



Student Code of Conduct

Full Calamvale Community College

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 2019-2023*

Contact Information

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Contact Person:	Ms Lisa Starmer (College Principal)

Endorsement

Principal Name:	Lisa Starmer
Principal Signature:	
Date:	25-5-2021
P/C President and-or School Council Chair Name:	Mike Butler
P/C President and-or School Council Chair Signature:	Yvette Dempsey
Date:	25-5-2021

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Purpose

Calamvale Community College is a P-12 school committed to providing a high-quality education for all students. The College believes that the development and maintenance of positive relationships between all students and staff is fundamental in providing learning environments that foster strong academic performance as well as opportunities for students to develop skills to help students with their lifelong wellbeing.

As stated in the Universal Declaration of Human Rights within the charter of the United Nations, “*education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.*” Subsequently, the College further believes that developing students’ understanding of positive behaviour towards others and the rights of others is core to its operations.

Underpinning this Code of Conduct for Students are the College’s four core values, which set expectations for high standards of behaviour and positive relationships between all stakeholders within the College. These values, decided upon through a thorough consultation process, are:

- Respect
- Responsibility
- Resilience
- Initiative

In addition to these values, the College teaches the International Baccalaureate Learner Profile attributes which describe the dispositions of a successful Calamvale Community College student.



Principal's Foreword

Calamvale Community College prides itself on providing high quality education to students from our diverse community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Calamvale Community College has four core values, Respect, Responsibility, Resilience and Initiative. These are integral to the delivery of our vision and our mission.

Vision

Our College culture values initiative and international-mindedness, respect and responsibility, enabling our diverse community to flourish, taking their place as active, global citizens with a growth mindset and an inquiring disposition.

Mission

Calamvale Community College is committed to the development of curious, creative, clever young leaders for tomorrow's world, nurtured through a balanced education valuing academic rigour, a commitment to community and the achievement of each student's potential.

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.

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

I thank the students, teachers, parents and other members of the community for their work in the ongoing development of this Calamvale Community College Student Code of Conduct as we move to the Positive Behaviour for Learning framework. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Calamvale Community College P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Yvette Demspey and her team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Calamvale Community College Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Calamvale Community College Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Calamvale Community College 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, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Calamvale Community College Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Calamvale Community College P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Calamvale Community College, we support the development of the Student Code of Conduct for 2021. We continue to represent students on the consultation committee, providing feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Calamvale Community College P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Captains are first encouraged to talk with their class representative, however you are also invited to approach any of us directly.

Junior School Captains:

Secondary School Captains:

Date: 28 May 2021

PBL Process

It is expected that all members of our school community will consistently meet the expectations of our four College Values in all daily interactions. The values are the foundation of the Responsible Behaviour Plan for Students. This Plan has been developed in consultation with the school community (through a review of the school data). This plan applies to students when at school; representing the school (including when wearing school uniform in public); travelling to and from school; or conducting themselves at any time in a manner which threatens the good order, name and management of the school (as endorsed by the Education General Provisions Act).

The consultation process to commence the implementation of PBL has been done with fidelity. During 2020, we surveyed staff, after the PBL process had been explained to ask if they wanted to engage with PBL at CCC. 92% of staff wanted to engage. In 2021, an Expression of Interest to join the PBL team was sent to staff. A team of 14 staff members from Prep to Year 12 was established and an action plan developed.

Review Statement

The Calamvale Community College Student Code of Conduct will continue to be developed and undergo further consultation as to the effectiveness of what has been put in place. It will be finalised as part of the Quadrennial School Review in 2021 and a fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

PBL

PBL uses fortnightly behaviour data exports to develop interventions related to the focus of the fortnight.

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

Opinion Survey

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

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

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

There are four different confidential surveys for





- parents
- students
- staff
- principals.

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

2019 School Opinion Survey Summary Report

SCHOOL OPINION SURVEY 2019 – Highlights report for (1699) Calamvale Community College

Agreement presents the aggregation of positive responses, that is, somewhat agree, agree and strongly agree. Survey respondents may not respond to all survey items. The survey items displayed below are selected according to strength of agreement. In some circumstances, there may be more survey items of equal agreement to those shown below. Please refer to the relevant section of this report for further detail on the information presented below.

