SOUTH EAST REGION LEARNING COLLEGE

STUDENT CODE OF CONDUCT 2021-2023

Every student succeeding

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

Queensland Department of Education

South East Region Learning College
Student Code Of Conduct

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Endorsement

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Principal
South East Region Learning Colleges- 27th January 2021

Libi Coyer
Director
South East Region Learning Colleges – 27th January 2021

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Purpose

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

South East Region Learning College is an alternative learning environment.

The South East Region Learning College is committed to providing a supportive school environment:-
- where all members feel safe and are valued;
- where social and academic learning outcomes are maximised for all, through a quality curriculum, interpersonal relationships and a unique structure of delivery;
- where practices are proactive rather than reactive and where appropriate and non-discriminatory language and behaviours are defined, modelled and reinforced.

The Responsible Behaviour Plan for Students is the means by which we ensure that this supportive environment is established and maintained.

Values and Beliefs

The South East Region Learning College is sustainably aligned to EQ; ensuring students have strong **foundational skills** to participate in society and the workforce in order to **secure their future**.
SUCCESS STARTS here…
S – Second Chance
T – Teachers and staff who Care
A – Advanced Programs
R – Recognise Difference
T – To Graduate
S – Step Up – **G**–Goals & Guts
　　　　　　R–Resilience
　　　　　　　I–Identity
　　　　　　　　　T-Tenacity

Whole School Approach to Discipline

The South East Region Learning College is committed to achieving the best educational outcomes for all students. As a learning community, we are committed to providing an environment that allows students to experience success through curriculum that meets both Education Queensland's requirements and students' individual needs. SERLC holds the student accountable for their involvement in their learning journey and this is reflected in the behaviour management practices which are guided by the values and beliefs stated below in the vision for the College.

The approach to student behaviour across the college is set at student interview where clear rules and expectations are set for students These expectations are visible in the classrooms and teachers are consistent, meaning that processes for managing students are equitable. These expectations are based on our Positive Actions for Adult Learning Plan.

Consideration of the Individual

Within a framework of life-long education, the South East Region Learning College will respond to the following key issues that have been identified in respect of both compulsory and post compulsory education for the community.

- Access
- Participation
- Isolation
- Family support
- Literacy
- Numeracy
- Relevant curriculum
- Articulation

To ensure alignment with the Education Queensland Student Code of Conduct and Student Discipline procedure when applying consequences, the individual circumstances and actions of the student and the needs and rights of the school community members will be considered at all times. Such as:

- Promoting a teaching/learning environment which is responsive to the diverse needs of its students

- Providing educational access for students both pre and post compulsory school age.

- Delivering a timetable that operates both during and outside the traditional school hours.

- Establishing procedures for applying fair, equitable and non-violent consequences for infringement of the RBP code ranging from the least intrusive sanctions to the most stringent

- Recognising and taking into account students' age, cultural background and their emotional state.

- Recognising the rights of all students to:

  o express their opinions in an appropriate manner and at the appropriate time

  o work and learn in a safe environment regardless of their age, gender, cultural background, socioeconomic situation and/or impairment

The Student Learning and Wellbeing Framework is used as a guide in the development of school-wide culture. Aiming to enhance a student's access to education as well as their mental, physical, emotional and social wellbeing.

The Positive Actions for Adult Learning Plan focuses on the creation of positive behaviours for achieving success based on being Positive, Present and Productive.

Processes for facilitating standards of positive behaviour and responding to unacceptable behaviour

South East Region Learning College provides the opportunity for alternative learning opportunities and recognises that the approach to behaviour management is different to mainstream schools. The College is smaller than most secondary schools and is able to provide greater individual focus to the management of students.

The College uses proactive strategies to encourage students to adopt a positive attitude towards their learning and behaviour. Students should realise that if they make inappropriate decisions there are consequences that will be implemented. The students are enrolled in an adult learning environment; therefore the management of behaviour issues is largely undertaken directly with the student (Positive Actions for Adult Learning Plan.)

