



Student Code of Conduct

2021-2024

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2020-2024*

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1.0 Purpose

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

The Ormeau Woods State High School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline. It establishes the principles for developing a positive school culture that:

- Values and develops quality interpersonal relationships.
- Provides an opportunity for all students to reach their learning potential.
- Ensures the safety and wellbeing of staff and students.
- Fosters confidence, responsibility, integrity and self-discipline.
- Recognises individual needs and differences and fosters mutual respect.
- Assists students who exhibit challenging behaviours to accept responsibility for their actions.
- Develops leadership skills.

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

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Contact Person:	Mr Dan Murtas (Principal)

Endorsement

Principal Name:	Mr Dan Murtas
Principal Signature:	
Date:	9 December 2020
P&C President Name:	Mr Neil Keen
P&C President Signature:	
Date:	9 December 2020
School Council Chair Name:	Mr Julian Woehrle
School Council Chair Signature:	
Date:	9 December 2020

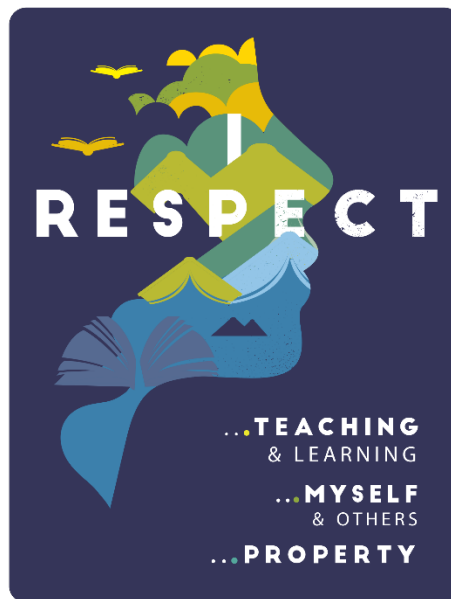
2.0 Principal's Foreword

Introduction

At Ormeau Woods State High School, our ambition is to be a leading Queensland school where students can excel in: academic studies, cultural and creative fields, sporting pursuits and community service. Our vision is to provide the highest quality teaching and learning experiences to enable all students to achieve success and maximise their outcomes.

Our motto is: *Linking Learning with Life*

At Ormeau Woods State High School, our values are:



As a Positive Behaviour for Learning School, we believe that:

- All behaviour is the result of the choices we make.
- These choices can either be responsible or irresponsible.
- Positive behaviour is supported, recognised and celebrated.
- Behaviour management is a shared responsibility between students, parents/caregivers and the school.

The Student Code of Conduct was developed during 2020 in consultation with parents, staff and students through focus group meetings, surveys and a draft review process. A review of school data was conducted, including data relating to student attendance, school disciplinary absences, Positive Behaviour for Learning Committee information and School Opinion Survey results to form an extensive analysis of school behaviour management. The data analysis and feedback received from consultation with key stakeholders has been used to refine the Student Code of Conduct.

At Ormeau Woods State High School our staff take an educative approach to discipline; we consider behaviour management to be an opportunity for valuable social learning. Our Student Code of Conduct provides an overview of the school's local policies on the use of mobile phones, 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 provides information about 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. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

3.0 P&C Statement of Support

As president of the Ormeau Woods State High School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process 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 Ormeau Woods State High School 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 Ormeau Woods State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. 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 Ormeau Woods State High School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the Anti-bullying policy on page 35 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Ormeau Woods State High School 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 Ormeau Woods State High School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

P & C President: Mr Neil Keen

Signature:



Date:

9 December 2020

4.0 Student Executive Team Statement

On behalf of the student body at Ormeau Woods State High School, we endorse the Student Code of Conduct for 2021. We have represented students on the consultation committee, provided 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 Executive Team and the Ormeau Woods State High School 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 Student Executive Team are first encouraged to talk with their Class Captain or Year Level Representative, however, you are also invited to approach any of us directly.

Student President: Taleesha Kelly

Signature:



Date:

9 December 2020

Student Vice-President: Nikolas Djumic

Signature:



Date:

9 December 2020

Student Secretary: Alexandra White

Signature:



Date:

9 December 2020

Student Treasurer: Dylan Cardiff

Signature:



Date:

9 December 2020

5.0 Learning and Behaviour Statement

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 Head of House or House Deputy Principal to discuss the model of behaviour support and discipline used at this school.

5.1 Systems of Support

Ormeau Woods State High School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. There is a focus is the whole-school implementation of both the Australian Curriculum, Positive Behaviour for Learning (PB4L) and Responsible Thinking Process expectations. This involves:</p> <ul style="list-style-type: none">teaching behaviours in the setting 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 (PB4L) expectations. The types of interventions offered at this level will vary according to the needs of each student, 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.interventions require little time of classroom teachers and are easy to sustainvariations within each intervention are limitedinterventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student’s need).

3	<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 and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (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 wrap around plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

5.2 Student Wellbeing

Learning and Wellbeing Framework

Ormeau Woods State High School offers a range of programmes 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 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 Ormeau Woods State High School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages as part of a broader sexuality and relationships education programme; and ensure CPR for Life in schools skills training is offered to all Year 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

Ormeau Woods State High School 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

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

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

Medications

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

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

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

Mental Health

Ormeau Woods State High School implements early intervention measures and supports 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

Ormeau Woods State High School staff who observe students who present with self-harming behaviours and/or suicidal ideation should seek help immediately from the school Guidance Officer, Deputy Principal or Principal.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents 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, Ormeau Woods State High School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

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

5.3 Student Support Network

Ormeau Woods State High School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. The House based structure of student management offers comprehensive support systems for our students. Each student will be assigned to a House: Bundari, Janehn, Roxinho, Tintara, Yabara or Zambuca.



Within each House, students can access staff to support them with various facets of school life:

HOUSE STRUCTURE - STAFF ROLES	
Role	What they do
Student Advisor	<ul style="list-style-type: none">• House Assemblies• Student Leadership Council• Manage uniform compliance• Support with behaviour investigations• Manage conflict resolution• Process (mediations)• Attendance rewards• Student case management
Head of House	<ul style="list-style-type: none">• Student engagement and wellbeing across the core areas of uniform, behaviour, attendance and academic performance (UBAA)• Access, track, connect, analyse and share House level data to work collaboratively with Heads of Curriculum to target and implement improvements in academic and social outcomes• Management of student behaviour at Level 3• Lead a case management process for each house (House PLT)• Lead Futures teachers to implement the Futures programme
Deputy Principal	<ul style="list-style-type: none">• Lead the strategic direction of the school• Student engagement and wellbeing across the core areas of uniform, behaviour, attendance and academic performance (UBAA)• Management of student behaviour at Level 3• Pathway management and subject changes• Complex case management of students

In addition to the assistance provided by Class Teachers, Heads of Department, Student Advisors, Heads of House and Deputy Principals, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. This team works from the 'Health Hub' located next to the Resource Centre and students can access support by requesting an appointment via a 'Green Slip' or by attending the Health Hub before school or at lunch-times.

Parents who would like more information about the student support roles and responsibilities are invited to contact a Guidance Officer at the School.