Category	Most positive items	Least positive items	Greatest positive and negative change from 2018																												
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School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

CAMALVALE COMMUNITY COLLEGE SCHOOL DISCIPLINARY ABSENCES				
Type	2019	2020	2021	
Short Suspensions – 1 to 10 days	138	163	97	
Long Suspensions – 11 to 20 days	14	10	9	
Charge related Suspensions	0	0	0	
Exclusions	5	7	6	

Learning and Behaviour Statement

PBL

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

Multi-Tiered Systems of Support

Calamvale Community College uses an integrated approach to learning and behaviour. Our processes are preventative and differentiated based on practical strategies, targeted planning and data-informed decision-making.

Tier	Prevention Description
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 (PBL) expectations. This involves:</p> <ul style="list-style-type: none">teaching behaviours in the setting in which they will be usedbeing consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into accountproviding refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need themasking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none">there is a clear connection between the skills taught in the interventions and the school-wide expectations.

	<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). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction. Tier 2 is not implemented however small group interventions are currently facilitated @ CCC.</p>
<p>3</p>	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their FBA) and should include strategies to:</p> <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.</p> <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended. Tier 3 PBL is not yet implemented however similar structures are in place (eg summit)</p>

Consideration of Individual Circumstances

Staff at Calamvale Community College 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 equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances.



These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

SUMMIT is a pilot program run by the College which responds to students from a trauma background who exhibit challenging behaviours.

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

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

HOSES/GO Review please Student Wellbeing

Calamvale Community College 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Calamvale Community College, 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.

Drug education and intervention

Calamvale Community College implements 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

Calamvale Community College 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

Calamvale Community College 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 College 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.

Calamvale Community College 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.

Mental health

Calamvale Community College implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Calamvale Community College 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 student in the first instance, and where necessary provide first aid. In all other situations, Calamvale Community College 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, Calamvale Community College 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, Calamvale Community College 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

Calamvale Community College 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 trusted school staff member at Calamvale Community College to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Year Level Deputy on 3712 6333.

Role	What they do
Year Level Deputy Principal	<ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through phases of schooling endeavour to ensure students feel safe and comfortable and want to come to school nurtures a sense of belonging
Dean of Students	<ul style="list-style-type: none"> monitors attendance, behaviour and academic data to identify areas of additional need.
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
Indigenous Liaison Officer	<ul style="list-style-type: none"> provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Chaplain	<ul style="list-style-type: none"> provides spiritual and playground support facilitates the Bounce Back positive psychology wellbeing program
Junior School Support Team Teacher-Aide	<ul style="list-style-type: none"> facilitates the Bounce Back positive psychology wellbeing program facilitates the structured playground support (game playing and social skills) program
School-Based Youth Health Nurse	<ul style="list-style-type: none"> provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health

	<ul style="list-style-type: none"> ○ smoking, alcohol and other drugs.
Youth Support Coordinator	<ul style="list-style-type: none"> ● provides individual and, at times, group support to students to assist their engagement with education and training ● support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ drug and alcohol support needs ○ QCE/learning support ○ suspension/exclusion/referral for wellbeing support ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

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 Senior Guidance Officers, Advisory Visiting Teachers, Autism Coach and representatives from Autism Queensland. For more information about these services and their roles, please speak with the Year Level Deputy Principal.

Whole School Approach to Discipline

Calamvale Community College is beginning the journey towards using the Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four school values and PBL expectations of Responsibility, Respect, Resilience and Initiative.

Students

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

CCC School Values	At all times	In the learning environment	In the college grounds	In the wider community	Online
Responsibility Being accountable for own actions and contributing through service to the College and community.	*Listen and follow instructions* Follow all College processes and procedures *Take responsibility for your choices and actions *Look after your safety and safety of others *Wear full college uniform	*Be prepared and organised for class *Participate in teaching and learning *Look after your belongings and belongings of others *Use College classrooms and equipment responsibly	*Be environmentally conscious *Use equipment appropriately Use *College facilities and grounds responsibly *Be in the right place at the right time	*Be responsible for your College identity *Follow community rules, laws, and procedures *Wear your uniform with pride	*Use technology appropriately and as directed *Engage in safe and positive online interactions *Represent your College and community with pride
Respect Valuing ourselves, others and the diversity of our world.	*Use school appropriate actions and respect personal space* Use school appropriate language *Take care of my own, others' and school property	*Be an active learner and allow others to learn. *Take care of all learning materials and environments *Listen to the opinions and be considerate others.	*Quiet in transitions, especially during others' learning time *Care for College grounds, property and equipment *Keep areas tidy; put rubbish in the bin. *Stay within set boundaries and times	*Look after environments and equipment *Treat others with dignity and kindness *Build and maintain respectful, mutual and appropriate relationships	*We use technology effectively and safely *Only access and/ or share information safely and when appropriate

