

Patrick Estate State 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

Purpose

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

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

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

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Endorsement

Principal Name: Jennifer Blake

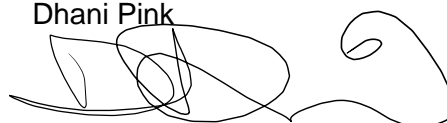
Principal Signature: 

Date: 23/11/2020

P/C President and-or School Council Chair Name:

Dhani Pink

P/C President and-or School Council Chair Signature:



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Learning and Behaviour Statement

Everyone brings their own set 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.

Multi - Tiered Systems of Support

Patrick Estate State School uses the Multi -Tiered Systems of Support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, a strong foundation of universal, research based approaches increases in intensity and individualisation to the identified needs of individual students.

Tier 1	<p>All students (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 expectations. This involves:</p> <ul style="list-style-type: none"> • explicit teaching of expected 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 • engaging with students and their families for their perspectives on climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
Tier 2	<p>Focused interventions support approximately 10 - 15% of students who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural and academic). These provide more time and specialization in services from a range of school based staff.</p> <p>Tier 2 supports build on the lessons provided in Tier 1 and may prevent the need for more intensive interventions.</p> <p>This includes:</p> <ul style="list-style-type: none"> • 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
Tier 3	<p>Tier 3 or 'intensive' interventions support approximately 2 - 5% of students who have not responded to Tier 1 and Tier 2 interventions. These are delivered in a very small group or individual basis. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p>

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

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

Whole School Approach to Discipline

Patrick Estate State School uses Positive Behaviour for Learning (PBL) Framework as the multi-tiered system of support for learning and discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. The PBL framework views inappropriate behaviour as a behavioural error and students are provided with support to learn more appropriate behaviours.

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. Logical consequences for behaviour that contravenes school expectations are applied consistently, but with consideration of individual circumstances.

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.

The expectations of the community at Patrick Estate State School are Be Safe, Be Respectful and Best Effort. The Behaviour Expectations Matrix illustrates exactly what each of the expectations looks like in all areas of the school. The matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Patrick Estate State School Expectations

	Movement Outside	Classroom	Playground	Eating Time	Toilets	Uniform	Assemblies
BE SAFE	<ul style="list-style-type: none"> walk around corners play running games in designated areas walk to the left walk on the stairs move directly from one place to another keep your hands and feet to yourself use the High Five Strategy to solve problems 	<ul style="list-style-type: none"> walk at all times keep hands feet and objects to your self stay in your learning area bring only learning tools into the classroom (no toys, food or unsafe objects) 	<ul style="list-style-type: none"> right place, right Time tell a teacher if you see someone in an unsafe place wear a school hat use equipment safely 	<ul style="list-style-type: none"> sit down to eat eat only your food (no sharing) keep hands away from other people's food ask the teacher to leave for a drink or to use bathroom 	<ul style="list-style-type: none"> walk straight to the toilet leave belongings outside of the toilet flush, wash hands with soap and leave tell the teacher if you see a problem 	<ul style="list-style-type: none"> wear your school uniform every day wear enclosed shoes wear your hat 	<ul style="list-style-type: none"> stand and walk quietly keep hands and your feet to yourself
BE RESPECTFUL	<ul style="list-style-type: none"> follow instructions be mindful of personal space when visiting another class / office - Knock, wait, "Excuse me for interrupting" and give your message 	<ul style="list-style-type: none"> use manners when asking for things. raise your hand and wait when you need help. be punctual, organised and ready to learn wait for permission to enter a room 	<ul style="list-style-type: none"> walk around gardens not in them invite others to play put rubbish in the bin ask staff to borrow equipment use equipment for its purpose return equipment when finished 	<ul style="list-style-type: none"> put all rubbish in the bin keep area clean and tidy use manners while eating be respectful of other students food 	<ul style="list-style-type: none"> keep the toilets clean and tidy use soap and paper towel properly and put in the bin wait outside the toilet if toilets are being used 	<ul style="list-style-type: none"> no hats or hoods in the classroom wear the school uniform with pride at school and in public 	<ul style="list-style-type: none"> show whole body listening clap respectfully at the right time sing the National Anthem with pride accept awards with manners
BEST EFFORT	<ul style="list-style-type: none"> be a role model for your peers 	<ul style="list-style-type: none"> have a go ask for help strive to achieve your best focus on the task never give up 	<ul style="list-style-type: none"> play fairly make new friends share friends, equipment and space take care of equipment 	<ul style="list-style-type: none"> follow teacher instructions eat healthiest food first 	<ul style="list-style-type: none"> use break times to go to the toilets use the toilets appropriately 	<ul style="list-style-type: none"> wear your uniform correctly at all times keep your uniform clean label each part of your uniform with your name be responsible for your belongings 	<ul style="list-style-type: none"> do your best when presenting on parade

