with the guidance officer if they would like individual advice or intensive support in a particular area.

Curriculum and pedagogy
Schools like ours build the foundations for wellbeing and lifelong learning through embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) into the process of teaching and delivery of curriculum.

Our school also acknowledges the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

As part of the whole school's curriculum at Ayr High, 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; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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.

Queensland Government

Drug education and intervention
Substance abuse and drug use is a community wide issue. We take our responsibility in educating young people in our community, not just offering punitive measures for students who may be involved or exposed to substance abuse at a primary (ie themselves) or secondary (ie. Others in their social or broader family circle). Ayr High implements specific drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised health needs
Ayr High works closely with parents, through our specialist staff to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

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

Student Support Network

Ayr State High School is proud to have a comprehensive Student Support 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 team of professionals whose dedicated roles are to help ensure our school is an inclusive, supportive environment.

Students can approach any trusted school staff member at Ayr High to seek assistance or advice, or be referred to the student support services. Students are also able to self-refer at any time.

Parents who would like more information about the student support services are encouraged to contact Head of Student Services on 0747904333.

Prevention and Support programs include Social Skilling, Rock and Water, Tunnel and Light, Girls with a purpose, Rage, Growth Diary, Rhythm, (run by Student Support Services Staff.)

Role	What they do
Community Education Counsellor	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. • provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
School Chaplain	• provide support for students experiencing social/emotional issues. • assist students in resolving conflict including acting as a mediator.

Queensland Government

	• run preventative support programs • provide individual support. • provide spiritual support to staff or students when requested.
Head of Support Services	• leadership of Student Support Network to promote an inclusive, positive school culture • monitor and manage key stakeholders in wellbeing, social and behavioural and academic aspects of the school community. • provide coaching for the school PBL team • liaise with and support staff, students and parents and external service providers in cases requiring additional intervention and response. • support the implementation and operation of the student code of conduct and restorative practices within the school community. • monitors attendance, behaviour and academic data to identify areas of additional need.
Behaviour Support Teacher	• provide support for students experiencing social/emotional issues. • assist students in resolving conflict including acting as a mediator. • run preventative support programs • provide individual support. • support teaching staff including conducting FBA assessments • developing individual support plans • monitors attendance, behaviour and academic data to identify areas of additional need. • lead role for implementation of Positive Behaviour for Learning (PBL)
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Head of Special Education Services	• support social, emotional and academic development of students requiring specific support. • liaises with parents, teachers, or other external health providers as needed to support student outcomes. • develop plans and assist staff to modify work and assessment • provide leadership of Special Education services.

School-Based Youth Health Nurse	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs
	• ongoing support and supervision for students with specialised health needs.
	• provides individual health consultations with assessment, support, health information and referral options related to:
	  ○ healthy eating and exercise
	  ○ relationships
	  ○ personal and family problems
	  ○ feeling sad, worried and angry
	  ○ sexual health
	  ○ smoking, alcohol and other drugs.

Transitions Officer	• support students engagement with engagement with educational and support services. • Assist students to overcome barriers and transition to appropriate services or employment

Queensland Government

Year Level Coordinators	• monitoring of student behaviour and welfare in each year level. (One School monitoring <5 incident reports) • provides continuity of contact for students and their families through the each year of schooling. • supporting students to feel safe and comfortable and engaged socially with the school community. • nurtures a sense of belonging to the house family group, year level and school.

Youth Support Coordinator	• provides individual and, at times, group support to students to assist their engagement with education and training
	• support senior students to overcome barriers to education such as
	  ○ attendance at school
	  ○ drug and alcohol support needs
	  ○ QCE/learning support
	  ○ relationships/social skills
	  ○ conflict with family/peers/teachers
	  ○ social/emotional/physical wellbeing.

Queensland Government

Legislation

Ayr State High School Student Code of Conduct is influenced and formed from the following legislation. This is requirement of all Queensland state school discipline procedures.