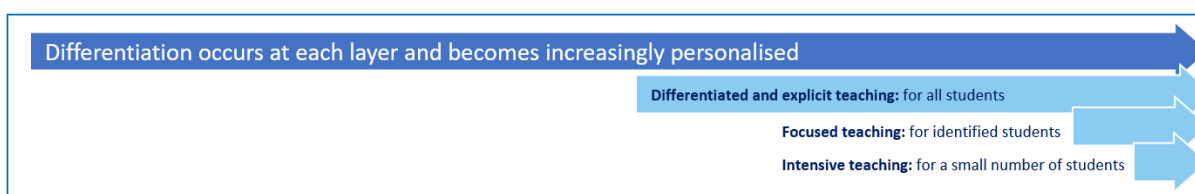
<p>Initiative Identifying opportunities with a readiness to respond with innovation to achieve a positive outcome.</p>	<p>*Help those in need Seek positive solutions to issues *Be aspirational</p>	<p>*Be a risk-taker with learning. *Seek to improve yourself *Be organised for learning</p>	<p>*Report issues to college staff *Show pride in our school and myself *Seek help for self and others</p>	<p>*Speak and behave positively about CCC *Seek opportunities to positively represent the college. *Share ideas for improvement</p>	<p>*Report issues to college staff/parents *Use devices appropriately even when unsupervised</p>
<p>Resilience (wellbeing) Having courage to overcome challenges by building positive connections with self and others.</p>	<p>*Be willing to accept feedback *Give, positive, consistent effort *‘Grit’; keep on trying</p>	<p>*Focus on my own learning in the classroom *Accept feedback as a way to grow and improve *Consistently display a growth mindset</p>	<p>*Use your coping strategies after difficult social interactions. *Stop, Think, Speak *Use ‘Do the 5’ (Junior School) during playtime</p>	<p>*Accept and respond to feedback related to the behaviour *Be understanding of opinions and idea of others *Be accountable for your actions and choices</p>	<p>*Take appropriate action (e.g. Screen shots, block, report, Stymie) *Encourage resilience in others</p>

Differentiated and Explicit Teaching

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Currently there are jointly constructed Essential Agreements in all classrooms which articulate the pre-requisites for that class' learning. There are committees currently developing the matrix model as is appropriate to Year 1 of PBL and until these are finalised there are school expectations in existence that are particular to phases of learning.

PBL Expectation	Enter classroom	Group work	Individual work	Exit classroom
Respect				
Responsibility				
Resilience				
Initiative				

The Junior School utilises a range of strategies that build strong, positive relationships with students that are fundamental in nurturing students' development. These approaches and strategies may include Keys to Consistency (attendance, behaviour, uniform), Essential Skills for Classroom Management (ESCM) and Essential Skills for Playground Management (ESPM), Restorative conversations, Essential Agreements for Learning, My Job/ Your Job charts. This approach helps students self-regulate their behaviour and is heavily dependent on the strong relationships built through the student management structure between teachers, students and their families.

Focused Teaching

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

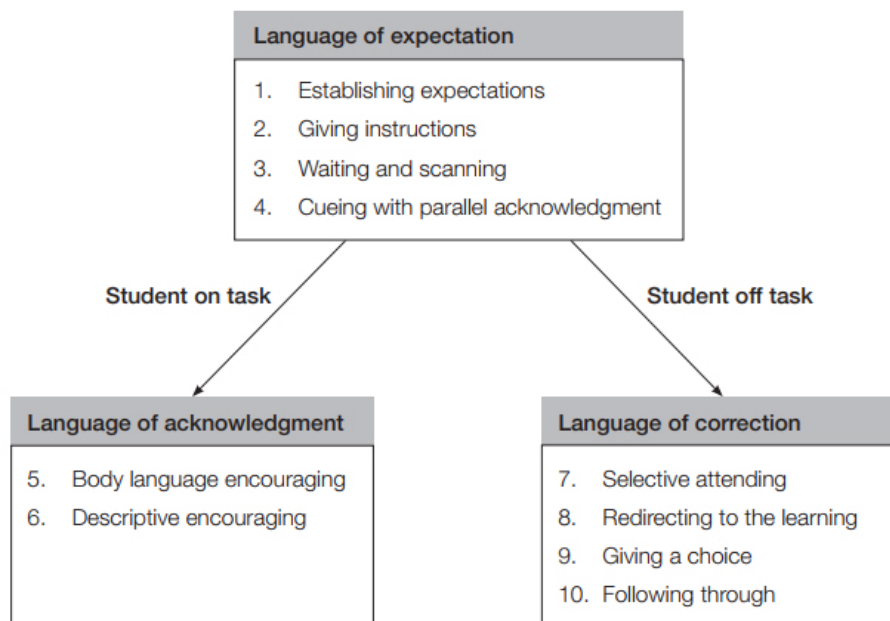
Focused teaching involves revisiting key behavioural concepts and/or skills and using explicit and structured teaching strategies in particular aspects of a behaviour skill. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended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

