



Calen District State College

Student Code of Conduct 2024-2026

Equity and Excellence: realising the potential of every student


Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.


Queensland Department of Education

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Endorsement

Principal Name:	Jim O'Brien
Principal Signature:	
Date:	5 December 2023

P/C President and-or School Council Chair Name:	Monica Galea – P & C President
P/C President and-or School Council Chair Signature:	
Date:	5 December 2023

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Purpose

Calen District State College is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Calen District State College Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Whole School Approach to Discipline

Calen District State College uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL is an evidence-based framework used to:

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

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

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

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

PBL Expectations

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

Students

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

CALEN DISTRICT STATE COLLEGE SCHOOL EXPECTATIONS

Settings	Be Safe	Be Responsible	Be Respectful	Be a Learner
All settings	<ul style="list-style-type: none"> Walk when moving around the school Wear full school uniform Ask permission to leave any setting Report all unsafe behaviour and hazards Adhere to all school procedures and policies Complete all necessary inductions for specialist lessons Listen to and follow staff directions 	<ul style="list-style-type: none"> Take responsibility for your own actions Be a positive role model Ask permission to leave any setting Have all necessary equipment Report all inappropriate behaviour Listen to and follow all directions 	<ul style="list-style-type: none"> Treat other people and their property with respect Treat all school property with respect Listen to and follow staff directions Use manners, appropriate language and courteous behaviour in all your interactions Respect other people's personal space 	<ul style="list-style-type: none"> Work towards your goals Actively participate and challenge yourself Act on feedback to improve work submitted Take pride in your bookwork Accept the consequences of your actions Display a positive attitude
Classroom and Learning Environments	<ul style="list-style-type: none"> Walk in the classroom Enter the classroom only when staff are present, or with written teacher permission Use all equipment appropriately Sit correctly on chairs Sit in your assigned seat 	<ul style="list-style-type: none"> Keep your belongings neat and organised Take pride in your classroom Arrive promptly Be organised Manage your time effectively Return all equipment to appropriate place 	<ul style="list-style-type: none"> Respect others right to learn Use your manners Use appropriate language Listen when others are speaking Follow correct entry and exit procedures 	<ul style="list-style-type: none"> Listen actively Work hard at your own learning Challenge yourself Act on feedback Be persistent and view your mistakes as opportunities to learn
Playground/CPA and ovals	<ul style="list-style-type: none"> Be sun safe Always wear appropriate shoes Use the equipment appropriately Participate in school approved games Stay in designated year level areas 	<ul style="list-style-type: none"> Play fairly Return equipment to the appropriate place Demonstrate good sportsmanship 	<ul style="list-style-type: none"> Take turns Care for the environment and equipment Encourage participation 	<ul style="list-style-type: none"> Follow agreed rules of the games Be a problem solver Take pride in the school grounds
Parade	<ul style="list-style-type: none"> Carefully and quietly move chairs into place Return chairs to original position after parade 	<ul style="list-style-type: none"> Be a good role model by adhering to the schoolwide expectations 	<ul style="list-style-type: none"> Stand quietly with your hands by your side for the National Anthem Sing the National Anthem with pride Actively listen to all speakers 	
Eating areas	<ul style="list-style-type: none"> Remain seated until released Eat in designated areas Eat your own food Follow all instructions 	<ul style="list-style-type: none"> Leave all uneaten food in your lunchbox Put all rubbish in the bin Keep area tidy 	<ul style="list-style-type: none"> Use your manners Use a quiet voice Respect the personal space of others 	
Toilets	<ul style="list-style-type: none"> Wash your hands Use the toilets appropriately 	<ul style="list-style-type: none"> Use toilets during breaks Return to class promptly 	<ul style="list-style-type: none"> Leave the toilets clean for others Recognise other people's privacy 	
Gym	<ul style="list-style-type: none"> Only enter the gym when a teacher is present Use all equipment as directed Always wear correct clothing Warm up and warm down correctly All students must complete gym induction to use equipment 	<ul style="list-style-type: none"> Return all equipment to appropriate place Work in pairs 'spot your mate' 	<ul style="list-style-type: none"> Wait your turn Use a towel and wipe down all equipment after use Encourage others 	<ul style="list-style-type: none"> Learn to use all equipment correctly Focus on your own progress
Pool	<ul style="list-style-type: none"> Only enter the pool with permission Walk on the concrete Follow all staff instructions Use all equipment as directed 	<ul style="list-style-type: none"> Store all your belongings safely Leave the change rooms and toilets neat and tidy 	<ul style="list-style-type: none"> Recognise other people's privacy Wait your turn Leave other people's belongings alone 	<ul style="list-style-type: none"> Try your best Encourage others
To and from school (including the bus)	<ul style="list-style-type: none"> Tell an adult if you feel threatened Follow all instructions Use your bike safely and wear a helmet Enter and exit the school from designated areas only Enter the school grounds immediately after exiting the bus Remain in the school grounds unless given permission to leave 	<ul style="list-style-type: none"> Arrive on time Sign in at the office if you are late Know how you are getting home Go directly to your pick up point Be a role model to younger students 	<ul style="list-style-type: none"> Represent the school with pride Be respectful in all your interactions 	<ul style="list-style-type: none"> Follow bus code of conduct Know and obey road rules
Off Campus activity (e.g sport, excursions, rewards day)	<ul style="list-style-type: none"> Report any unsafe behaviours Ensure your supervisor knows where you are at all times Follow all instructions 	<ul style="list-style-type: none"> Return all permission forms on time Model all school expectations off campus 	<ul style="list-style-type: none"> Represent the school with pride Be respectful in all your interactions with community members 	<ul style="list-style-type: none"> Be an active participant Be a good role model Value the learning