HEALTH HUB STAFF	
Role	What they do
Guidance Officer	<ul style="list-style-type: none"> Provides a comprehensive student support programme within the school environment offering counselling with students on a one-on-one basis or in a group setting Use a triage model to assist families needing specialist support Assists students with specific difficulties, acting as a mediator or providing information on other life skills including career education Liaises with parents, teachers, other external health providers and community organisations as needed as part of supporting students' mental health and wellbeing
Youth Worker	<ul style="list-style-type: none"> Provides individual and, at times, group support to students to assist their engagement with education and training 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 relationships/social skills conflict with family/peers/teachers Social/emotional/physical wellbeing
Youth Health Nurse	<ul style="list-style-type: none"> Provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> healthy eating and exercise relationships personal and family problems feeling sad, worried and angry sexual health smoking, alcohol and other drugs.
ATSI Support Officer	<ul style="list-style-type: none"> provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities
Pastoral Carer	<ul style="list-style-type: none"> Pastoral care and support for students Enhancing students' personal and spiritual wellbeing (voluntary participation)

6.0 Whole School Approach to Discipline

Ormeau Woods State High School uses Positive Behaviour for Learning (PB4L) as the multi-level system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programmes offered through the school, including sporting activities and excursions.

PB4L 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 Ormeau Woods State High School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach. As such, The Responsible Thinking Process (RTP) is the preferred programme for managing disruptive classroom behaviour at Ormeau Woods State High School (see School Policies below.)

The development of the Ormeau Woods State High School Code of Conduct is an opportunity to explain the PB4L framework and RTP with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PB4L and RTP 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.

6.1 Consideration of Individual Circumstances

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

Our staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students 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.

6.2 Differentiated and Explicit Teaching

The first step in facilitating standards of positive behaviour is communicating those standards to *all* key stakeholders in our school community. **Upon enrolment at Ormeau Woods State High School, students, parents/carers and school staff agree to the following:**

It is the STUDENT'S responsibility to:

- Attend school regularly, on time, ready to learn and take part in school activities
- Act at all times with respect and show acceptance of other students and staff
- Work diligently and comply with requests or directions from teachers and staff members
- Follow school rules, meet all course requirements and wear the school uniform
- Respect the school environment

It is the PARENT'S responsibility to:

- Advise the school if there are any problems that may affect their child's ability to learn
- Inform the school of any reason for absence from school
- Work with school staff in an environment of trust, respect and acceptance
- Follow the school's policy regarding access to school grounds before, during and after school hours
- Attend parent functions where possible
- Support the behaviour management process of the school to enable each child to achieve maturity, self-discipline and self-control

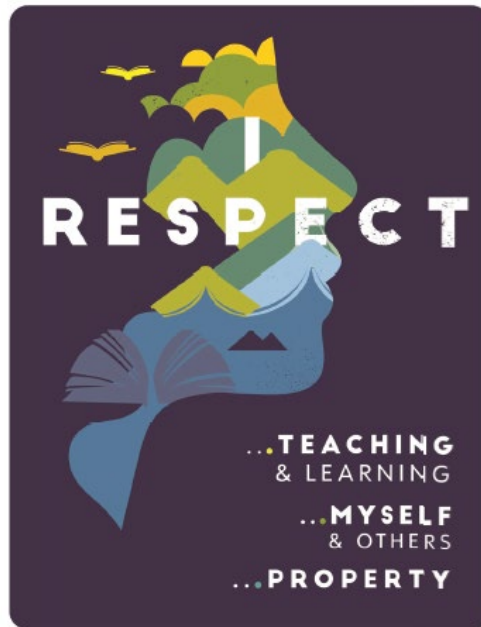
It is the SCHOOL'S Responsibility to:

- Clearly articulate the school's expectations regarding the Student Code of Conduct and the school's Dress Code Policy
- Inform student, parents and carers about what the teachers aim to teach the students each term
- Teach effectively and to set the highest standards in work and behaviour
- Take responsible steps to ensure the safety, happiness and self-confidence of all students
- Inform parents and carers regularly about how their children are progressing
- Contact parents and carers as soon as is possible if there are concerns about the child's school work, behaviour, attendance or punctuality
- Consult with parents and carers on any major issues affecting students
- Be open and welcoming and offer opportunities for parents and carers to be involved in the school community
- Ensure parents are aware of the school's record keeping policy including the use of a transfer note should the child be enrolling at another school
- Deal with complaints in an open, fair and transparent manner
- Treat students and parents with respect and acceptance

6.3 Universal Behaviour Support

At Ormeau Woods State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards *all* students designed to prevent problem behaviour and provides a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to each of our three school values:



Ormeau Woods State High School implements the following proactive and preventative processes and strategies to support student behaviour:

- Regular articles in the school newsletter and on school social media sites enabling parents to be actively and positively involved in school behaviour expectations.
- Regular provision of information to staff and parents regarding successful practices
- Comprehensive induction programme regarding the Student Code of Conduct delivered to all students at the beginning of each school year and to new students as well as new and relief staff upon arrival at the school.
- Individual support plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Development of specific policies (see School Policies section) to address:
 - Disruption to learning in the classroom (Responsible Thinking Process)
 - Temporary removal of student property
 - Use of mobile phones and other devices by students
 - Appropriate use of social media
 - Preventing and responding to bullying