- Anti-Discrimination Act 1991 (Qld)
- Child Protection Act 1999 (Qld)
- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Criminal Code Act 1899 (Qld)
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2017
- Human Rights Act 2019 (Qld)
- Information Privacy Act 2009 (Qld)
- Judicial Review Act 1991 (Qld)
- Right to Information Act 2009 (Qld)
- Police Powers and Responsibilities Act 2000 (Qld)
- Workplace Health and Safety Act 2011 (Qld)
- Workplace Health and Safety Regulation 2011 (Cwth)

Queensland Government

Disciplinary Consequences

The objective of the Student Code of Conduct is to reinforce the values held by the Ayr High Community. This is to ensure the school is a safe, positive learning environment for all. The primary purpose of disciplinary processes is to allow students, parents and staff to remain or to re-engage in a positive relationship with the whole school community. In some circumstances it is necessary for disciplinary consequences to be used to protect the school community from unmanageable risk or other unacceptable behaviour.

Restorative Principles

What is Restorative Practice?

Restorative Practice (RP) is an approach to behaviour management and discipline that emphasises the importance of relationships.

RP is a way of viewing conflict and wrong-doing that focuses on the harm these cause to people and to relationships, and the obligation to repair that harm.

RP is a way for students to develop better understanding of, and empathy with, others. It provides students with an opportunity to further develop social-emotional competence. Our aim with a restorative approach is to hold students accountable to our high standards of behaviour whilst offering them the necessary support and encouragement to meet these standards. It is our aim to work with them to educate them about the impact of actions on others and accountability.

When do we use Restorative Practices?

RP may be used as an *alternative* or *together* with other logical consequences for conflict and wrong-doing.

For RP to be implemented effectively:

- All parties must display genuine interest & *intent to repair harm*.
- All parties involved agree to *co-operate* with the *entire process*.
- Those involved have made *honest & open admission* of individual role in the situation.
- Suitable *emotional state* and capacity to *regulate* during the process.
- Adequate time is available to satisfy an authentic process for all parties.

RP will not be used when:

- The issue is overly sensitive in nature or may be subject to mandatory reporting requirements.
- An imbalance of (social) “power” exists that would inhibit a fair process, which is unable to be mitigated.
- The risk to others in the school community is unable to be managed.
- Another approach is required by the school or other regulatory authority.

How do we use RP?

RP sessions are conducted by trained staff. They will ensure that the conditions for an effective session are met. If at any point the conditions are not met, the session may be terminated and the situation will be dealt with in another way.

Sessions vary in format depending on the seriousness of the issue being dealt with. Participants invited to any session will based on the individual circumstances.

Queensland Government

More formal conferences are used for most serious issues. More informal sessions and RP conversations may be used for less serious cases.

Review of Good Standing

What is Good Standing?

Good standing within our school community is highly valued. Membership of the Ayr High Community provides great opportunity not just to quality teaching and curriculum offerings, but also belonging to an inclusive family who values diversity, and has high expectations of all of its members towards their personal best as well as respect and safety of others.

We understand that learning is our goal and that when breaches of these values occur that we must support each other and learn by restoring damaged relationships and making amends where harm has been done.

We recognise membership of the Ayr High Family also includes many privileges of school life such as ***having personal electronic devices, participation in sporting, cultural and extra-curricular events, leadership and representative roles and social events.*** It also extends to things like trust for how we will act responsibly in areas outside of classrooms (ie Playground) or in public whilst in uniform, Online or on social media, and in ensuring we bring only allowable items to school.

Why is Good Standing reviewed?

There is a strong sense of support underpinning our school culture. There are systems in place to ensure we follow up with various types of needs in our community. Particularly to ensure standards of behaviour are kept high. This allows for teaching and learning to happen effectively, and ensures students get the support they need to achieve their personal best.

Students will have a formal review of their Good Standing if:

- A support process has directed that a review is necessary (ie Behaviour Improvement Plan).
- There has been ongoing minor behavioural breaches, which have not been addressed effectively by other strategies. (ie. Restorative conversations, Stop and Think, Detention, Staff intervention, Buddy Classrooms)
- There has been a significant behavioural issue or breach of our School Community Values such that a formal process is required to resolve it.

What are the consequences of losing Good Standing?