Universal Design for Learning

Universal Design for Learning underpins Calamvale Community College's inclusive practices in supporting students with diverse needs. [udlguidelines](#)



Essential Skills for Classroom Management



Calamvale Community College 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 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

Legislative Delegations

Legislation

In this section of the Calamvale Community College Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

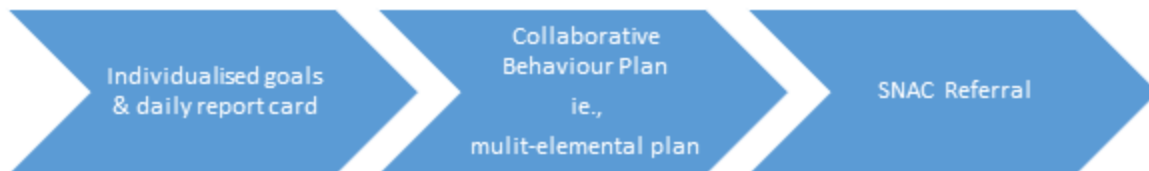
Disciplinary Consequences

Focussed

In the Junior School, the class teacher is supported by other school- based staff to address in-class problem behaviour.

This may include:

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



Dear Parents of _____

Here is today's Behavior Report Card.

Below you can see what is happening for each expectation and each class activity.

Today we did a "Check in" with yesterdays (yes) (no) signed report card:

and we did a "Check out" with today's (yes) (no) report card:

Daily Behavior Report Card Grade

date: _____



Today I forgot to:

Please talk to me tonight and practice with me.

OR

Today I did a great job:




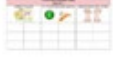
Please talk to me tonight and praise me.

Time Period				
Expectation				
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Teacher' Initials: _____ Student's Initials: _____ Parent's Initials: _____

Language of Expectation, Acknowledgement and Correction Chart

Student's Name can be a clever and curious Calamvale student.		
Student's Name will demonstrate respect, responsibility, resilience and initiative when she/he...		
Example: takes a break when needed 	Example: is in the right place at the right time 	Example: keeps his hands and feet to
Language of Expectation		
Example; CT: 'Student's Name I've noticed that you look like you need a break.' Student: 'I'm going now.'	Example; CT: 'Student's Name I've noticed that you need to be' Student: 'I'm going there now.'	Example; CT: 'Student's Name I've noticed that you are starting to touch other students. Take a break.' Student: 'I'm going now.'
Language of Acknowledgement		
Example; CT: 'I'm proud of the way that you took that break.'	Example; CT: 'I'm proud of the way that you got yourself in the right place.'	Example; CT: 'I'm proud of the way that you took that break.'
Language of Correction		
Example; CT: 'Because you didn't take that break you will need to.....' Student: 'OK'	Example; CT: 'Because you didn't you will need to' Student: 'OK'	Example; CT: 'Because you didn't take that break you will need to.....' Student: 'OK'