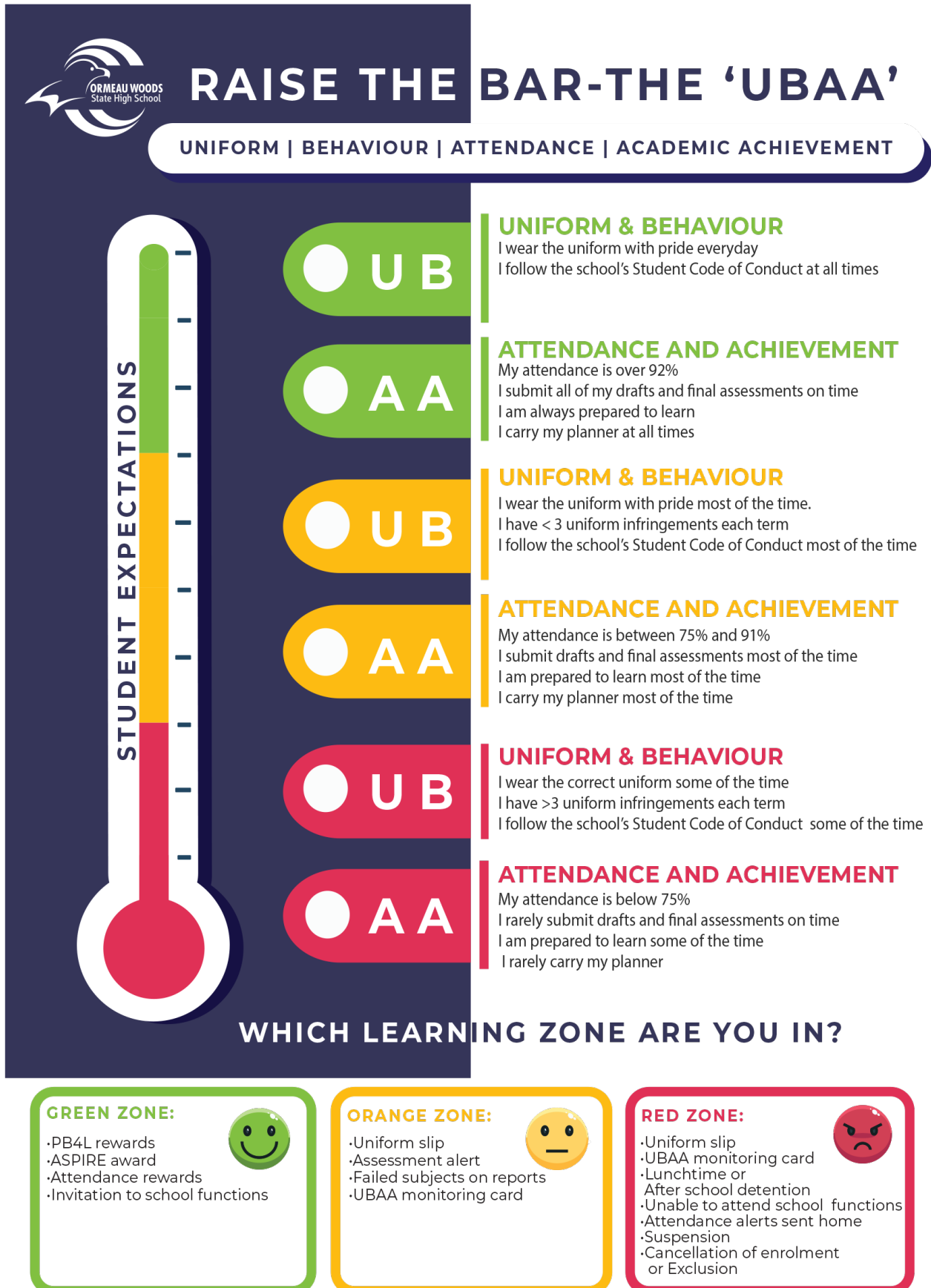
6.4 School Wide Expectation Teaching Matrix

The School wide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations for students in all school settings.

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX					
	ALL AREAS	CLASSROOM	PLAYGROUND	TOILETS	BUS / BIKE RACKS
Respect Teaching and Learning	<p>Arrive to class on time prepared to learn</p> <p>Follow class procedures</p> <p>Follow instructions and directions</p> <p>Carry planner at all times</p> <p>Sign out at Student Foyer before leaving school grounds</p>	<p>Enter and exit room in an orderly manner</p> <p>Respect others' right to learn</p> <p>Complete set tasks including submission of all draft and final assessment on time</p>	<p>Be a problem solver</p> <p>Be quiet when outside classes that are still working</p>	<p>Use toilets during breaks</p>	<p>Walk bike/scooter to the gate quietly</p> <p>Wait inside the gate until the bus stops</p>
Respect Myself and Others	<p>Respect others personal space and property</p> <p>Use polite language</p> <p>Wait your turn</p> <p>Do the right thing</p>	<p>Be a good listener</p> <p>Be honest with others</p> <p>Respect others opinions and views</p>	<p>Play according to the rules – take turns, invite others to join in and follow rules</p> <p>Walk between classes quietly</p> <p>Act safely</p> <p>Wear appropriate shoes at all times</p> <p>Be sun safe</p>	<p>Respect privacy of others</p>	<p>Wait your turn</p> <p>Leave school promptly</p> <p>Have your bus pass ready</p> <p>Follow the Code of Conduct for School Students Travelling on Buses (Translink)</p>
Respect Property	<p>Use equipment appropriately</p> <p>Clean up after yourself</p> <p>Respect others' property</p>	<p>Keep work space tidy</p> <p>Seek permission when borrowing other people's equipment</p> <p>Follow WHS Policy</p> <p>Follow the ICT Acceptable Use Agreement</p>	<p>Return equipment to appropriate place at the end of lunch</p> <p>Care for the environment</p> <p>Put all rubbish in the bin</p>	<p>Use bins provided</p> <p>Report damage to a staff member</p>	<p>Only use own bike/scooter</p> <p>Keep your belongings nearby</p>

6.5 Uniform, Behaviour, Attendance, Academic Achievement (UBAA) Expectations

The table above is further supported through the explicit teaching of students being in the 'Green Learning Zone' at all times for Uniform, Behaviour, Attendance and Academic Achievement (UBAA) Expectations:



6.6 Effort and Behaviour Matrix

Reporting Standards:

Each term, parents/carers are given an indication of their child's behaviour and effort in classes (in addition to a subject achievement indicator.) The judgements staff make regarding student effort and behaviour in class are guided by the Effort and Behaviour Matrix:



6.7 Focused Teaching of Behaviour Expectations

Behaviour expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers and Futures teachers;
- Reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities.
- Modelling of appropriate behaviours
- Negotiations as part of the 'Responsible Thinking Process'

6.8 Intensive Teaching of Behaviour Expectations

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 case manager at the school who will oversee the coordination of their programme, communicate with stakeholders and directly consult with the student.

6.9 Case Management

Case Management

At Ormeau Woods State High School, we are proud to have a comprehensive House case-management structure in place. Case management is a collaborative planning process that is essential to the delivery of quality support to students with academic, social, emotional and welfare difficulties.

Levels of Case Management

The level of support required is evaluated by reviewing student data at the beginning of each term:

Code	Details	Requirements
ICM	Intensive Case Management	Indicates high level case management required. These students are usually at risk in two or more areas (behaviour, attendance, academic achievement, wellbeing). Intensive Case Managers are usually the DP, Head of House, GO or Student Advisor. Intensive Case Management is also provided by Student Support Services (SSS) staff. These students will have a support provision created for them on One School. This will be used to record progress against goals, check-ins and parent contact.
CI	Check-in	Check-in with student to offer support and watch progress. These students are usually at risk in one area (behaviour, attendance, academic achievement or wellbeing.) Alternatively, it has been deemed that the student's data is borderline and as such they do not require ICM. The 'Check-in' level of case management is undertaken by staff volunteers (preferably their Futures Teacher) who act in a mentor role for students.
Watch	Watch progress	Student may be borderline in one or more particular areas. Progress is monitored throughout term to ascertain whether escalation of case-management is required. The 'watch' level of case management is undertaken by Heads of House.

6.10 Reinforcing and acknowledging expected student behaviour

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

- PB4L Points – each staff member aims to give three PB4L points in each class that are attributed to students displaying our values. These points are redeemable for rewards at the end of each term. These may include: canteen vouchers, gift cards or payment towards events such as the senior jersey/Formal



- Aspire Awards – each term, the grades achieved for effort and behaviour in each subject are accumulated to award gold, silver and bronze certificates at celebration assemblies and to also award tuckshop vouchers and/or invitation to the ASPIRE excursion each term

Gold ASPIRE	Silver ASPIRE	Bronze ASPIRE
'Excellent' awarded for effort and behaviour in all subjects	'Excellent' awarded for effort and behaviour in all subjects, and one 'very good'	'Excellent' awarded for effort and behaviour in all subjects, and two 'very good'

- Night of Excellence – each year students are recognised for outstanding achievements at an annual award ceremony

7.0 Legislative Delegations

Legislation

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

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

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](#)

8.0 Disciplinary Consequences

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

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

Some students will need additional support, time and opportunities to practise expected behaviours. A minority of the student population may experience difficulty with meeting the stated expectations, and even with focused teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

The consequences of breaches of the stated standards of behaviour will be addressed through the school's behaviour management process which incorporates the principles of natural justice, compliance with policies and practices of Education Queensland and legal requirements. There are three levels involved in affecting a change in inappropriate behaviour. At each level a range of strategies is engaged. The levels indicate increasing seriousness of misbehaviour and subsequent consequences applied.