Where the student is under 18 years of age and the parent or guardian has been involved in the enrolment, the College will inform and involve them where major behaviour issues occur. The College behaviour expectations and consequences will be clearly outlined to every student and parent/guardian upon enrolment. Parental and Guardian involvement in regards to behaviour issues, attendance and the *'no progression until pass'* policy is also addressed at this time.

Role of Student:

At all times we expect our students to be Present, Positive and Productive.

Present

- Regular and punctual attendance and consistent application is required.

- Recognise that the Teachers are the managers of activities and student behaviour at the College.

- Not to consume or be under the influence of alcoholic beverages or drugs.

- Not to smoke in any or near any building, 5m from the boundary. Amendment: 1 January 2015 Tobacco and Other Smoking Products Act 1998

Positive

- Treat each individual with understanding, courtesy and respect.

- Care for the equipment and facilities and maintain the cleanliness in the classrooms and surrounds.

- Dress in a manner that will reflect positively on self and the College. Minimum dress standard for an adult learning institution: shirt, shorts, appropriate footwear.

- To adhere to the values of the College by respecting individual difference.

Productive

- Expected to behave in a responsible manner to ensure that everyone is provided with the opportunity to reach their goals.

- To not impede on the learning of others.

- To actively participate in their learning.

Role of Parent:

- Ensure your child attends school every day and notify the school promptly of any absences or changes on contact details

- You support your child to meet the learning and behavioural expectations at school

- You approach campus management if you are concerned about the behaviour of a staff member, another student or parent.

- You share relevant information about your child's learning, social and behavioural needs with school staff

- You respect school, student and staff privacy in your online communications

- You help your child see the strengths and benefits in diversity and difference

Role of Teacher:

- Negotiate and establish class conditions, procedures and consequences, which reflect the values and expectations of the Responsible Behaviour Plan.

- Be fair and consistent in the application of these consequences.

- Prepare lessons thoroughly, being aware of the needs of individual students, and the processes and procedures that may prevent behaviour problems arising.

- Be a role model for students, especially in regards to punctuality, dress and interactions with others.

- Be aware and supportive of students with personal problems, and to be aware of the support structures at the College to assist such students.

- Document the inappropriate behaviour of students and any action taken in alignment with "Who am I" – WAI policy and procedures.

- Confer with the relevant Campus Dean of Students - DOS, relevant Head of Campus – HOC and the Principal on continuous or serious breaches of discipline and to refer very serious breaches straight to Head of Campus.

- Monitor, and have explained by students, absences and refer to the appropriate personnel in conjunction with "Who am I" – WAI policy and procedures

Role of Dean of Students:

- Act as a support person to students/teachers/parents or caregivers.

- Be available to counsel students and refer where required (on personal matters, course selection and career options).

- Handle breaches of student behaviour and communicate with parents and carers where appropriate.

- Assist in the resolution of conflict between student and student, student and parent/caregiver, teacher and student, and parent/caregiver and teacher.

- Form and maintain links with support personnel in community agencies to assist in behaviour management issues.

- Provide information concerning requirements for further education, training and employment.

- Act as a facilitator, where necessary, for teachers and students in the process of 'working it out', while making every endeavour to allow the negotiation to take place between the teacher and student.

- Provide advice and support for staff and students in conjunction with the "Who am I" policy, in circumstances where students are:

    - Persistently absent from scheduled classes. **(Present)**

    - Follow up with students' unexplained absences and lateness. **(Present)**

    - Consistently producing work of an unacceptable standard

      (eg. lack of equipment/homework/poor performance in class). **(Productive)**

    - Continually disrupting the learning of others, as referred by a classroom teacher. **(Positive)**

- Liaise with the relevant Head of Campus with regard to persistent offenders, where attempts to modify behaviour have not succeeded.

- Assist with the enrolment and orientation of new students.

Role of Head of Campus:

- Facilitate the consistency of the College tone which will allow each student, staff member and parent/caregiver to be a valued and effective member of the South East Region Learning College.

- Ensure all members of the school community are informed of the procedures, which are in place to manage student behaviour.