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

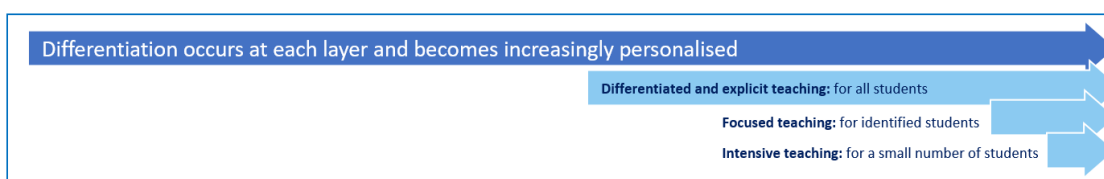
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

Focused Teaching

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

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

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

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

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

Intensive Teaching

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

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

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

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

Disciplinary Consequences

The disciplinary consequences model used at Calen District State College follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Calen District State College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

Temporary removal of student property

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 Calen District State College 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
- speakers capable of emitting sound
- 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 Calen District State College:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent 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 Calen District State College

- 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 Calen District State College Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Calen District State College

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

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.

Responsibilities

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

It is **unacceptable** for students at Calen District State College to:

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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Calen District State College Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

(Refer to attachment 'Mobile Phone Policy')

Preventing and responding to bullying

Calen District State College uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

1. Leadership

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

2. Inclusion

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



3. Student voice

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

4. Partnerships

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

5. Support

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

A priority for the school is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Calen District State College our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels).

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

Students enrolled at Calen District State College may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

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.

Calen District State College - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