PROACTIVE STRATEGIES		REACTIVE STRATEGIES	
Language of Expectation Setting a foundation of clear expectation Strategies for explicitly teaching desired behaviour Establish specific behavioural goals aligned with College and classroom expectations		Language of Acknowledgment Process to acknowledging desired behaviour Free and frequent Short and long term	
Language of Correction Strategies for responding to demonstration of inappropriate behaviour			
ENVIRONMENTAL	PROGRAM / SKILL DEVELOPMENT	REINFORCEMENT	SITUATIONAL RESPONSE
Seating ➤ ... Visuals ➤ ...	<p>Explicit teaching of the target behaviours with a focus on collaboratively designing and rehearsing the language of expectation, acknowledgment and correction.</p> <p>* role played frequently, with a script, when the child is calm</p> <p>Refer to the Language of Expectation, Acknowledgement and Correction Chart</p>  <p>Teacher Strategies</p> <p>➤ (e.g., gaining eye contact, using the student's name) ...</p>	<p>Student will receive collaboratively agreed upon verbal and non-verbal acknowledgement when demonstrating target behaviour.</p> <p>e.g.,</p>  <p>Non-verbal</p> <p>Verbal: Refer to the Language of Expectation, Acknowledgement and Correction Chart</p> 	<p>Refer to the Language of Expectation, Acknowledgement and Correction Chart</p>  <p>If Student demonstrates initial refusal to follow the language of correction the CT will use: Least to most intrusive strategies</p> <p>➤ ...</p> <p>When Student demonstrates continued non-compliance with the language of correction the CT will:</p> <p>➤ Restate the language of expectation OR ➤ (e.g., Use Emotion Coaching) ➤ (e.g., Allow for take up time)</p> <p>If Student demonstrates continued non-compliance with the language of correction and is not responsive to the redirection, the CT will:</p> <p>➤ [e.g., Request 'Take 5' (with a timer) - allow for take up time] ➤ [e.g., Give a choice - allow for take up time "You can be in the right place at the right time or you will be withdrawn from class."]</p> <p>If Student demonstrates unsafe behaviours</p> <p>➤ Remove your class if required ➤ contact your DP/Line Manager for support</p>

SUMMIT and HOSES and GO Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- 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 Calamvale Community College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original 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 Calamvale Community College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short and kept small with only the Principal and perhaps support staff attending with the student and their parent/s.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g., AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers or indigenous liaison officers, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Calamvale Community College 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



Fact sheet

Temporary removal of student property by school staff

Under certain circumstances, the removal of property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors.

Power to remove property from students

As per the [Education \(General Provisions\) Regulation 2017](#), the principal or state school staff member may remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary—

- to promote the caring, safe and supportive learning environment of the school; or
- to maintain and foster mutual respect between staff members and students at the school; or
- to encourage all students attending the school to take responsibility for their own behaviour and the consequences of their actions; or
- to provide for the effective administration of matters relating to students of the school.

Key information

- Each school's [Student Code of Conduct](#) details information about the Temporary removal of student property by school staff procedure.
- Consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- If student property is illegal to possess, likely to threaten the safety or wellbeing of students or staff, or is reasonably suspected to have been used to commit a crime, the property or the bag it is in should be seized immediately and retained for handing to police.
- Under normal circumstances state school staff are not permitted to search student property unless they have the consent of the student or parent.
- In emergency circumstances it may be necessary to search a student's property without the appropriate consent (e.g. to access an EpiPen for an anaphylactic emergency).
- State school staff do not have the authority to search the person of a student. If a search is considered necessary, the police should be contacted to make such a determination.

Principals

- Ensure school staff are aware of the responsibilities outlined in the [Temporary removal of student property by school staff procedure](#) that must be followed when temporarily removing property from students.

- Ensure parents and students are:
 - informed of the procedure which enables state school staff to temporarily remove student property
 - aware of the right to refuse permission for school staff to search student property, and that police may be called if consent is not provided.
- Include within their [Student Code of Conduct](#):
 - that state school staff may remove property without the consent of parents or students
 - the limits on state school staff accessing information from temporarily removed property, such as mobile phones
 - examples of property that may be temporarily removed
 - examples of the amount of time certain property may be temporarily removed
 - that student property may be seized by the police.

State school staff (including principals):

- Where there is suspicion that the student has a dangerous item in their possession, seize student property immediately and remove from the student's access prior to seeking consent or contacting Queensland Police Service.
- Follow appropriate processes outlined in the [Student Code of Conduct](#) regarding:
 - temporary removal of property
 - access to information on temporarily removed property
 - return of temporary removal of property
 - circumstances where temporary removal of property need not be made available for collection
 - deciding a reasonable time to make temporary removed property available for collection.

Students and parents

- Ensure they/their children do not bring property onto school grounds or other settings used by school that:
 - is prohibited according to the school's [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 their/their child's property as soon as possible after they have been notified the property is available for collection.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at <https://ppr.qed.qld.gov.au/pp/temporary-removal-of-student-property-by-school-staff-procedure> to ensure you have the most current version of this document.
Page 1 of 2 Version: 3.1