- Work with students, parents/caregivers and relevant staff to determine a course of behaviour that should be followed if student behaviour is causing concern to other school members.

- Be a facilitator, where appropriate, in negotiations between students, parents/ caregivers and teachers.

- Assist staff in determining appropriate consequences for student misbehaviour and developing management strategies.

- Formulate plans of action to rehabilitate a student and to review plans through communication and feedback.

- Have an 'open door' policy, and be available to staff, students and parents for discussion or guidance on behaviour management or behavioural issues.

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- Discipline students, as the need arises, in accordance with the Behaviour Management Policy, and to apply logical, reasonable and fair consequences.

- Provide communication with the College Principal with serious breaches of the behaviour plan.

- Support staff by encouraging and facilitating the use of teaching strategies, which establish a positive and caring learning environment in the classroom.

- Visit classes on a formal and informal basis.

- Be a point of referral in crisis situations with students, teachers and parents/caregivers.

- Ensuring the educational quality of our programs meet Education Queensland and Queensland Curriculum Assessment Authority standards.

Role of Head of Support Services

- Increase SERLC capacity to support classroom teachers to cater for personal, social and learning needs of all students.

- Work with campus HOC, students, parents/caregivers and relevant staff to determine a course of behaviour that should be followed if student behavior and wellbeing is causing concern to other school members.

- Be a facilitator, where appropriate, in negotiations between students, parents/ caregivers and teachers.

- Assist campus HOC in determining appropriate consequences for student misbehaviour and developing management strategies with relation to student learning and wellbeing.

- Formulate plans of action to rehabilitate a student and to review plans through communication and feedback.

- Be a point of referral in crisis situations with students, teachers and parents/caregivers.
- Assist with the mentoring and tracking of students with targeted support in conjunction with the support services team, Head of Campus and Dean of Students.

- Ensure 'WHO AM I" (WAI) policy is being utilised across all campuses in order to identify at risk students.

- Facilitate discussions surrounding at risk students and patterns with regards to absenteeism, wellbeing and academic performance.

- Assist in recognising the early signs that a student's wellbeing is at risk and responding appropriately.

- Facilitating a shared responsibility for supporting students at risk by utilising the Guidance Officers, Youth Support Coordinators, Head Of Campus and Dean Of Students.

- Encouraging a wraparound approach for students involving parents, school support services, health professionals and community agencies.

- Align education at SERLC to Maslow's hierarchy of needs, are basic needs being met.

- Development of #Activ8.u curriculum for students

Differentiated and Explicit Teaching

The South East Region Learning College provides the opportunity for alternative learning experiences and recognises that the approach to behaviour management is different to mainstream schools. The approaches used for classroom management are adapted to recognise the backgrounds of the students and as the College is smaller than most secondary schools, there is a greater ability to provide a more individual style to the management of students. The Head of Campus and Dean of Students of each campus have a responsibility to mentor students requiring targeted support. Utilising support staff such as the Head of Campus School Support and the campus Guidance Officer.

Contact is made between the students and the members of staff every day, in the grounds and the classrooms. At the enrolment interview students who require additional support will be identified where possible and a referral will be generated.

The Colleges have a short data cycle in place to identify students who are "at risk" of failing their program. This process is called the "**WHO AM I**" (WAI) policy. Due to the accelerated nature of our programs, it is necessary to be able to identify students who require extra support quickly in order to take a proactive approach to their learning needs. The WAI document requires the class teacher to identify students who are "at risk" of not passing. The WAI process is supported by the SERLC intervention process via email. This process is a documented basis of communication between class teacher and the DOS/Support Staff. It is also documented visually on a large whiteboard, the WAI Wall, which includes every students personality profile via our AUS Identity, where they are sitting in each class academically and if they need any extra support. (Productive)

The process involves the following;