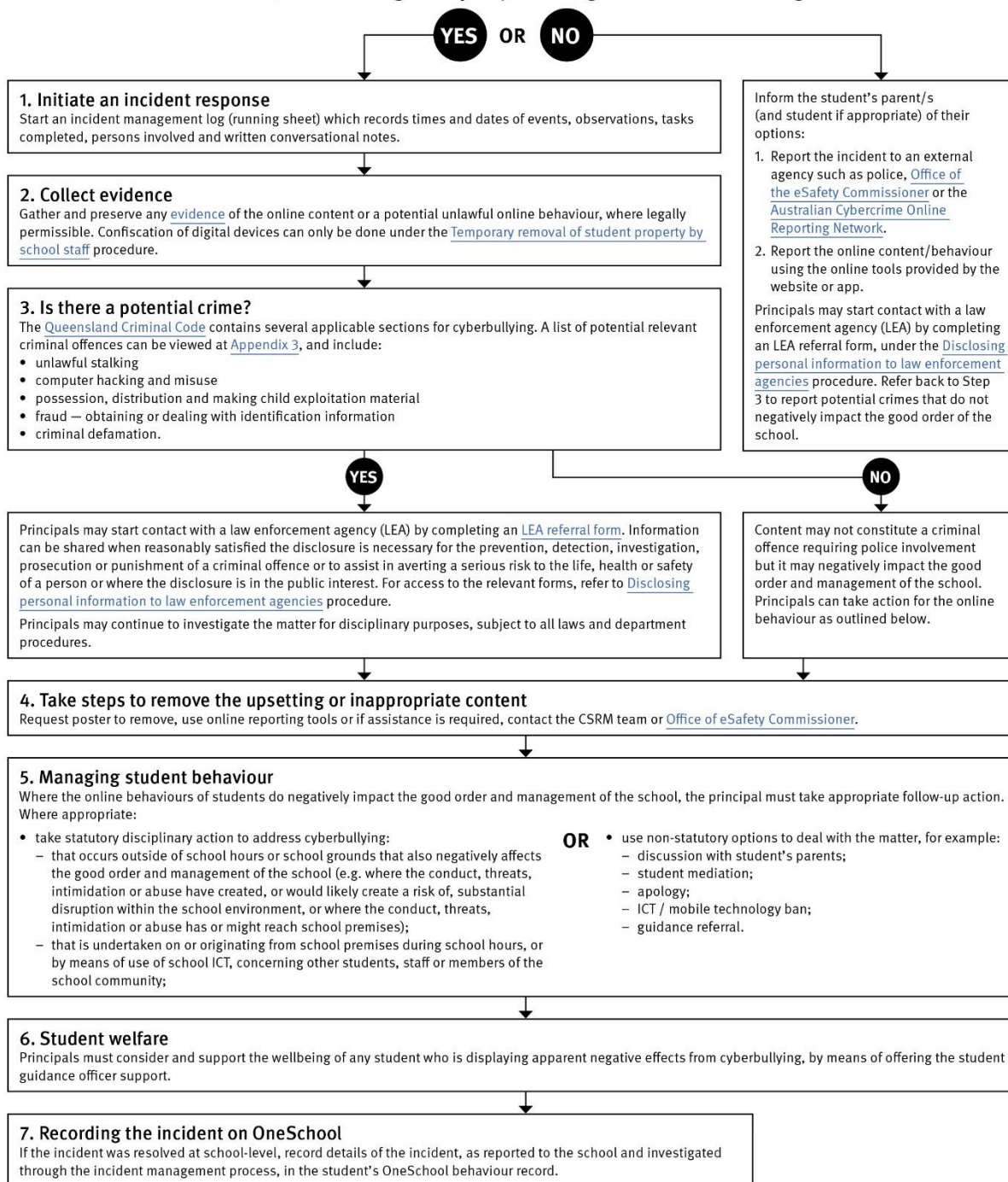
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Calen District State College are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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



MOBILE PHONE and WEARABLE DEVICES POLICY

PURPOSE

The Calen District State College (Calen DSC) Mobile Phone and Wearable Devices Policy has been formulated to align with the Education Queensland advice titled: *Away for the day - advice for state schools on student use of mobile devices and wearable devices (2023)*.

For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

As part of preparing students for the future, we believe that mobile phones and wearable devices have a place in society, but should not deter from one's learning. Calen DSC is the workplace for approximately 40 staff and 200 students: as a result, we believe that the behaviours modelled in this workplace should reflect common practices in greater society, including expectations and conduct relating to the use of mobile phones and wearable devices.

OVERVIEW

The adoption of this state-wide approach will support Calen DSC to maintain a strong focus on educational achievement, and student wellbeing and engagement, by:

- providing optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- supporting the school to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times
- reducing the potential for students to be exposed to the negative impacts of the digital world resulting from unsafe or inappropriate use of technology, such as cyberbullying, accessing harmful content or breaches of personal privacy.