Positive Behaviour Rewards and Acknowledgment

The Patrick Estate State School rewards system aims to encourage students to demonstrate the school's expectations. Students receive a stamp at the commencement of the school day for being ready to learn. After each session, students reflect on their choices with the teacher to decide if they receive a stamp. This conversation is an important step in supporting students to reflect on their decisions and to be accountable for their behaviour choices. The stamps achieved each day contribute to the whole school End of Term Rewards Day. Students are able to achieve Bronze, Silver or Gold levels. Below are the percentages of attainable stamps required to reach each level:

BRONZE	50%
SILVER	70%
GOLD	90%

Patrick Estate State School distributes Gotchas in the classroom and in the playground. Gotchas are a free and frequent strategy to instantly acknowledge students demonstrating focussed behaviours. Gotcha tickets are collected and raffled on assembly each week.

Consideration of Individual Circumstances

Staff at Patrick Estate State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence. In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequences another student might have received, **we will not disclose or discuss this information with anyone but the student's family.** This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

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

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

Curriculum and pedagogy

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

Policy and expectations

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

Specialised health needs

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

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

Medications

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

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

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

Suicide prevention

Patrick Estate State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

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

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, Patrick Estate State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Patrick Estate State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support Network

Patrick Estate State School is proud to have a comprehensive Student Support Network 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, nurturing environment.

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

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> • 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, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
School Registered Health Nurse	<ul style="list-style-type: none"> • works with school staff to build their confidence and competence to safely manage interventions and procedures required by students with specialised medical needs.

It is also important for students and parents to understand there are regional and state wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

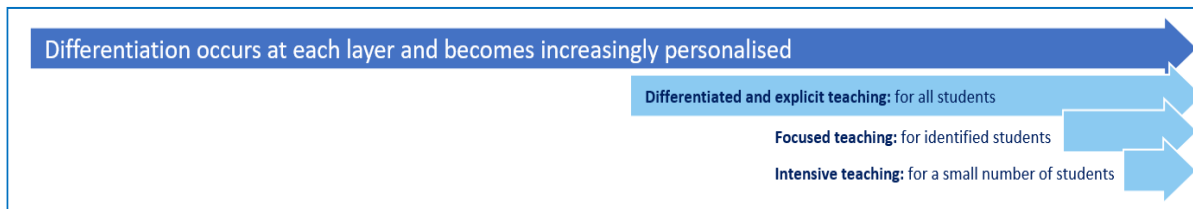
Differentiated and Explicit Teaching

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

Teachers at Patrick Estate State School vary what students are taught, how they are taught and how students can demonstrate what they know as part of this differentiated approach to behaviour. These decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students.