Use of mobile phones and other devices by students

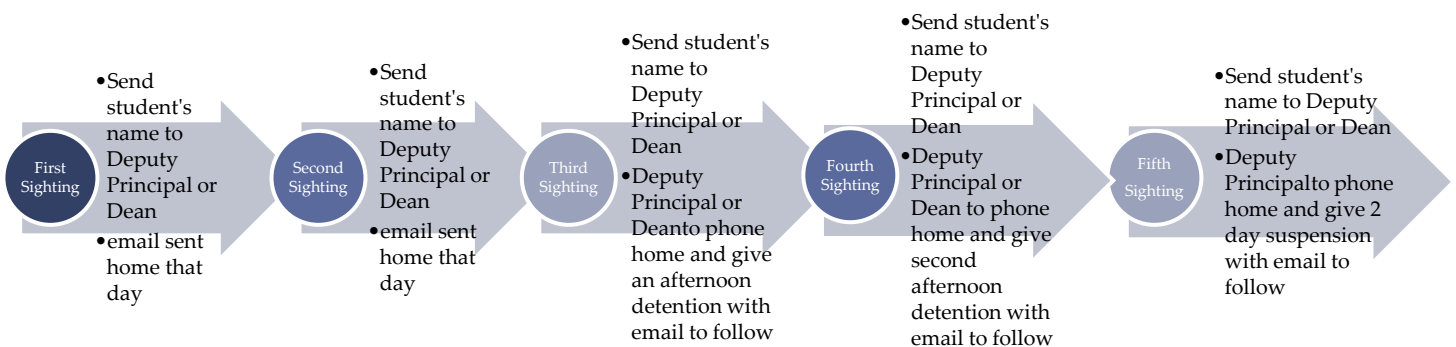
Junior School students should not have mobile phones at school unless there is a documented medical reason for doing so. Junior School students are required to hand mobile phones into Student Services before school and collect them at the end of the school day.

Secondary School students are not permitted to have their mobile phones turned on or visible during the school day (8.30-2.30) including lunch breaks. Similarly, headphones and speakers are not permitted.

Responsibilities

Students who require a mobile phone for medical purposes will be given exemption upon provision of a medical certificate stipulating the medical need and with agreement from parent/carer and students will not access the phone for any other purpose.

Senior students (Years 10-12) may be given opportunities to use mobile phone for learning purposes with specific, time limited access to their mobile phone devices. All permissions are limited to the day and lesson given.



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

It is **acceptable** for students at Calamvale Community College to:

- use mobile phones or other devices as directed by staff for
 - assigned class work and assignments set by teachers
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Calamvale Community College to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Calamvale Community College 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

Advice for state schools on acceptable use of ICT facilities and devices

This document supports the [Use of mobile devices procedure](#) by providing advice to state schools on the acceptable use of information and communication technology (ICT) facilities and access by departmental or personal owned devices.

Personal mobile device access

The department is aware that limited personally-owned mobile device access is essential for the effective running of schools. The department reserves the right to restrict access of personally-owned mobile devices to ensure the integrity of the network and a safe working and learning environment for all network users. These mobile devices include but are not limited to mobile phones, laptops, tablet devices, voice recording devices (whether or not integrated with a mobile phone or MP3 player), games devices (e.g. PSPs, Game Boys), USBs, DVDs and CDs.

If in doubt when implementing technical requirements around the management of personally owned mobile devices and access to the department's ICT facilities and devices, advice can be sought from the Service Centre on 1800 680 445. Policy advice can be sought directly from Manager, ICT Governance on 3034 5093. Additionally, information is available at [Service Centre Online](#) (DoE employees only).

School employees personal mobile device access

Principals are to ensure that school employees follow the requirements under the [Use of mobile devices procedure](#).

Student personal mobile device access

Widespread access to the network by student personally-owned mobile devices could compromise the integrity of the ICT network. Principals, however, can determine that for educational purposes a student can have access to the department's ICT network. This connection is provided only if the personally-owned mobile device meets the department's security requirements (see [iSecurity](#) website for details) – at a minimum installing, running and updating anti-virus software on the device. Schools wanting students to connect to the department's ICT network are required to develop procedures to ensure that such provisions are assessed against the department's security requirements (where necessary undertaking a risk assessment) and that students and their parents/guardians are provided with the necessary education and assistance to be able to meet these departmental requirements.

The procedures are to include:

- providing advice to all students and their parents on appropriate security requirements (see [iSecurity](#) website for details)
- advising teacher/supervisor as soon as any breach of security is suspected
- the right to restrict/remove student access to the intranet, internet, email or other network facilities if they do not adhere to the school's network usage and access policy, guideline or statement
- ensuring that students are aware of [occupational health and safety issues](#) when using computers and other learning devices.