IMPLEMENTATION

Students are permitted to bring mobile phones and/or wearable devices to school with them under the conditions outlined below:

1. Students do so at their own risk and Calen DSC takes no responsibility for their loss, damage or theft.
2. Mobile phones are to be kept out of sight, switched off and not used during the school day or within the school grounds.

3. Wearable devices like smartwatches can be worn, but must have notifications switched off, so that phone calls, messages and other notifications cannot be sent or received during school hours.
4. Students who need to contact home are to do so through the office and are **NOT** to use their mobile phones and/or wearable devices.
5. Parents who need to urgently contact students must do so through the front office. Staff will ensure that students receive messages.
6. Inappropriate content is not to be accessed / stored or displayed on devices.

This policy aligns with all elements of the Student Code of Conduct. Breaches of this mobile phones and wearable devices policy can result in consequences that may include a warning, detentions, suspension or the involvement of the police.

EXEMPTIONS

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose.

Individual circumstances

Consideration of individual circumstances will be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing Students' Health Support Needs at School procedure)
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

The Principal (or delegate) will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, the Principal (or their delegate) may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.

In making a decision not to approve an exemption, the Principal (or their delegate) will undertake an assessment of the human rights that may be impacted by the decision and consider whether the limit placed on those human rights is reasonable and justified.

Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a customer complaint and how a complaint will be managed will be made available in accordance with the Customer Complaints Management procedure.

School specific exemptions (at Principal discretion)

It is acknowledged that the use of mobile phones and wearable devices can sometimes support the school's teaching and learning programs by providing valuable learning experiences for students, as well as supporting day-to-day school operations.

The following school specific exemptions are:

- teachers, in line with their school's local implementation approach, may give permission for students to use their mobile phone or wearable device in the classroom, for a specific and agreed educational purpose
- the Principal (or their delegate) may determine to allow the use of mobile phones and wearable devices to make school payments, and/or
- the Principal (or their delegate) may determine to allow students access and use of mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the school excursions procedure).

Where the Principal (or their delegate) makes a decision to permit the use of mobile phones and wearable devices under these specific circumstances, consideration will be given to:

- whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYOD policy
- whether the student's mobile phone is able to be connected to the school's network, to support safe and filtered access to the internet (in accordance with the Use of ICT systems procedure), and
- ensuring students only use their mobile phone or wearable device for the intended, agreed purpose.

Consequences of Breaching Phones and Wearable Devices Policy

Example of Breach	Possible Consequences
Student is seen with a mobile phone or wearable device or evidence is provided that a student has used it during school hours.	<p>1st occurrence: Staff member confiscates student’s mobile phone or wearable device immediately. Staff member submits phone or wearable device to office for storage. Student collects phone from office at 3pm.</p> <p>Further occurrences: Staff member confiscates phone or wearable device immediately. Parent required to collect from school office.</p>
Student has headphones in ears in class.	<p>Staff member requests student to remove headphones.</p> <p>Student complies resulting in no further action.</p> <p>If student does not comply, referral to Administration.</p>
Student records either still photo or video of other student/s or staff.	<p>Staff member confiscates recording device immediately.</p> <p>Staff member submits phone or wearable device to office.</p> <p>Parent required to attend the school office to collect the phone or wearable device.</p> <p>Suspension.</p>
Student transmits still photo or video image to a third party or online service.	<p>Suspension.</p> <p>Referral to police (where necessary).</p>
Bullying using your communication device.	<p>Phone or wearable device confiscated.</p> <p>Parents contacted.</p> <p>Parent required to attend the school office to collect the phone.</p> <p>Referral to Administration.</p>
Student refuses to provide their mobile phone or wearable device to a staff member when requested.	<p>Parents contacted.</p> <p>Detention and possible suspension.</p>
Other inappropriate use of a mobile phone or wearable device.	<p>Dealt with as determined by Administration.</p>