Level 1: Classroom/Playground Management

Level 2: Intervention by HOSSES/Heads of Department

Level 3: Intervention by HOSSES/Heads of House/Deputy Principals/Principal

Ormeau Woods State High School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. Behaviour issues are either major or minor, with the following agreed understanding:

- **Minor** problem behaviours are usually handled by staff members at the time they happen or referred to a Curriculum Head of Department
- **Major** problem behaviours are referred directly to HOSSES/Heads of House/Deputy Principal or Principal

Minor behaviours are those that:

- Are minor breaches of the school rules
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious way
- Are not part of a pattern of problem behaviours
- Do not require involvement of specialist support staff, Heads of House or the Executive Team.

Minor problem behaviours may result in the following consequences:

- A minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- A re-direction procedure:
 1. The staff member takes the student aside and utilises the Responsible Thinking Questions
 2. If the behaviour ceases the staff member will give verbal acknowledgement for expected school behaviour
 3. If the behaviour continues, the student will proceed with the Responsible Thinking Process

Major behaviours are those that:

- Significantly violate the rights of others
- Put others/self at risk of harm
- Require the involvement of Heads of House/Deputy Principals/Principal

Major behaviours result in an immediate referral to either the HOSSES/Head of House/Deputy Principal or Principal because of their seriousness. When a major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. The staff member then completes a One School referral form and if practical, escorts the student to the Head of House or Executive Services Building.

The following tables outline examples of major and minor problem behaviours and possible actions/consequences.

8.1 Respect Teaching and Learning – Unacceptable Behaviours

LEVEL	UNACCEPTABLE BEHAVIOUR	POSSIBLE ACTIONS / CONSEQUENCES	REFERRED TO
1 (Minor)	<ul style="list-style-type: none"> late to class failure to follow class procedures (e.g. entering or leaving class without permission, walking around room, eating, wearing caps inside) defiance - failure to follow instructions/ directions disrespect for teacher (e.g. lying/ back chatting, being dismissive towards staff) non-attempt of class work set disruption (engaging in behaviour that causes an interruption in a class or school activity/event. Includes sustained loud talk, yelling, screaming, noise with materials, sustained out-of-seat behaviour, throwing objects without intent to harm) non-submission of assessment tasks truancy from class misuse of technology inappropriate use of mobile phone (first instance) 	<ul style="list-style-type: none"> record on One School teacher intervenes and focuses students and may attempt to resolve the situation out of class time (at breaks, after school, at home) complete set work in own time work penalty consequence issued relative to behaviour (e.g. detention – lunch time) apology (verbal/ written) acknowledgment of misbehaviour (verbal/written) demonstrate knowledge of school code, rules, procedures Responsible Thinking Process property confiscation contact/interview with parent/caregiver 	Classroom Teacher
2 (Minor)	<ul style="list-style-type: none"> frequent repetition of level 1 misbehaviour refusing to accept consequences at level 1 repeated truancy from classes inappropriate comments directed at teacher or fellow student repeated pattern of failure to submit assessment tasks plagiarism (see Assessment Policy for details) inappropriate use of mobile phone (third instance) 	<ul style="list-style-type: none"> record on One school refer to Head of Department refer to Health Hub (Guidance Officer for counselling) detention (break/after-school) contact/interview with parent/caregiver focused behaviour UBAA card property confiscation 	Head of Department
3 (Major)	<ul style="list-style-type: none"> frequent repetition of level 1 and 2 misbehaviour/ pattern of disruptive behaviours refusing to accept consequences/follow directions from Heads of Department/Heads of House/ Executive Team repeated pattern of failure to submit assessment tasks to meet course requirements/compulsory participation outside school grounds during school hours without permission inappropriate/offensive/ derogatory comments directed at teacher or fellow student high levels of unexplained absenteeism: extreme unsafe, irrational, abusive or threatening actions inappropriate use of mobile phone (fourth instance) 	<ul style="list-style-type: none"> record on Oneschool contact/interview with parent/caregiver refer to Health Hub (e.g. Guidance Officer, Youth Worker, Pastoral Carer) focused behaviour UBAA card Case management community service loss of subject/course credit/non-rating on report suspension/exclusion cancellation of enrolment alternative programmes alternative pathways flexible learning options 	HOSES Head of House Deputy Principal Principal

8.2 Respect Myself and Others – Unacceptable Behaviours

LEVEL	UNACCEPTABLE BEHAVIOUR	POSSIBLE ACTIONS /CONSEQUENCES	REFERRED TO
1 (Minor)	<ul style="list-style-type: none"> • inappropriate responses/ failure to follow instructions/ directions • defiance/lying/ rudeness • physical/verbal intimidation • throwing objects (without intent to harm) • unsafe actions in the playground 	<ul style="list-style-type: none"> • record on Oneschool • contact/interview with parent/caregiver • teacher intervenes, focuses students and may attempt to resolve the situation out of class time • demonstrate knowledge of school code, rules, procedures • Responsible Thinking Process • acknowledgment of misbehaviour (verbal/ written) • apology (verbal/ written) • work penalty consequence issued relative to behaviour (e.g. detention – lunch time) • compensate victim 	Classroom Teacher
2 (Minor)	<ul style="list-style-type: none"> • frequent repetition of level 1 misbehaviour • refusing to accept consequences at level 1 • harassment – isolated incident (the delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics) • deliberate swearing • inappropriate comments or gestures directed at teacher or fellow students 	<ul style="list-style-type: none"> • record on Oneschool • contact/interview with parent/caregiver • refer to Head of Department • refer to Health Hub • work penalty consequence issued relative to behaviour (e.g. detention – lunch time or after school) 	Head of Department
3 (Major)	<ul style="list-style-type: none"> • deliberate obscene/ offensive language • inappropriate/offensive/ derogatory comments or gestures directed at staff or other students • abuse of staff (verbal/gestures) • bullying • persistent harassment (the ongoing delivery of disrespectful messages in any format related to gender, ethnicity, sex, race, religion, disability, physical features or other identity characteristics) • fighting/ physical assault/ premeditated attack on a student • using an electronic device to film or photograph another student/s engaging in physical misconduct • sexual harassment • attack on any staff member or student (physical, verbal or electronic/digital) • sexual misbehaviour – engaging in sex acts, sexual behaviour, lewd behaviour or nudity (full or partial) • disruptive behaviour during variation to school routine (e.g.. excursions/ sport) • unsafe/dangerous behaviour on bus or whilst travelling to or from school 	<ul style="list-style-type: none"> • record on Oneschool • contact/interview with parent/ caregiver • mediation/resolution conference • refer to Health Hub • focused monitoring via UBAA card • community service • work penalty consequence issued relative to behaviour (e.g. detention – lunch time or after school) • suspension/exclusion • alternative programmes • flexible learning options • record on Oneschool • loss of ICT privileges 	HOSES Head of House Deputy Principal Principal