Schools that are implementing or have implemented the [Bring Your Own 'x' \(BYOx\)](#) process need to also ensure steps have been taken to provide a safe and effective learning environment for students while meeting the department's security requirements. This includes advising parents/guardians that the devices provided allow access to their home and other out of school internet services and that such services may not include any internet filtering.

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

Preventing and responding to bullying

Calamvale Community College 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.

Calamvale Community College has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Calamvale Community College we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Calamvale Community College 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 Calamvale Community College 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.

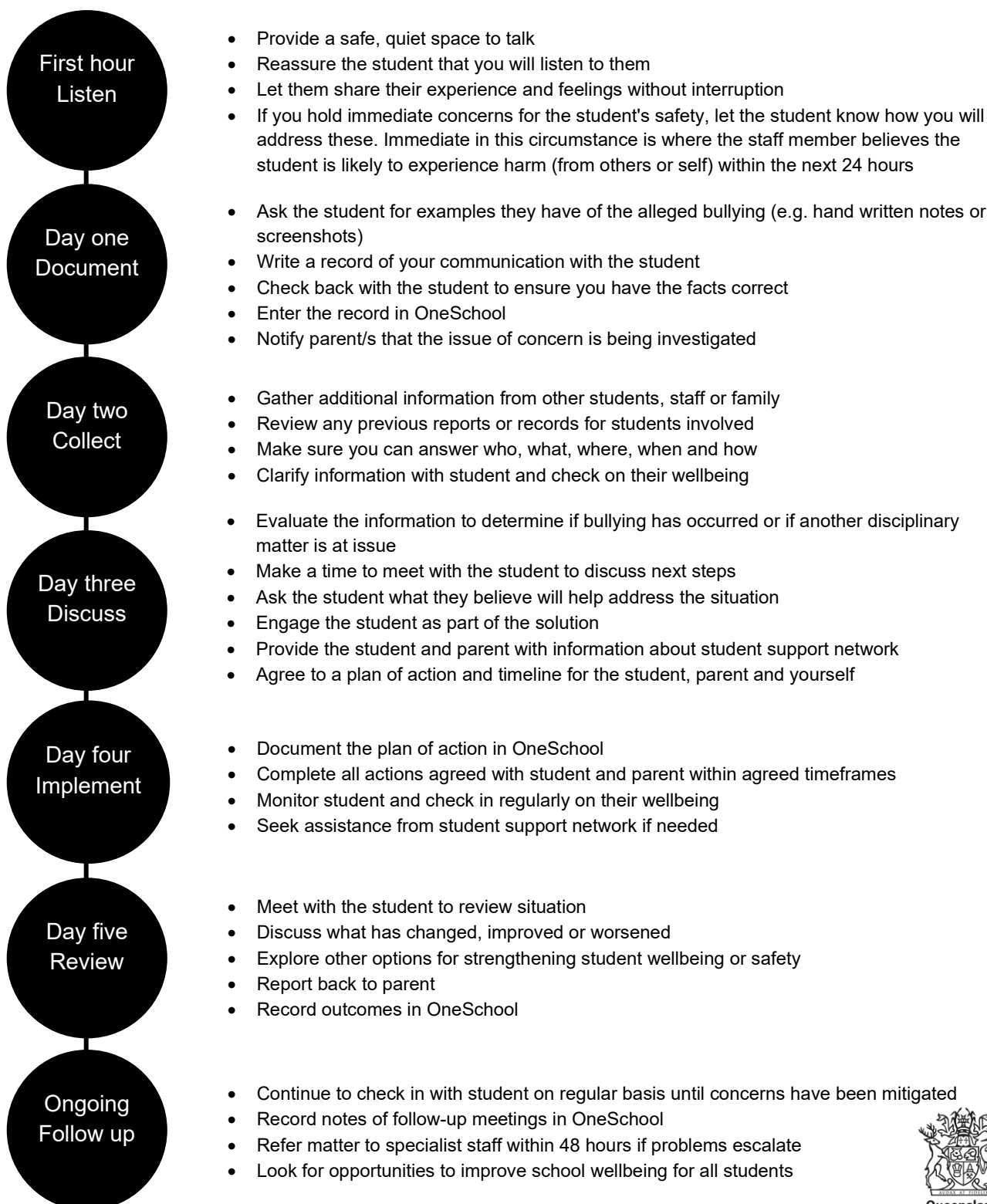
Calamvale Community College - Bullying response flowchart for teachers

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

Year 7 to Year 12 – Year Level Deputy Principal



Cyberbullying

Cyberbullying is treated at Calamvale Community College 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There are also a dedicated Year level Deputies & Dean of Students, who can be approached 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 Calamvale Community College 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 Year level Deputies, Dean of Students or the Stymie reporting process.