Behaviour Flow Chart for minor behaviours

Student exhibits minor behaviours:

Staff to:

- Refer to school-wide expectations with student (4 school rules)
- Use Essential Skills for Classroom Management (Behaviour steps)
- Apply logical consequences
- Give student time out within classroom (age appropriate time eg. Year 2 maximum 6-7 minutes)

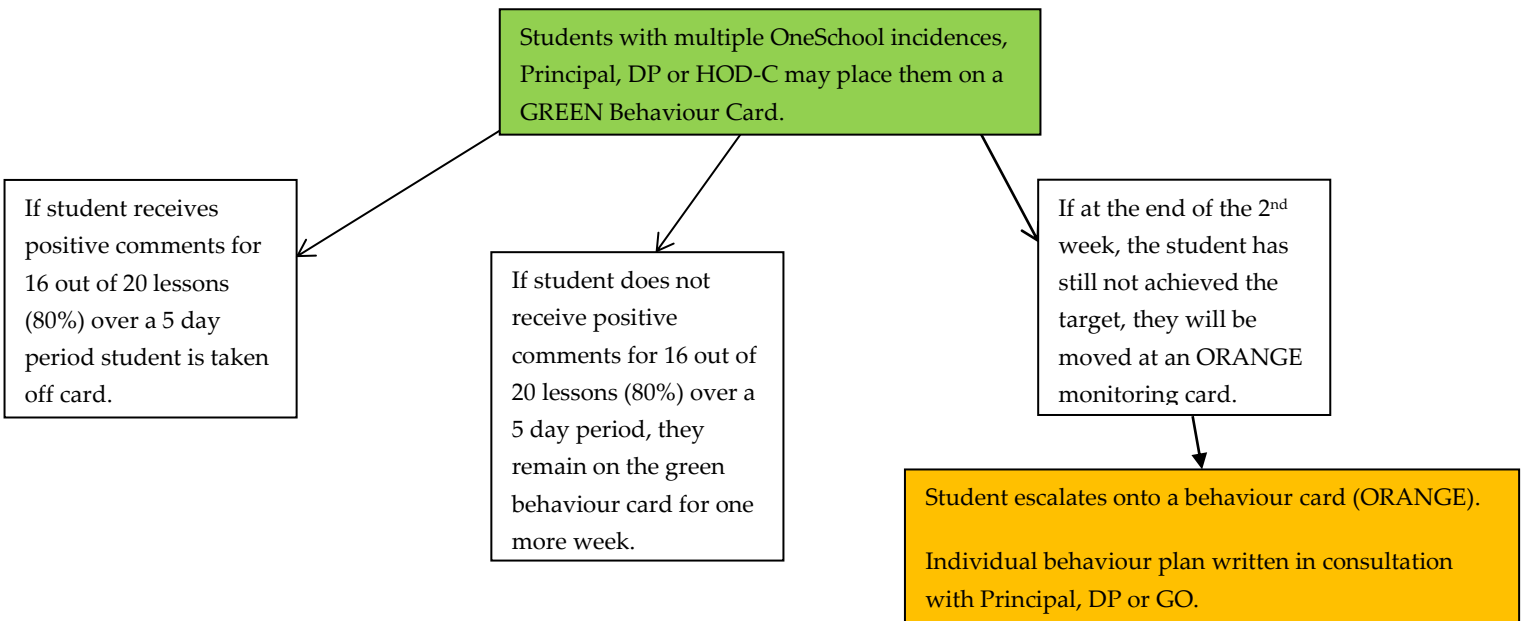
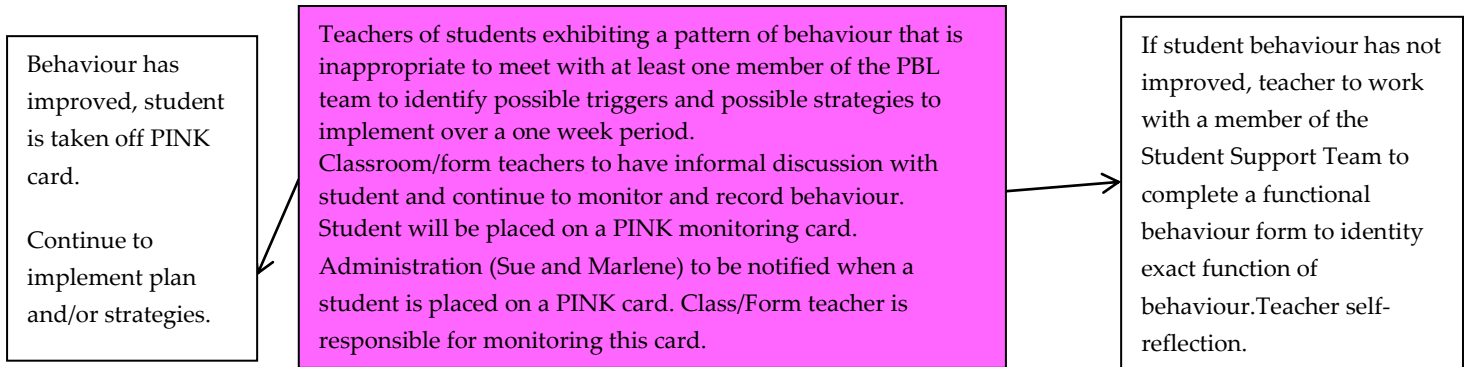
When minors continue – One School referral to Responsible Thinking Room (RTR) (refer to Sandy)