	<ul style="list-style-type: none"> • refusing to accept consequences/follow directions from Heads of Department/Heads of House/Executive Team • inciting others to display unsafe, offensive or inappropriate behaviours (e.g. 'swarming' in the playground) • associating with intruders in the school grounds • accessing, copying or distributing any material that is controversial, inappropriate, obscene or offensive through electronic medium • serious unsafe work practices/negligence resulting in injury to another person 		
	* Substance Abuse : (applies to situations where students possess or use whilst on school grounds, participating in a school activity, in full or partial school uniform, or easily identifiable as a student of Ormeau Woods State High School)		
	<ul style="list-style-type: none"> • smoking/possession of cigarettes, lighters 	<ul style="list-style-type: none"> • record on Oneschool • contact/interview with parent/caregiver • suspension • referral to Youth Health Nurse 	
	<ul style="list-style-type: none"> • possession and/or consumption of alcohol/ marijuana/inhalants/illegal substances/ drug implements and paraphernalia • providing/supplying/selling drugs to others • possessing/providing/ supplying/using/selling of weapons (e.g. knives, guns, blow pipes etc.) • possessing/providing/ supplying/selling/ distributing pornographic material in any medium 	<ul style="list-style-type: none"> • inform police (parent/caregiver will also be informed in accordance with police recommendations) • record on Oneschool • Guidance Officer/Youth Health Nurse/ or outside agency counselling may be recommended • suspension/exclusion • alternative programmes • flexible learning options 	

8.3 Respect Property – Unacceptable Behaviours

LEVEL	UNACCEPTABLE BEHAVIOUR	POSSIBLE ACTIONS / CONSEQUENCES	REFERRED TO
1 (Minor)	<ul style="list-style-type: none"> unsafe work practices/ negligence resulting in damage wilful damage (minor) graffiti (minor) theft (minor) littering using other people's property without consent or permission using electronic devices in class without teacher's approval (e.g. mobile phones, electronic games) unsafe use of equipment in the playground or in inappropriate areas (e.g. kicking footballs near buildings) 	<ul style="list-style-type: none"> record on Oneschool apply Workplace Health and Safety Policy work penalty consequence issued relative to behaviour remove/clean/repair damaged item confiscate item loss of privileges restitution by offender acknowledgment of misbehaviour (verbal/written) demonstrate knowledge of school code, rules, procedures 	Classroom Teacher
2 (Minor)	<ul style="list-style-type: none"> frequent repetition of level 1 misbehaviour refusing to accept consequences at level 1 repeated/more serious breach of Workplace Health and Safety Policy serious breach of the ICT Agreement with respect to use of equipment/software unsafe behaviour in the classroom/ playground using objects (e.g. throwing food/drink containers) 	<ul style="list-style-type: none"> record on Oneschool refer to Head of Department refer to WHS Officer/ application of policy contact/interview with parent/caregiver focused monitoring via UBAA card loss of ICT privileges 	Head of Department
3 (Major)	<ul style="list-style-type: none"> serious unsafe work practices/negligence resulting in damage/ injury wilful damage (major – teachers property, students personal property/school work and projects and/or school property) graffiti (major) vandalism theft (major) break and enter refusing to accept consequences/follow directions from Heads of Department/Heads of House/Executive Team 	<ul style="list-style-type: none"> record on Oneschool refer to WHS Officer/ application of policy – from retraining to removal from subject inform external agencies (i.e. Police) interview with parent/caregiver/ student restitution by offender/s replace stolen goods community service suspension/exclusion Behaviour Improvement Conditions (BIC) alternative programmes flexible learning options 	HOSES Head of House Deputy Principal Principal

8.4 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 Ormeau Woods State High School, the use of any SDA is considered a very serious decision.

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

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

Re-entry following suspension

Students who are suspended from Ormeau Woods State High School will be invited to attend a re-entry meeting with their parent/carer 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 behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

The meeting will 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 in writing, usually via email.

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

Structure

The structure of the re-entry meeting will follow a set agenda:

1. Student welcomed back to school
2. Suspension Support Plan discussed (including completion of subject work), documented and signed by student and parent/carer
3. Re-entry Plan discussed, documented and signed by student and parent/carer
4. Support provisions available discussed
5. UBAA monitoring card may be issued for a period of one week (case-by-case basis)
6. Student and parent/carer thanked for attending

At the conclusion of the meeting, the student's teachers will be emailed to inform them that we have welcomed the student back to school with actions identified to support the student's return to school.

9.0 School Policies

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

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

9.1 Responsible Thinking Process

The Responsible Thinking Process (RTP) is the preferred programme for managing disruptive classroom behaviour at Ormeau Woods State High School. It was developed by Edward E. Ford and is based on Perceptual Control Theory. By utilising this process, students are taught to monitor their own behaviour by taking responsibility for what they do.

The RTP:

- Protects time for teaching and learning
- Teaches students to exercise self-control, respect the rights of others and respect rules
- Helps students see that they are responsible for their actions
- Helps students think out ways to cooperate, set limits, compromise, plan and manage their lives.

What qualifies as disruptive classroom behaviour?

- Refusing to follow the instructions of a staff member/arguing when given an instruction
- Refusing to participate in the programme of instruction
- Talking when a teacher is talking
- Calling out
- Making inappropriate noises to distract others
- Deliberately distracting others from working and/or learning
- Harassing another student, i.e. calling names, intimidation
- Throwing objects in a classroom
- Inappropriate use of technology

The first time a student chooses to disrupt the classroom, they will be asked some specific questions that are designed to help them think about what they are doing and give them the opportunity to choose more appropriate behaviour:

- "What are you doing?"
- "What should you be doing?"
- "What will happen if you continue this behaviour?"

If a student continues to disrupt, he or she has chosen to go to the Reflection Room and follow the process. The teacher will ask the following questions the second time a student disrupts in a classroom:

- "What are you doing?"
- "What did you say would happen if you continued this behaviour?"
- "I see you have chosen to go the Reflection Room."

At the Reflection Room, the student is required to seriously reflect upon their behaviour and take responsibility for their actions. They then formulate a plan that will assist them to not repeat the disruptive behaviour again. The Reflection Room Supervisor will evaluate the student's plan before the latter presents the plan to the teacher to be re-admitted to the class. This discussion with the teacher is a vital component in rebuilding a quality relationship.

When a student is referred to the Reflection Room, the student's parent will be notified via text message by the Reflection Room Supervisor. It is expected that the staff member who referred the student to the Reflection Room also makes contact with the student's parent.

If a student fails to follow the instructions of the Reflection Room Supervisor or is referred to the Reflection Room three times in a term, a referral to a Head of House will be made and a Level 3 consequence will be issued.

9.2 Temporary removal of student property

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

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

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

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

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

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

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

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

Responsibilities

State school staff at Ormeau Woods State High School:

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

Parents of students at Ormeau Woods State High School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Ormeau Woods State High School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after you have been notified by the Principal or state school staff that the property is available for collection.