Since each case is considered individually, consequences are also individually determined during the review process. The principals of Natural Justice apply to all our school processes. In general, all privileges of being part of the Ayr High Community will be considered and may be revoked for the period of time until Good Standing has been reinstated. The length of time and details vary depending on the circumstances of each case. This will be discussed during the review. The review will be conducted by a student case manager. If you have concerns about the process you can talk with your case manager or with the Principal.

Return to Good Standing

The goal of all our school systems is to support our strong school culture, and to support students learning. Learning also encompasses the ways in which we treat each other and the ways we conduct ourselves within the school community. The ultimate goal of a Good Standing Review is to provide a clear path of restoration to Good Standing in the School community.

Queensland Government

Every plan is unique and takes into consideration the circumstances of the individual student and situation. When completed the plan will show actions to be undertaken by the student and the school. It will outline the expectations that are required and important dates when specific actions are required by.

Additional Disciplinary Consequences

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

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class 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 supportive structures, focussed 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 processes are in place to support classrooms teachers in making decisions to take action to address this disruptive behaviour. This may involve referral of the student to "buddy" rooms, Heads of Department, Student Support or the school administration team as appropriate for determination of a disciplinary consequence.

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:

- Collaboratively owned and developed classroom expectations.
- 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

Queensland Government

- Ratio of 4 positive to 1 negative commentary or feedback to individual students or class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “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
- Individual and class-wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give ‘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 out.
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan

Queensland Government

- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Principal or Director–General or delegate) 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 Ayr 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 or care-givers will be notified of a suspension in writing, and also via a phone call or SMS message to contacts recorded for the student on Oneschool. In situations where contact with a parent or caregiver cannot be made due to an incorrect or inactive number, notification may be given to next of kin who are recorded as contacts on Oneschool. Information cannot be shared with persons not listed as contacts for the student on Oneschool. Inability to contact student caregivers will not prevent the application of disciplinary measures by the school in accordance with this policy.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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

Queensland Government

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 Ayr State High School attend a re-entry meeting on, or prior to the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is also a time to plan for specific support to maximise the opportunity for the student to make a successful re-entry to the school community. These meetings are generally 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. The nature of the re-entry plan and the meeting is individual and developed on a case-by-case basis.

The school is very flexible in making arrangements for re-entry meetings to ensure parents or caregivers are able to attend and support the student in their return to school.

Arrangements

The details for the re-entry meeting will generally be communicated via telephone and in writing, (via email where possible).

Reasonable adjustments

Re-entry meetings follow a format as prescribed in the BIP and/or Good Standing Review documents. 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, and other appropriate supports. The inclusion of support staff, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Queensland Government

School Policies

Ayr State High School has tailored school discipline policies in accordance with the expectations of our school community. These are 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:

- "Class Act" – Community communication expectations
- Conditions of Possession and Use of Personal Technology Devices at School
- Appropriate use of social media
- Confiscation / Temporary Removal of Student Property
- Detention Policy
- Preventing and responding to bullying

Class Act

Our commitment

Our school community is committed to engaging its team members and all its clients and stakeholders with professional respect and courtesy at all times. To meet this commitment, we try to maintain the following values at all times and in all situations. If this standard is not maintained then an interaction will be discontinued until participants are able to regain sufficient emotional regulation to engage productively.

- *We recognise the difference between manner and matter. When we disagree with another's views or actions, we try to discuss those matters in a calm, courteous and respectful manner.*
- *We understand that the subject is not responsible for our behaviour; we are. No issue we discuss requires us to abandon mutual respect and professional courtesy. Our workplace does not require incivility in the name of an outcome.*
- *We believe that anyone, in any situation and on any subject—and regardless of their age, sex, belief system, cultural background, professional or social footing—has the right to be treated cordially and courteously.*

Further detail about our Class Act at Ayr State High School is available in our charter, available for viewing from the Administration office.