- If a teacher has a student that requires intervention;
- The teacher contacts / interviews the student at risk to form a plan to get them back on track. They may seek assistance from support staff to provide further observational or case management data
- If unsatisfactory progress is made the teacher completes the "Intervention Form" (identified by the WAI)
- Completed and submitted online and referred to the appropriate person
- These Intervention Forms will be followed up daily by the Dean of Students and also when we do the WAI data collection for WAI 3
- This will allow us to identify students for

      i. **REPEAT** performances
     ii. **CONTINUANCE** week or
    iii. GRADUATION

Formal meetings between teaching and support staff in Weeks 3, 5 and 7 are used to identify students who may require targeted support, and a team approach is used to formulate and record strategies for implementation, furthermore this process allows a student's progress to be tracked on a daily basis. Professional discussion about the progress and needs of our students is also regularly visited in our weekly Staff Briefings.

An additional proactive strategy linked to the WAI is our AUS Identities learning type identification. This is a process that assists the class teacher to ascertain the personality type and preferred learning style of each student. This information enables the teacher to tailor the learning intent to best suit each student.

Focused Teaching and Intensive behaviour support

At the College all students who are considered to be "seriously at risk" of significant educational underachievement due to their inappropriate behaviors' are supported using a case management approach.

Case Management:
The case manager for each student who is identified as "seriously at risk" will be one of the following;
- Principal
- Head of Campus
- Dean of Students
- The Guidance Officer
- Head Of School Support

A support team approach is adopted with staff working collaboratively with the students' teachers and parents/guardians). However students, who are considered to be at risk and have experienced an array of severe management strategies, should proceed through a systematic assessment procedure. This may include:

- Collation of data which gives an overview of problematic behaviors' and consequences implemented.

- An interview with the student, parent/guardian if appropriate and staff.

- Potential alteration of individual timetable

- Discussion at a meeting of the team of staff involved with the student.

- Referral to an appropriate support agency for assessment and behavioural support

- Full team collaboration to undertake a behavioral assessment and develop a support plan.

Strategies used will be preventative, supportive and/or corrective. (Positive Actions for Adult Learning Plan.)

Preventative – the action taken to prevent or minimise unnecessary disruption. This may include effective learning and teaching practices, classroom organisation, positive modelling, providing clear advice about expectations and the use of appropriate content and curriculum material, individualising student timetables and tailored learning programs.

Supportive – the action taken to employ support for the student and teacher. This may mean strategies teachers put in place to assist students or it may mean additional support from other staff in the school for the teacher and student.

Corrective – the actions teachers take when disruptive behaviour occurs. This includes positive correction strategies outlined in the support plan.

All behaviour that is contrary to school and classroom procedures will be managed based on the individual/s involved. Parents/Guardians of the student/s involved will be informed of major breaches of behaviour and consequences will be developed based on individual circumstances.

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Consequences for unacceptable behaviour

The College has developed a proactive strategy that focuses on the preventative and the supportive approach through our Intervention and WAI processes. These processes (outlined previously), keeps the lines of communication open on a daily basis between Administration and the classroom teacher.

Prior to enrolment the Principal of SERLC may utilise a risk assessment process to determine whether enrolment is likely to adversely affect the good order and management of the college. As such enrolment may come with certain conditions outlined in the student's enrolment paperwork or allow for restrictive practises to occur. Refusal to enrol procedure will only occur if the prospective student poses an unacceptable risk to the safety and wellbeing of members of the school community.

Upon enrolment, the College encourages students to adopt a positive attitude towards their learning and behaviour and through these processes, intervention occurs early if acceptable behaviour is not displayed by a student. Students should realise that if they make inappropriate decisions there are consequences that will be implemented. The students are enrolled as students who want to engage in learning and hence the management of behaviour issues is largely undertaken directly with the student. Where the student is under 18 years of age and is living at home and the parent/guardian has been involved in the enrolment, the College will inform the parent in case of major behaviour issues.