Students of Ormeau Woods State High School:

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

Process for recording the temporary removal of property and storage of property:

- If an item is temporarily removed from a student by a staff member or a student is instructed to submit an item at the Student Foyer, it will be logged on ID Attend by an Administration Officer and:
 - It will be safely secured in the Executive Services Building until a parent/carers is notified that it is available for collection
 - In the case of illegal items, the Police may be contacted to dispose of items appropriately.

9.3 Use of mobile phones and other devices by students

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and developmental activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our phone-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



9.4 Use of approved learning devices by students

Please see the Ormeau Woods State High School BYOD Policy for details of approved learning devices

Responsibilities

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

It is acceptable for students at Ormeau Woods State High School to use an approved learning device to:

- complete assigned class work and assignments set by teachers
- develop appropriate literacy, communication and information skills
- author text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conduct general research for school activities and projects
- communicate or collaborate with other students, teachers, parents or experts in relation to school work
- access online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

It is **unacceptable** for students at Ormeau Woods State High School to:

- use a learning device in an unlawful manner
- create, download, distribute or publish offensive messages or pictures
- use obscene, abusive, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, and/or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources

- damage school devices, printers, network equipment or hardware
- commit plagiarism or violate copyright laws
- ignore staff 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 programmes capable of breaching the department's network security
- use in-built cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- use in-built cameras to film or photograph another student or a staff member without their permission

9.5 Use of mobile phones by students

Mobile phones are not considered an approved learning device.

Responsibilities

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

It is **acceptable** for students at Ormeau Woods State High School to:

- carry a mobile phone with them / wear a smart-watch
- use mobile phones before 8.30am, at lunch-times and after 2.30pm
- switch off and place the mobile phone out of sight during classes
- switch off /place the smart-watch on silent during class
- be courteous, considerate and respectful of others when using a mobile phone/smart-watch

It is **unacceptable** for students at Ormeau Woods State High School to:

- have a mobile phone visible in a classroom
- use the phone function of a smart-watch in a classroom
- use a mobile phone in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- use a mobile phone to download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language on mobile phone
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking on a mobile phone
- insult, harass or attack others or use obscene or abusive language
- 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 in-built cameras to film or photograph another student or a staff member without their permission
- 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

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 Ormeau Woods State High School Student Code of Conduct. In addition students and their parents should:

- review the ICT Acceptable Use Agreement and 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 programmes
 - 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.

9.6 Disciplinary Consequences – Inappropriate Use of Mobile Phones

Inappropriate Use of Mobile Phones			
Behaviour Example	Behaviour Level	Consequences	Staff to issue Consequence
Student uses phone when not supposed to or in a manner not allowed by the teacher/policy	Level 1 (1 st Instance)	Phone confiscated: -Student will walk to the Administration Office and will hand the phone in at the Administration Office for confiscation -Phone will be logged on ID Attend; stored in safe and parent contacted by Admin Officer - Detention Issued - Record on One School; Parent contacted. Collect from Admin at the end of the school day	Classroom teacher Administration Officer Classroom teacher Classroom teacher
Student repeatedly uses their phone when they are not supposed to or in a manner not allowed by the teacher/policy	Level 1 (2 nd Instance)	Phone Confiscated (see above) Detention issued Phone call home Record on One School Phone to be collected by parent. If parent is unable, the student foyer will call home and explain this is a second offence and if there is a third instance it will be referred to Curriculum HOD. Recorded on One School and ID attend.	Classroom Teacher
Students still continues to use their phone when not supposed to or in a manner not allowed by the teacher/policy	Level 2 (3 rd Instance)	Phone confiscated (see above) Referral to Curriculum HOD After school detention issued Phone to be collected by parent. Phone call home warning next offence to result in suspension for repeated refusal to follow instructions. Record on One School	Curriculum HOD
Students still continue to use their phone when not supposed to or in a manner not allowed by the teacher/policy	Level 3 (4 th Instance)	Referral to Head of House / Deputy Principal Suspension	HOSES Head of House Deputy Principal Principal
The following are considered Level 3 behaviours on the first occasion: Videoing or taking photos of students or staff without consent. Refusing to hand submit phone for confiscation after a breach of the policy has occurred. Accessing inappropriate sites. Using phone to make threats	Level 3 (1 st Instance)	Referral to Head of House / Deputy Principal Suspension	HOSES Head of House Deputy Principal Principal

9.7 Preventing and responding to bullying

Ormeau Woods State High School Anti-bullying Policy

Ormeau Woods State High School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school. At Ormeau Woods State High School, we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We recognise that bullying can happen to all children and young people and that it can affect their social, mental or emotional health. In accordance with the Human Rights and Equal Opportunity Act 1986 we are also aware of the need to eliminate discrimination in all its forms. The Ormeau Woods State High School values promote a climate of respect and understanding of the right way to behave. Our aim is to provide a safe and inclusive environment, help students to feel confident to seek support from school should they need to and deal with any incidents that arise swiftly and effectively.

The Legislation

Commonwealth legislation relevant to bullying, harassment, discrimination and violence include:

- *Disability Discrimination Act 1992*
- *Human Rights and Equal Opportunity Commission (HREOC) Act 1986*
- *Racial Discrimination Act 1975*
- *Racial Hatred Act 1995*
- *Sex Discrimination Act 1984.*

Queensland Department of Education Related Policies

- Australian Student Learning and Wellbeing Framework
- Code of Conduct
- Inclusive Education Policy

Definition of 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.)

What does bullying behaviour look like?

There are three types of bullying behaviour:

- **Verbal bullying** which includes spreading hurtful and untruthful rumours, name calling or insulting someone about physical characteristics such as their weight or height, or other attributes including race, sexuality, culture, or religion
- **Physical bullying** which includes hitting or otherwise hurting someone, shoving or intimidating another person, or damaging or stealing their belongings
- **Social bullying** which includes consistently excluding another person or sharing information or images (online) that will have a harmful effect on the other person.

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

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Signs of Bullying

Each student who has been bullied or is bullying others will respond and act differently.

For Teachers

Signs a teacher might notice include if a student:

- becomes aggressive and unreasonable
- starts getting into fights
- refuses to talk about what is wrong
- starts to perform poorly in academic work

Less obvious signs could include if a student:

- is often alone or excluded from friendship groups at school
- is a frequent target for teasing, mimicking or ridicule at school
- changes their willingness to speak up in class
- withdraws from friends and activities they previously enjoyed
- appears insecure or frightened in the classroom

For Parents and Carers

Signs a parent/carers might notice include if their child:

- doesn't want to go to school or participate in school activities
- changes their method or route to school or is frightened of walking to school
- drops in academic performance
- changes in sleep patterns
- changes in eating patterns
- has frequent tears, anger, mood swings
- takes money from home
- has unexplained bruises, cuts, scratches
- loses or brings home damaged belongings or clothes
- arrives home hungry

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying (Stymie) for the whole school community (including staff, parents/carers, children and young people). This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders/onlookers).