Queensland Government

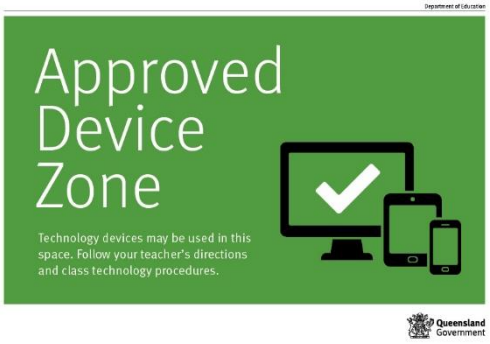
Conditions of Possession and Use of Personal Technology Devices at School

This policy reflects the importance the school places on learning and teaching as well as students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Students are not permitted to have personal electronic devices at school except in accordance with the conditions listed below. Students who do not accept and abide by the conditions are not permitted to be in possession and/or use any personal electronic device between 8.50am and 3.00pm. These students are permitted to leave there devices in the school office for safe keeping before school and can be collected again after school.

Conditions:

1. **Risk of loss or damage**: Students should not bring valuable personal technology devices to school, as there is a risk of damage or theft. The school cannot take responsibility for damaged, stolen or lost devices.
2. **Phone free Work Spaces**: As with workplaces outside school, any student devices/phones are placed into the secure storage device (Black Box) at the beginning of each lesson, and collected at the end of the lesson under teacher direction (in accordance with the school routine). If devices are required for an educational purpose, it is the teachers' responsibility to access and distribute devices from the secure storage. They must be returned immediately the educational purpose has concluded. The teacher will also organise for the return of student devices at the conclusion of the lesson.



3. **Socially appropriate use**: Students are required by law not to send or disseminate images or messages that may be deemed threatening, malicious or intended to cause harm. This is not limited to messages during school time. This includes all inappropriate messaging, use of social media or any other application which is a contravention of legislation, including all forms of harm, any unauthorised recordings, images, comments or "memes", which relates to or impacts the school community.
4. **Recording voice and Images**

   We uphold the value of trust and the right to privacy at Ayr State High School. Every member of the school community should feel confident about participating fully and frankly in all aspects of school life, without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

   Recording of social functions (like graduation ceremonies) or events in class is permitted with the expressed consent of a teacher.

Queensland Government

Students must not record images of inappropriate behaviours, such as (vandalism, fighting, bullying, staged fighting or pranks etc.), record in places that would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy) or any matter capable of bringing the school into public disrepute is considered to be in breach of this policy.
Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying[1] or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.
Students involved in:

- recording
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including review of Good Standing, loss of privilege, suspension and recommendation for exclusion).
Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to QPS which may result in charges being laid.

Recording Private Conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Appropriate use of social media

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

- Ensuring that personal information, such as name, address, phone number, school name and location or anyone else's personal information, is not shared.
- Thinking about what they want to say or post, and how it could be interpreted by others, before putting it online. Remember, once content is posted online you lose control over it. Students should not post content online that they would be uncomfortable saying or showing to their parents' face or shouting in a crowded room.
- Remembering that it can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic. Tone of voice and context is often lost which can lead to unintended consequences. If students think a message may be misinterpreted, they should be cautious and make the decision not to post it.

Queensland Government

- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour. Students should report cyberbullying concerns to a member of staff, preferably the office for investigation and further action.

Ayr State High School will refer or respond to matters involving the school community wherever it is required to by law, and where it is in the interests of welfare for students or the wider school community. Typically this impacts the good order and management of the school.

Confiscation / Temporary Removal of Student Property

Confiscation means that a personal item is removed from the possession of the student to a recognised safe place or the possession of a staff member, on a temporary basis.

Permitted personal technology devices used contrary to this policy on school premises may be confiscated by school staff. A phone may be confiscated by the classroom teacher for the lesson. If a student refuses to hand-over the phone, they will be sent to the office immediately, where it will be confiscated for the day, and consequences will be put in place for refusing to follow a reasonable instruction. The item will be made available for collection from the school office at the end of the school day, unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent. Refusal to hand the phone over to a member of Senior Admin will result in suspension.

Students using devices for threatening behaviour will be subject to the bullying postcard procedure, involving the Queensland Police Services (QPS). Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact QPS directly.

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. This processes outlines, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

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

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

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

Queensland Government

Expressly Prohibited Items
The following items are explicitly prohibited at Ayr State High School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities
State school staff at Ayr 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, contacting a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and/or the student's parents will be called to make such a determination.

Queensland Government

Parents of students at Ayr 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 Ayr 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 state school staff that the property is available for collection.