Level	Inappropriate behaviours at this level include:	Possible Consequences
Differentiated Level 1 Class Teachers	- minor incidents - ignoring instruction - lateness to class - rudeness to others - verbal abuse - undue noise - inappropriate language - work not complete	Teacher initiated actions could include: - verbal negotiation - reminder of classroom expectations - in-class separation or isolation - removal from classroom for one-on-one resolution - send student to another class If actions produce no referral to Level 2.
Focused Level 2 Dean of Students	- continued level one behaviours - destruction of property - referrals from class - refusal to follow teacher instruction - all forms of bullying - unexplained absence - lack of progress - interruption of other class member's ability to learn	HOC/DOS/GO initiate actions which could include: - monitoring program - resolution meetings as required between teacher and student - peer mediation or restorative conference - referral for assessment and specialist support - restitution - parent contact - referral to Principal - non-contact time from class/and or College
Intensive Level 3 Head of Campus Principal of College will be a part of the consultation process	- continued level two behaviours - stealing - physical aggression to other students - verbally/ physically threatens or abuses a teacher - verbally/physically threatens or abuses non-teaching staff member - serious vandalism - sexual harassment /misconduct - possession or supply of drugs - possession or use of a weapon - violent assault - Criminal offence	Head of Campus initiate actions which could include: - referral to outside agency - parent/carer interview - individual behaviour agreement - Temporary removal of student property - restorative conference on return from suspended enrolment - Non-contact time from campus due to pending charges for a serious criminal offence - non-contact time from class/and or College - Police notification - Cancellation in line with Education Queensland *Cancelation of enrolment procedure*

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Definition of Consequences

Temporary Removal Of Property

- The Principal has the power to temporarily remove property from a student and may be necessary to promote caring safe and supportive learning environment of the school.
- **Consent is not** required to search school property
- **Consent is** required from the student or parent / carer to open, examine or otherwise deal with the temporary removal of student property.
- Outlined in the procedure Temporary Removal of Students property by school staff

Cancelation of enrolment

- The enrolment of a post compulsory school age student may be cancelled if the student's behaviour amounts to a refusal to participate in the educational program provided at SERLC.
- Cancellation is the responsibility of the Principal and the assessment of risks regarding cancellation should be considered
- Outlined in the procedure Cancellation of Enrolment

Non contact time / Disciplinary absence

- Non contact time or disciplinary absence is only utilised as a last resort. Persistent disobedience and conduct that adversely affects others will be addressed by the Principal
- Student may be forced to take non contact time from their campus due to being charged with a serious offence or offence other than a serious offence
- The Principal will follow protocol outlined in the Student Discipline procedure when making a decision
- Parents and students may appeal the school disciplinary absence and a through review of documentation will take place
- The reentry of a student after disciplinary absence takes place on the day of their scheduled return. This meeting is about supporting the student back into education and making arrangements or reasonable adjustments for indivdiual success

Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour.

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

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic deescalating strategies

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.

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.

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.

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.

Debrief

- 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 options for future situations.

School Policies

Temporary removal of student's 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 principals when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Head of Campus or Principal considers the following;

- 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 will determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

Use of mobile phones and other devices

In keeping with our expectation that students are PRESENT in class, the college has a policy of no mobile phones / electronic devices (including headphones) within the learning environment.

The school discourages students from bringing valuable items such as phones, cameras and other electronic devices as there is a risk of damage or theft. If brought to school, they must be used in accordance to school policy. Breaches of this policy may result in disciplinary consequences.

At school where technology is not permitted, students are encouraged to be present and engage in other social learning activities. Students, parents and visitors may identify technology zones. Please respect the expectations for these spaces and behaviours.

The College endeavours to provide all necessary computer access to the students. We do not allow students to bring their own computers and or devices into the campus.
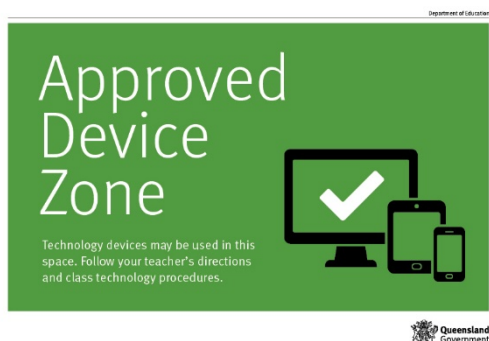
Confiscation

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases, police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

Personal Technology Device Use

Bringing personal technology devices to school is not encouraged by the school because of their potential for theft, damage and general distraction and / or disruption associated with them. However, if they are brought to school, they must be turned off and out of sight at all times, unless the student has permission from the supervising teacher at the time.