This enables our teachers to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



Focused Teaching

Approximately 10 - 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Patrick Estate State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Patrick Estate State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 2-5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Disciplinary Consequences

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

The majority of students are 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 10 -15% of the student population may experience difficulty with meeting the stated expectations, and even with 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 a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, 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 or 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:

- Establishing Expectations (e.g. “When the bell goes, stay seated until I dismiss you”)
- Giving instructions (e.g. “Year 6, pens down, eyes to the front, mouths closed....wait and scan...”) Telling students explicitly what to do
- Pre-correction (e.g. “Walk quietly to your seat thanks”)
- Waiting and scanning - Stopping to assess what is happening. Give 30 second ‘take-up’ time for student/s to process instruction/s
- Cueing with parallel acknowledgement- Praising a particular student to prompt others.
- Body language encouraging- Smiling, nodding, gesturing and moving near.
- Descriptive encouraging- Praise describing behaviour.
- Selective attending - Not obviously reacting to certain behaviours.
- Redirecting to the learning- Prompting on-task behaviour.
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Giving a choice- Describing the student’s options and likely consequences of their behaviour.
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Low voice and tone for individual instructions
- Reduce verbal language
- Break down tasks into smaller chunks
- Prompt student to take a break or time away in class to chill zone
- 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
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Warning of more serious consequences (see behaviour support flow chart)
- Buddy Class
- Restricted Play

The behaviour flowchart below outlines the steps taken when students need support to change their behaviours to align with the schools expectations.

Step 1 – Kind Reminder	Teacher politely reminds student of the instruction.
Step 2 – Firm Reminder	Teacher explicitly reminds student of the behaviour expectation and provides opportunity for student to demonstrate desired behaviour.
Step 3 – Chill Zone	Time in a designated space to reflect on behaviour choice or to regulate emotions voluntarily.
Step 4 – Buddy Class	Time in Buddy Class to reflect on behaviour choice.
Step 5 – Office Referral	Time in the Office.

Focused

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)
- Targeted skills teaching in small group
- Token economy
- Buddy Class
- Area Card
- 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
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)

- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 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 Patrick Estate State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Patrick Estate State School - Minor and Major Behaviours

Categories	Classroom/Playground Managed	Principal Managed
	MINOR	MAJOR
	Persistent or repeated staff managed behaviours for which ESCM strategies were not effective.	Major behaviour that needs to be managed by the Principal.
Bullying/ Harassment	Occasional low level teasing/name calling	Frequent intentional negative comments in order to cause insult or injury.
Possible examples:	Inappropriate comments based on race, ethnicity, religion, disability, body or beliefs.	Deliberate intimidation through gestures, words and actions. Inappropriate touching of others. Verbal and physical threats of harming others.
Defiant/ Threats to adults	Refusal to comply with direction.	Refusal to comply with direction in unsafe situation and threatening adults.
Possible examples:	Ignoring teacher's instructions. Talking rudely back to staff after instruction. Refusal to comply with instructions.	Verbal or physical threats to adults or their property. Refusal to follow instructions that causes unsafe situation.
Disruptive	Repeated low level behaviours that could disrupt the learning.	Intentional and repeated disruptive behaviour that is disrupting the learning.
Possible examples:	Talking, calling out, out of seat, tapping, whistling.	Calling out over teacher, banging, leaving seat, wandering room, yelling, screaming, throwing, singing, antagonising others.
Dress code	Failure to adhere to school dress code.	Repeated and deliberate refusal to adhere to school dress code.
Possible examples:	Not wearing hat outdoors, not wearing shoes.	Repeated refusal to wear school uniform. Refusal to wear hat or shoes when instructed. Offensive images or revealing clothing.
IT misconduct (phones, computers, cameras etc)	Using technology for reasons other than intended purpose of lesson.	Serious inappropriate misuse of technology.
Possible examples:	Having a mobile phone not handed into the office. Using school computers for other activities not allowed by school. Taking photos of others.	Inappropriate use of personal technology devices or social networking sites to impact the school. Intentional damage to school technology devices. Accessing inappropriate sites on the internet.
Lying/ Cheating	Low level lies and cheating.	Inappropriate lies that adversely impact others or cheating in assessment.
Possible examples:	Lying to avoid being in trouble. Cheating or copying to get work completed.	Lying about others to upset or defame. Lying about others' behaviours to get them in trouble Cheating in assessment work.
Misconduct involving object	Using an object in another way other than intended purpose that may cause harm.	Using an object as a weapon to threaten or enact self-harm, harm to others or property.
Possible examples:	Throwing items, kicking things inappropriately, swinging things, making holes in rubber with pencil, ruler, other item.	Using sticks/rocks to hit people or objects. Using sports equipment to threaten or harm others. Making holes in desk with objects.
Non compliant with routine	Repeated low level behaviours that may cause injury.	High level behaviours that may cause serious injury to self or others.
Possible examples:	Running in walking zones, in out of bounds area, playing in toilet, walking around at eating time.	Leaving school without permission. Unsafe behaviours at pool. Leaving group on excursions.
Physical misconduct	Inappropriate contact with others.	Inappropriate contact with others that leads to minor or serious injury to others.
Possible examples:	Pushing or shoving others(in line), spitting on the ground, hurting others when not following rules of a game,	Punching, pinching, biting, kicking or any other contact that causes injury. Spitting at or on others. Making sexually inappropriate gestures towards others.
Possess prohibited items	Having an item that is banned at school.	Having a dangerous item at school.
Possible examples:	Chewing gum, toys from home, sports equip from home, electronic devices, soft drink, caffeinated drinks	Knives, matches, lighter, poison, any item intended as a weapon.
Property misconduct	Minor damage of property and petty theft.	Wilful destruction of property at school and/or stealing school or personal property.
Possible examples:	Drawing on desks and walls, cutting rubbers, snapping pencils. Snapping off parts of plants, Stealing of stationery or books.	Graffiti on school property, engraving into desks, holes in walls, killing plants, damaging sports equipment, damaging tech equipment, breaking school or teachers' equipment. Stealing property from school, students or staff.