Student attends RTR

- Go through Responsible Thinking Questions; RTR teacher ensures that student responds to each question appropriately
- Student signs off on form and is witnessed by RTR teacher

RTR form is returned to RTR teacher who will scan form and add it to the behaviour record.

RTR form is sent home and signed off by a parent/guardian.



BEHAVIOUR STEPS AT CALEN DISTRICT STATE COLLEGE

Level 5: Logical consequences (admin level)

Removal from classroom/playground - Referral to detention room - Behaviour card - After school detention - Phone call - Parent/Teacher conference - In school suspension - Suspension - Exclusion/Cancellation

Level 4: Logical consequences (classroom level)

Time out or isolation within the classroom/playground - Lunchtime detention with teacher
- Seat change - Making up work in own time - Phone call home to parent if pattern of behaviour is emerging

Level 3: Clear choice

- If inappropriate behaviour persists present the student with a clear choice and their logical consequences.

Level 2: Redirection

- Verbal warning for not complying with rules and expectations - Verbal redirection to learning

Level 1: Reminder of Rules

- Nonverbal warning or visual signal - Verbal reminder of rules and expectations

Behaviour Card Policy



GREEN CARD

Students need to achieve good behaviour in 80% of their lessons over a 5 day period to be able to get off the card (16 out of 20 lessons)

Inappropriate behaviours will be circled by Administration staff and may lead to time in the detention room.

Card must be signed by parents each evening.

Card must be signed by Administration staff before school, morning tea and lunch.

Card must be presented to the class teacher at the start of each lesson.

Other consequences:

Students will not be allowed to attend:

- Reward Days
- Social Activities – eg school dances
- Excursions – that are not an essential part of the School Curriculum

If the student does not obtain 80% of their lessons with good behaviour over a 5 day period within 2 weeks (10 days), they will escalate to an orange card.

ORANGE CARD

Students need 80% of their lessons with good behaviour over a 5 day period to be able to move to a green card (16 out of 20 lessons).

Inappropriate behaviours will be circled by Administration staff and WILL lead to time in the detention room.

Card must be signed by parents each evening.

Card must be signed by Administration staff before school, morning tea and lunch.

Card must be presented to the class teacher at the start of each lesson.

If the student does not obtain 80% of their lessons with good behaviour over a 5 day period within 2 weeks (10 days), they could escalate to a suspension – internal or external to be determined by the Principal.

Other consequences:

Students will not be allowed to attend:

- Reward Days – at the end of the term during which the student was on an Orange card.
- Social Activities – eg school dances
- Excursions – that are not an essential part of the School Curriculum