Recording Voice and Images

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. toilets). Recording of events in class is not permitted unless express consent is provided by the class teacher.

If consent is obtained for such recording, South East Region Learning College will not tolerate images or sound captured that is for the purpose of bullying, including racial and sexual harassment.

Breach of this policy will be considered by the Principal and disciplinary actions taken.

Communication and Social Media

Communication that contain obscene language and / or threats of violence may amount to bullying and / or harassment and / or even stalking, and will subject the sender to discipline in accordance with this policy and possible referral to the Queensland Police Service. Students receiving such communication at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Student Responsibilities

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

It is **acceptable** for students at South East Region Learning College to use mobile phones or other devices for classwork when directed by the supervising teacher.

Students must:

- switch off and place the mobile device out of sight during classes
- seek teacher's approval where they wish to use a mobile device under special circumstances.
- be courteous, considerate and respectful of others when using a mobile device

Preventing and Responding to Bullying

South East Region learning College is committed to preventing and responding to instances of bullying and cyberbullying among students. **Success STARTS here** is optimised when students feel connected, safe and develop trusting relationships within the college environment.

The national definition of bullying 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.

These conflicts however are serious and will be addressed by the College.

Within the small school environment by which our College operates, students have the opportunity to raise concerns of bullying to their teachers, Dean of Students or a support staff member. All reports of bullying are taken seriously and are responded to in the following way;
- ongoing support for the student is provided and referrals to appropriate outside agencies are initiated
- Documentation of alleged bullying – e.g. screen shots or hand written notes
- Record keeping on One School by Dean of Student and support staff
- Notification to carer or parents where applicable
- Evaluation of information to determine if bullying has occurred and if disciplinary action is required
- Develop action plan with student and carer/parents
- Monitor and review situation
- Look for opportunities to improve school wellbeing for students

Cyberbullying

Cyberbullying is treated at South East Region Learning College with the same level of seriousness as in-person bullying. These expectations are outlined to students at enrolment.

It is important for all students and parents to know that Heads of Campus and the Principal have the authority to take disciplinary action to address student behaviours that occur outside of College hours or 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.

South East Region Learning College – Anti-Bullying Compact

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

South East Region Learning College – Anti Bullying Compact

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

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

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

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

    Student's signature

    Parent's signature

    School representative signature

    Date

Appropriate use of social media

What if I encounter problem content?
It is recommended that students take the following steps to help resolve the issue in a constructive way:
- refrain from responding
- take a screen capture or print a copy of the concerning online content to be addressed by campus Dean of Student or Head of Campus
- 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 campus Dean of Student, Head of Campus, or police, as needed for escalation of serious concerns
- block the offending user
- report the content to the social media provider

The College will refer to the cyberbullying response chart below with respects to action taken. It must be noted that all students involved will be thoroughly supported by student support staff at the College and also referred to appropriate outside agencies where applicable and willing.

Safe, Responsible and respectful Online
In the event that you are engaging in online learning, please note that the same rules and norms apply as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). The success of this form of learning depends on the same commitment we all bring to the physical classroom.
General Rules

1. Follow appropriate protocols when engaged in online communication with teachers and other students.
2. Discussions with staff or other students are to be appropriately spoken and written at all times.
3. Participate fully by meeting attendance requirements, participate in scheduled lessons, engage with online course material and initiate regular contact with teachers.
4. Use your EQ assigned web mail address for all communications with the school and take efforts to maintain communication through regular clearing of emails.