Students are taught and encouraged to report all instances of bullying either as a victim of bullying; as a witness to bullying or as a friend to someone who is being bullied. They should report concerns via Stymie or directly to a Classroom Teacher, Futures Teacher, Student Advisor, School Counselling Team, Head of House or House Deputy Principal.

Students can report incidents of bullying about themselves or someone else by completing a School Incident Form or anonymously online if they would rather (Stymie). All incidents will be treated confidentially and will be passed onto the relevant member of staff to deal with the issue.

Parent Response

How parents can respond:

- **Listen calmly and get the full story.** Your calm response is important to allow your child to tell you all about the situation. After they've told you their story, ask questions to get more details if you need to: who, what, where, when.
- **Your first response when a child tells you of a concern can make a difference to the outcome.** Although you may feel some strong emotions about your child's experience, try to keep calm to avoid more distress to your child.
- **Reassure your child they are not to blame.** Many children blame themselves and this may make them feel even worse. You could say things like, 'That sounds really hard to deal with. No one should have to put up with that.' or 'I'm so glad you told me. You should be able to feel safe at school; that's not fair at all'.
- **Ask your child what they want to do and what they want you to do.** A critical part of your response is to avoid jumping in to solve the problem. While it is natural to want to protect your child, helping them to find their own solution is a better option. It helps them feel they have some power in the situation.
- **Learn some strategies to talk about with your child.**
Watch the **Quick Tips for Parents** videos by Dr Michael Carr-Gregg for more ideas.
- **Contact the school.** Your child may be reluctant for you to do this, so discuss the idea and reassure them that the school would want to know and is able to help. Make an appointment, telephone or email to meet with your child's Student Advisor, Head of House, House Deputy Principal and, if you need to, ask to talk with the Principal. Contact the school immediately if you have a concern about your child's safety.
- **Check in regularly with your child.** Keep the conversation going. It can take time to resolve issues, so check in regularly with your child about their experiences and their feelings. Your ongoing support is important.

(Source: Bullying No Way - Advice to parents - <https://bullyingnoway.gov.au/>)

All Staff (teaching and support) will follow normal school procedures to report any situations of bullying of which they become aware (OneSchool incident referral to House Student Advisor).

Procedures

Any report or disclosure of bullying will be taken seriously and treated sensitively. Sanctions will be applied fairly and reasonably taking account of any special educational needs or disabilities and taking into account the needs of vulnerable students. Incident details will be recorded, outlining the main points of the disclosure. Action will be taken as quickly as possible. This may include the following:

a) Interviewing all parties

The student being bullied will be given the opportunity to talk to an appropriate adult. Witnesses will be asked what they have seen or heard. The student(s) reported as being involved in the bullying will be given the opportunity to give their view. Please note that investigation timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

b) Informing the parents

The parents of the student being bullied will be informed as soon as possible. The parents of the student(s) involved in the bullying will be informed once it has been established; or a judgement has been made, that they have been involved.

c) Using a range of strategies / responses appropriate to the situation

For the student being bullied this might include:

- Identifying a named adult who he / she can report to regularly.
- Identifying a 'safe' place to go at key times.
- Assurances that he / she will be supported.
- Suitable help and advice regarding 'coping' strategies.
- Keeping a diary of all events for future reference.
- Pastoral counselling.
- The named adult making regular checks and where appropriate giving feedback on any developments.
- The offer of a structured mediation completed by a Student Advisor.
- Identifying a time when a resolution has been found and the case is closed.

For the student(s) involved in the bullying:

- An opportunity to discuss the situation and give their point of view.
- An encouragement to accept responsibility for their behaviour.
- Where appropriate the offer of pastoral counselling.
- The opportunity to apologise for the behaviour either in writing or in person (if the other party is willing or comfortable with this).
- Assurances that the bullying will stop.
- The return of any 'borrowed' or stolen items.
- If appropriate compensation for damaged or lost items.
- A named person to make regular checks on behaviour and to discuss and advise how the student can amend his / her behaviour.
- The offer of a structured mediation completed by a Student Advisor.
- If appropriate, making a referral to outside agencies.

c) Certain disciplinary consequences may be issued such as:

- Being banned from certain areas of the school.
- A change of Futures group or learning group.
- Community Service
- Being suspended from school for a fixed term.

d) Follow up:

Until the situation has come to a satisfactory conclusion the person taking the lead in dealing with the matter will have appropriate regular contact with the person who reported the matter and/or the parents.

Bullying outside the school premises

Where bullying outside school is reported to school staff it should be investigated and acted upon in accordance with the student code of conduct. If the incident is more serious it may be appropriate to inform the police.

Cyber Bullying

Cyberbullying is treated at Ormeau Woods State High School with the same level of seriousness as in-person bullying.

Cyber bullying can include:

- Sending insulting or threatening messages
- Posting unkind messages or inappropriate images on social networking sites
- Excluding others from online chats or other communication
- Inappropriate image tagging
- Sharing someone's personal or embarrassing information online
- Creating hate sites or starting social exclusion campaigns on social networking sites
- Sharing unflattering or private images, including naked or sexual images
- Assuming the identity of the other person online and representing them in a negative manner or manner that may damage their relationship with others
- Repeatedly, and for no strategic reason, attacking players in online gaming.

For it to be called cyber bullying, inappropriate actions online must be between people who have ongoing contact and be part of a pattern of repeated behaviours (online or offline). Single incidents or random inappropriate actions are not usually bullying.

One action – such as an insulting comment or an embarrassing photo – which is repeated through sharing and forwarding to others, can be called bullying if the individuals involved know each other, and have ongoing contact either on or offline.

Cyberbullying is carried out by a group or individual using electronic forms of contact such as texting, bullying via electronic devices, email or use of social networking sites. Like any form of bullying it is usually repeated over time and is designed to threaten, hurt and/or humiliate another student. Ormeau Woods State High School recognises that cyberbullying can be a significant issue for some young people and that staff, parents and students need to work together to prevent it from happening and to investigate it quickly when it occurs.

Parents are also reminded to regularly monitor the use of their children's use of social networking sites. Parental forums on internet safety are delivered regularly and useful weblinks for parents are also available on the school website.

If a cyberbullying incident occurs students are advised:

- Not to respond
- To stay calm
- To save the evidence and print it off if possible
- To report the incident to their parents or a member of staff

Students or their parents may also report abuse to their mobile phone company or Internet provider. If a cyber-bullying incident occurs, staff will investigate the incident in accordance with the Anti Bullying policy. The consequences will vary according to the severity of the incident but every incident will be taken seriously. Some incidents may warrant intervention by the police depending on the severity or repetitious nature of the offence. The school recognises that cyberbullying could be a criminal offence. Section 60E of the *Crimes Act 1900* criminalises assaulting, stalking, harassing or intimidating any school student or member of staff of a school while they attend that school. In the event that a school believes a criminal offence has been committed, the school may contact the police and report the offence to them.

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

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.