Refusal to participate in program	Chooses not to work or complete set task.	Continuously refuses to do work or complete any tasks
Possible examples:	Won't get books out, not completing work at ability level, not doing homework.	Repeated episodes of defiance in regards to working or completing tasks.
Substance misconduct	Possessing legal drugs.	Consuming/using legal drugs or possessing/using illicit drugs.
Possible examples:	Caffeinated drinks, over the counter medication not handed into office.	Cigarettes, alcohol, prescription medication not prescribed to the student and other illicit drugs.
Threats to others	Low level threats made to other students.	Explicit and violent threats made to other students
Possible examples:	I'll get you later, I'll get you at lunch, I'm going to get you.	I'm going to punch you in the face, my brother is going to get you, I'm going to stab you.
Truant/ skip class	Will not enter the classroom.	Adamant refusal to return to class.
Possible examples:	Sitting outside class, won't return from lunch or toilets, keeps playing outside.	Yelling no to staff, cannot be found around the school (hiding) or will run away when approached.
Verbal misconduct	Low level unacceptable language.	Offensive and aggressive language directed at others.
Possible examples:	Shut up, stupid, gay, fat, retard.	Swearing, sexually explicit language, racial slurs.

School Policies

Patrick Estate State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

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

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

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

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

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

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

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

Staff at Patrick Estate State School:

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

Parents of students at Patrick Estate State School

Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Patrick Estate State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect

Parents / Carers must 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 Patrick Estate State School

Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:

- is prohibited according to the Patrick Estate State School Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect

Students must collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

It is unacceptable for students at Patrick Estate State School to:

- use a mobile phone or other devices during school hours
- use a device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- ignore teacher directions for the use of social media, online email and internet chat
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate.
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Patrick Estate State School Student Code of Conduct.

In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

be aware that:

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

Preventing and responding to bullying

Patrick Estate State 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.