Students of Ayr 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 Ayr State High School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Detention Policy

Students who fail to attend detention given by a classroom teacher (without valid reasonable cause) will be given a reminder, and parent/carers contacted. If a student fails to attend following that, further consequences will apply such as a referral to a case manager for a review of good standing or in cases where there is deliberate or repetitive breach, they may be suspended.

Students who are assigned to the (lunchtime) detention room will be notified on student notices daily. If a student fails to attend the parent/carer will be notified via SMS. If the student fails to attend again, further consequences will apply such as a referral to a case manager for a review of good standing or in cases where there is deliberate or repetitive breach, they may be suspended.

Alternative Detention processes and Alternatives to detention include after school detention, weekend detention and community service options. At Ayr State High School, these options are generally used in consultation with families or caregivers (although there is no legislative requirement to do so). These alternatives are used in circumstances where they meet a requirement for a particular purpose of student discipline or have been negotiated as an alternative option for discipline. In general, there would be no less than 24 hours' notice given via phone call, messaging service or in writing.

Community service in collaboration with an external organisation, is a consideration given to students covered by the same operating principles of supervision as school work experience. These conditions will be discussed during contact with the school if community service is being considered as a disciplinary consequence.

Queensland Government

Preventing and responding to bullying

Ayr 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 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.

We also know that like adults, students will experience conflict and disharmony at different times and for different reasons throughout life. We see that it is part of a holistic educational experience, to teach social skills broadly to ensure that students of Ayr State High School have universally received a grounding in pro-social skills, friendships and healthy relationships, as well as conflict management and problem solving. Even with this, we know that from time to time, further intervention will be required for students at times. All staff are trained in recognising and dealing with these types of issues, however specific staff have additional training, skills and practice in assisting students to deal with conflict.
Incidents of conflict, harassment or bullying may be dealt with through the following processes, based on research done by (Prof.) Ken Rigby. These are:

1. "Method of Shared Concern" (Statistically most effective intervention)
2. "Support Group Method"
3. Restorative Practice
4. Mediation
5. Strengthening the Victim ("Fogging" etc.)
6. Punitive Sanctions (Detentions, Suspensions – Statistically least effective intervention)

Some behaviours are also specifically legislated against (e.g. Assault, Social-Media abuse etc.). These behaviours may also involve a report/intervention by Police.
In circumstances where students choose not to respond to supports and interventions, they may be excluded from particular environments where they present an uncontrolled risk to others (e.g. playground). If the problem behaviour persists or the risks to other members of the school community are unable to be managed, then a student may be excluded from the school.

The Queensland Anti-Cyberbullying Taskforce report in 2018, recommended that students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts, hence at Ayr State High School, it is our goal to ensure that students are given voice to contribute and participate in conflict resolution processes.

Queensland Government

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

The following flowchart explains the actions Ayr State High School teachers will seek to 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.

Queensland Government

Ayr State High School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Year 7 to Year 12 – Class Teacher, Family House teacher or **Year Level Coordinator, Student Support Services, Office or Deputy Principal**.

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

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

Day five Review

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

Ongoing Follow up

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

Queensland Government

Cyberbullying

Cyberbullying is a serious issue within the broader community. Cyberbullying or “Trolling” treated at Ayr State High School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, cyberbullying follows students into their community, their homes and their bedrooms, giving them no opportunity to escape the harassment or abuse during the evening, weekends or holidays.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher or Family House Teacher. There is also a dedicated team of support staff lead by Head of Support Services (Andrew Ballin) who can contacted directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Ayr State High School may face in-school disciplinary action, such as detention, review of Good Standing, loss 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 Head of Support Services or the Principal.

Queensland Government

Ayr State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

YES

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

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

NO

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 as outlined below.

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

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

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

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

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

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

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

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

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

Queensland Government

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Exemplar State College 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.

Queensland Government

Physical Intervention

Staff may make legitimate use of physical intervention if all reasonable non-physical interventions have been exhausted and the risk of harm is continuing. Typically this might include situations where a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Ayr State High School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent further harm.
School staff at Ayr 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**.

Queensland Government

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.

Queensland Government

Critical Incidents

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

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

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

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

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

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Queensland Government

Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

Queensland Government