Possible signs of cyberbullying

The signs of possible bullying online can be the same as signs of other bullying, but include other behaviours with phones and computers, for example:

- being hesitant about going online
- seeming nervous when an instant message, text message or email appears
- being visibly upset after using the computer or mobile phone, or suddenly avoiding it
- closes the screen, or hides the mobile phone when others enter the room
- spending unusually long hours online in a more tense, pensive tone
- receiving suspicious phone calls, emails or packages

Ormeau Woods State High School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

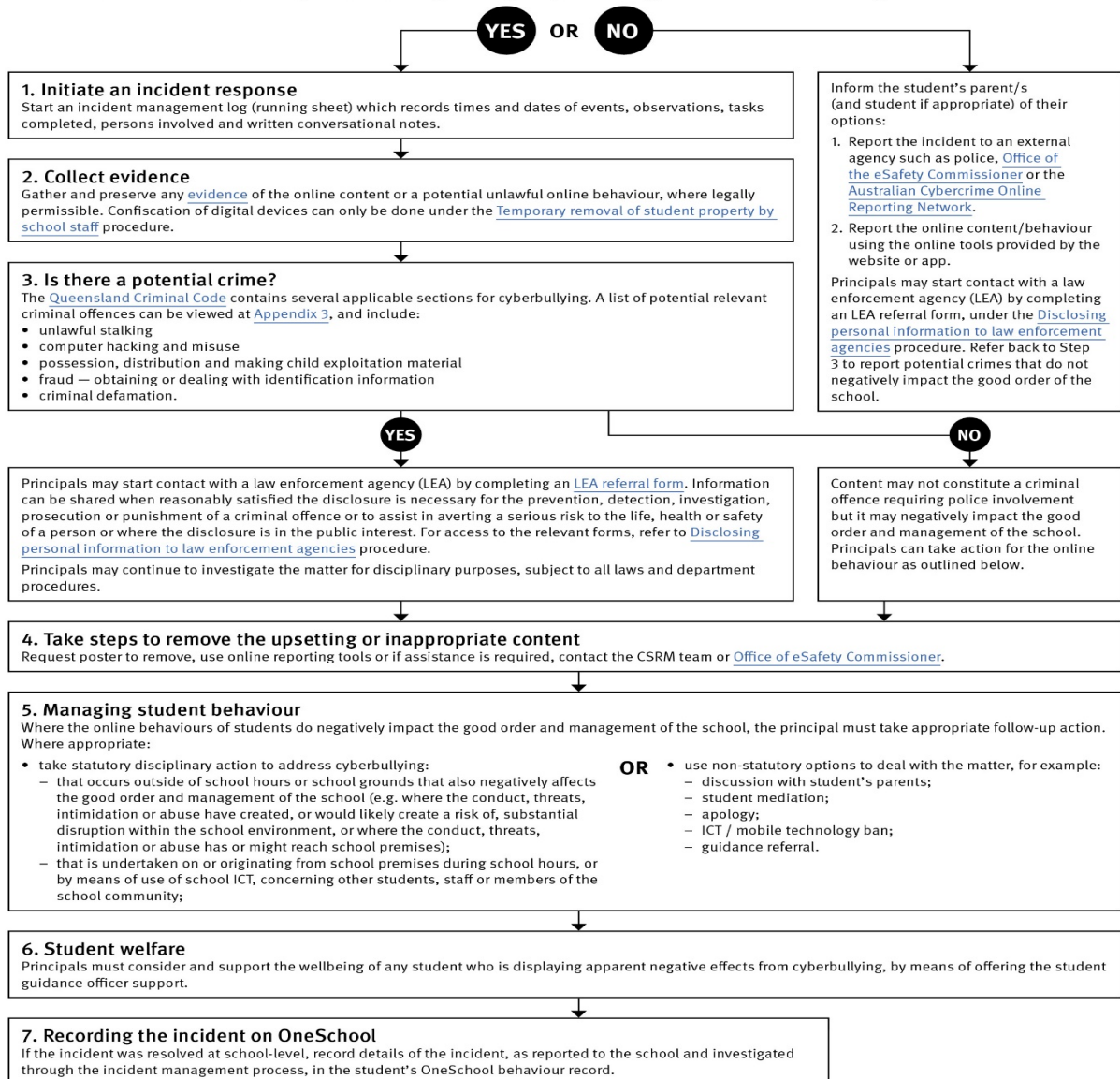
Explicit images

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

Report

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

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



Cybersafety and Reputation Management

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.

Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our students we at Ormeau Woods State High School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Support for all students by providing a vertical pastoral house system (Year 7-12) with mentoring from senior students.
- Support via a referral to the Health Hub.
- Referral to the House Student Advisor.
- Referral to a Health Hub intervention programme
- The regular promotion of our core value of Respect For Myself & Others
- Physical Education curriculum directly addressing bullying issues
- Futures programme

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be logged within One School. The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The impact of anti-bullying strategies will be monitored regularly. The policy will be reviewed and updated regularly with the aim of ensuring that Ormeau Woods SHS is a caring, supportive and inclusive school community.

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 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

If you upload photos of your children, be mindful of who might be in the background. You might be happy to share your child's successes with your friends and family via social media, but some parents 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

10. Restrictive Practices

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

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

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

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

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

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

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

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

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

11. 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 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 One School.

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.

12. 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. This may include reference to

- 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

13. Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [headspace](#)
- [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](#)

14. Conclusion

Ormeau Woods State High School staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school.

Communicating with us:

We encourage open and respectful communication between all members of our community. We are committed to building positive home/school relationships to provide optimal learning environments. We value and appreciate feedback from our parents and school community. Feedback can be provided through the following options:

1. Arrange a meeting with a staff member. Appointments are necessary to see staff as this will ensure their availability to see you. Schools are busy places and we generally spend most days outside our offices. You can arrange a meeting by contacting the School on 07 5540 9222.
2. Whilst our first preference is for contact via phone or in person, you may need to contact a staff member via email. You will find a contact list on our website.
3. P & C – Parents and Citizens Association meets every third Tuesday of the month at 5.30pm
4. Annual School Opinion Survey.

Complaints Management:

Despite our best efforts, there may be occasions where parents need to raise a concern or make a complaint about an issue they 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 the relevant staff member (see below). You are also welcome to lodge your complaint in writing or over the phone. Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).

COMMUNICATION - QUICK GUIDE FOR PARENTS

QUERY	WHO DO I CONTACT?
I would like to know more about what is happening in a subject.	Class Teacher
I have tried to contact the class teacher, but would like further support for my child in a particular subject.	Curriculum Head of Department
My child will be away for assessment / my child needs assessment adjustments (including extensions). Therefore, I will need to submit an Access Arrangement and Reasonable Adjustment Form (AARA).	Year 7-9 (see Curriculum Head of Department) Year 10-12 (see Guidance Officer) *See Assessment Policy on website
My child has had a one-off conflict with another child and I would like a mediation to occur.	Student Advisor (for your child's house)
I am concerned about attendance.	Attendance Officer or Student Advisor (for your child's house)
I would like some support with my child's uniform.	Student Advisor (for your child's house)
I am concerned about bullying.	Head of House
I would like some wellbeing support for my child.	Guidance Officer
I am concerned about my child's progress across a number of subjects.	Head of House (1st Instance) Deputy Principal (2nd Instance)
My child would like a subject change.	Student needs to complete a subject change form (available at the office)
I am concerned about the safety of my child/other children.	Deputy Principal (for your child's house)
I would like to provide positive feedback.	Always welcome!



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](#).