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

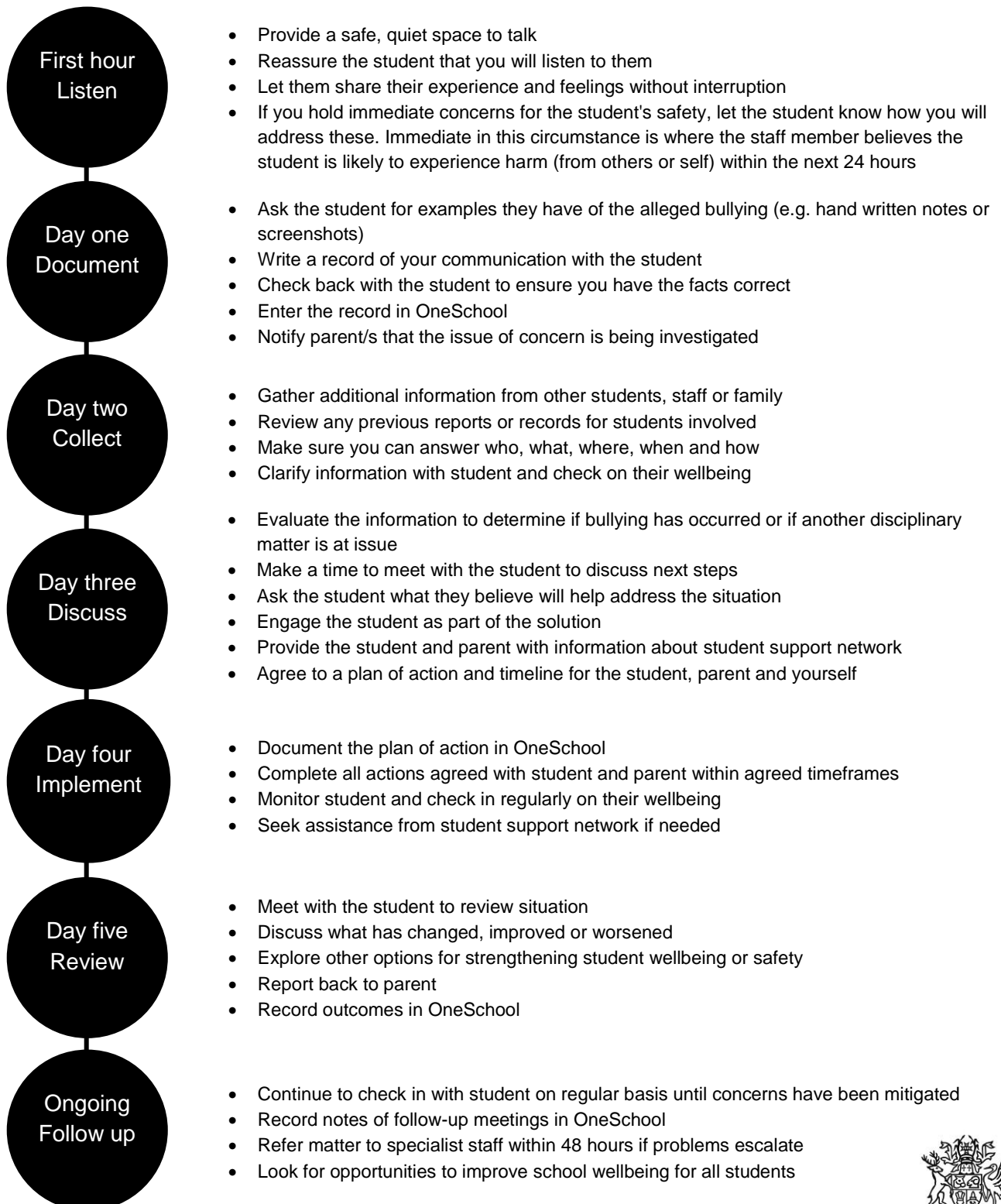
The following flowchart explains the actions Patrick Estate State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional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

Patrick Estate State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher/Principal



Cyberbullying

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

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

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

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

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

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](#).