Calamvale Community College - 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](#).

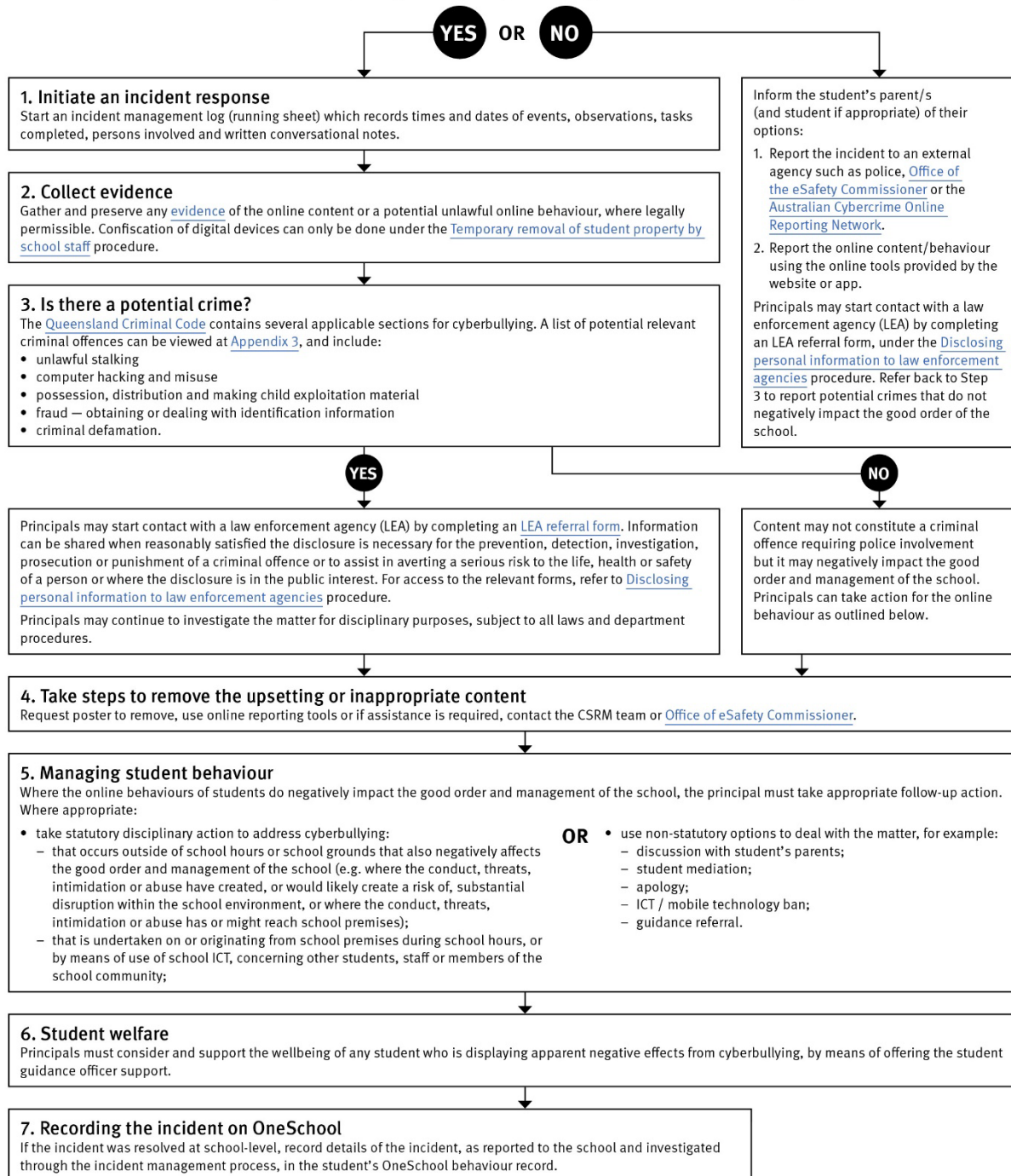
Explicit images

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?



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

Calamvale Community 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 Calamvale Community 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.

Calamvale Community College – Anti-Bullying Contract

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

Calamvale Community College – Anti Bullying Contract

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature:- _____

Parent's signature :- _____

School representative signature :- _____

Date:- \ \

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others.

This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. Early resolution: discuss your complaint with the school

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

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

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

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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