Acceptable/appropriate use/behaviour by a student engaged in online learning
It is acceptable for students use mobile devices for:
- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

Be courteous, considerate and respectful of others when using a mobile device. Switch off and place out of sight mobile devices or other digital technologies during classes, where these devices and technologies are not being used in a teacher directed activity to enhance learning

Unacceptable/inappropriate use/behaviour by a student engaged in online learning

It is unacceptable for students to:

- use the mobile device or other digital technology in an unlawful manner

- download, distribute or publish menacing, intimate, harassing or offensive messages or online content

- use of obscene, inflammatory, racist, discriminatory or derogatory language

- use content, language and/or threats of violence that may amount to bullying and/or harassment, self-harm or stalking

- insult, impersonate, 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-device 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 the mobile device (including those with Bluetooth functionality) to cheat during exams or assessments

- use mobile devices at exams or during class assessments unless expressly permitted by school staff.

South East Region Learning College
Student Code Of Conduct

South East Region
Learning College

Campuses
Eagleby
Varsity Lakes
Helensvale

Cyberbullying response flow chart

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
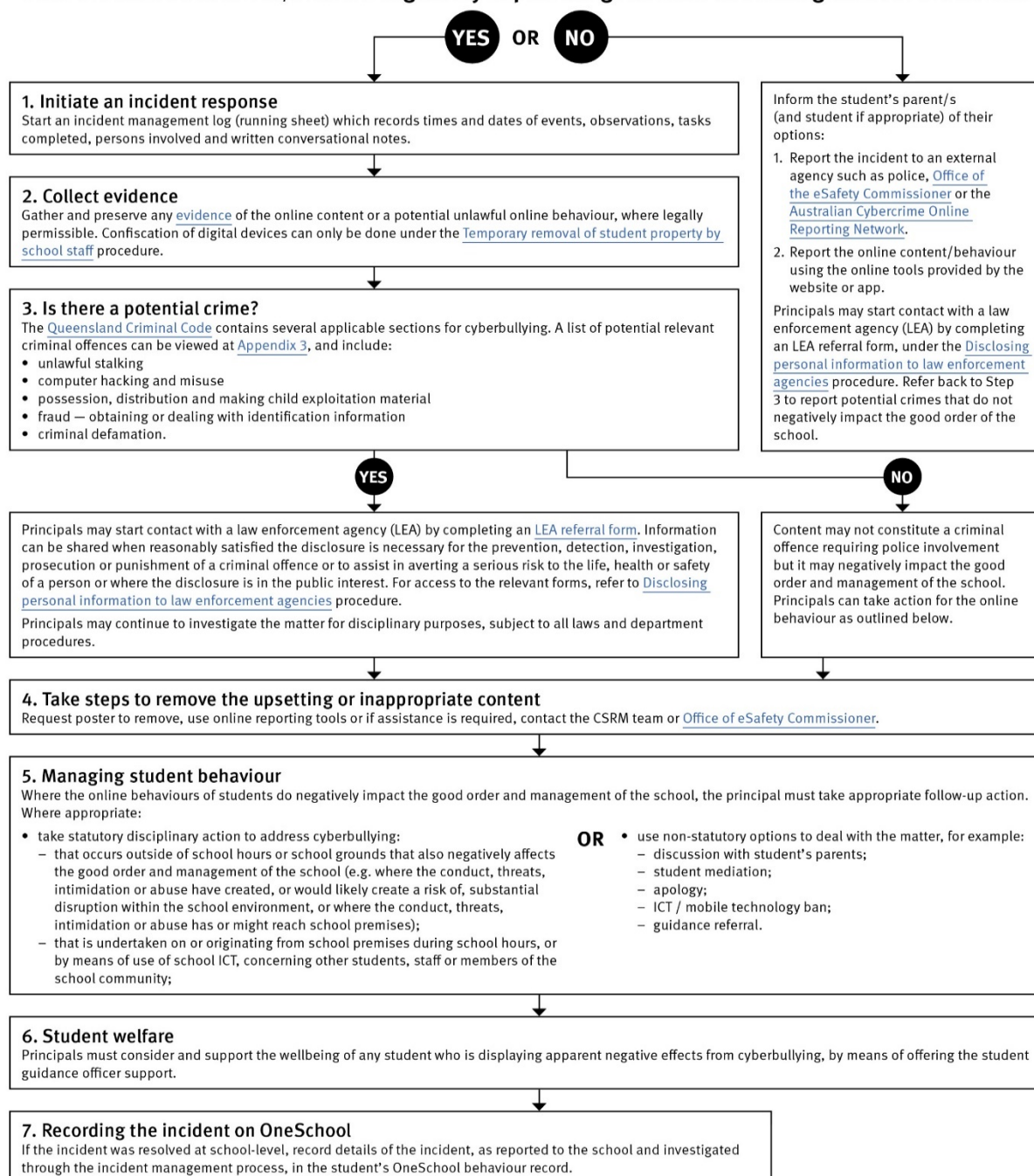
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