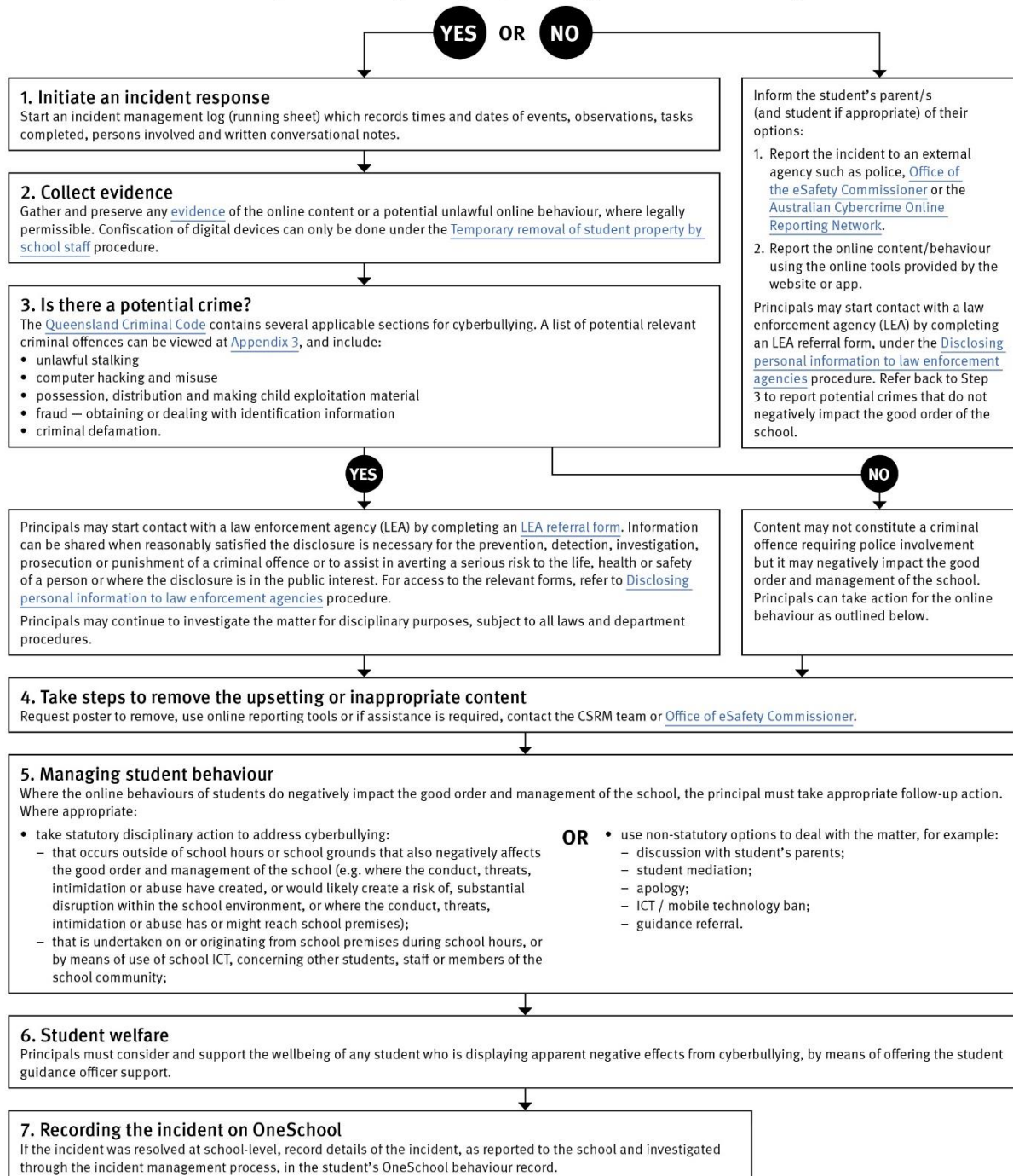
Explicit images

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?



Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline

Review Statement

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the principal.