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

YES

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

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

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

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

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

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

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

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

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

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

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

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

Parental and community feedback

Parental and community feedback is important for our College. If you have a compliment, complaint or enquiry about an issue at the college, the best approach is to speak directly to the Principal or Head of Campus about the matter, rather than discussing it in a public forum.

While many use social media to update parents, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

Restrictive Practises

Appropriate restrictive practises may be used to ensure that the South East Region College duty of care to protect students and staff from foreseeable risks of injury is met.

Staff may make legitimate use of restrictive practises if all non-physical interventions have been exhausted, restrictive practise is reasonable in all circumstances, the student is posing an immediate danger to themselves or to others and there is no less restrictive measures available to respond to the behaviour in the circumstances.

Restrictive practices are the use of interventions or strategies that have the effect of restricting the rights or freedom of movement of a student. These include:
- Seclusion
- Physical Restraint
- Containment
- Mechanical restraint
- Chemical restraint and
- Clinical holding

Any restrictive practises made must:

- be reasonable in the particular circumstances,

- be in proportion to the circumstances of the incident

- always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the student

It is the Principals responsibility to ensure the Restrictive practices procedure is adhered to and to ensure the utilisation of the Behaviour Risk assessment tool – safety or wellbeing to provide ongoing planning for students that may require restrictive practices.

Record keeping

If restrictive practises has been used on a student then the school is required to conduct a review of the incident as soon as possible.

Related legislation

- *Commonwealth Disability Discrimination Act 1992*
- *Commonwealth Disability Standards for Education 2005*
- *Education (General Provisions) Act 2006*
- *Education (General Provisions) Regulation 2006*
- *Criminal Code Act 1899*
- *Anti-Discrimination Act 1991*
- *Commission for Children and Young People and Child Guardian Act 2000*
- *Judicial Review Act 1991*
- *Workplace Health and Safety Act 2011*
- *Workplace Health and Safety Regulation 2011Right to Information Act 2009*
- *Information Privacy (IP) Act 2009*
- *Tobacco and Other Smoking Products Act 1998*

Related departmental procedures

- *Safe, Supportive and Disciplined Schools*
- *Inclusive Education*
- *Enrolment in State Primary, Secondary and Special Schools*
- *Student Dress Code*
- *Student Protection*
- *Student Discipline*
- *Restrictive Practises*
- *Cancellation of enrolment*
- *Refusal to enrol – Risk to safety or wellbeing*
- *Behaviour Risk Assessment tool – safety or wellbeing*
- *Student Learning and Wellbeing Framework*
- *Hostile People on School Premises, Wilful Disturbance and Trespass*
- *Police & Child Safety Officer Interviews with Students, & Police Searches at State Educational Institutions*
- *Acceptable Use of the Department's Information, Communication and Technology (ICT) Network & Systems*
- *Managing Electronic Identities and Identity Management*
- *Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*
- *Temporary Removal of Student Property by School Staff*

School related resources

- Positive Actions For Adult Learning Plan

Some related resources

- *National Safe Schools Framework*
- *National Safe Schools Framework Resource Manual*
- *Working Together resources for schools*
- *Cyber safety and schools resources*
- *Bullying. No way!*
- *Take a Stand Together*
- *Office of e-safety commissioner*
- *Cyber safety Queensland in State Schools*