



**Pioneer State High  
School  
Yuwi Country**

**Student  
Code of Conduct  
2020-2023**

(updated Jan 2023)

***Equity and Excellence***  
***A progressive, high performing education system, realising the potential  
of every student***

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## Purpose

Pioneer State High School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

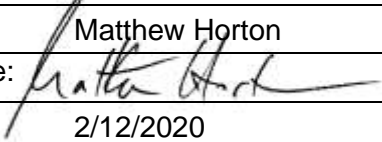
The Pioneer State High School Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

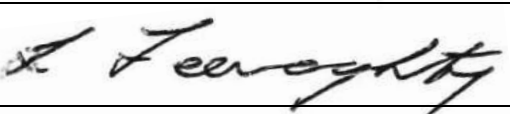
Its purpose is to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. This is closely aligned with our school's vision to be "a partner in learning in an innovative, inclusive and caring community".

## Contact Information

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## Endorsement (2020)

Principal Name:	Matthew Horton
Principal Signature:	
Date:	2/12/2020

P/C President and-or School Council Chair Name:	Lynette Feenaghty
P/C President and-or School Council Chair Signature:	
Date:	11/11/2020

# Principal's Foreword

## Introduction

We believe that Pioneer State High School should be a school where students and their families draw a sense of belonging, stability and equal opportunity. We cater to a diverse range of students. As such, we recognise that caring for the whole student often involves complex case management that extends beyond the realm of subject expertise and pedagogy, and that a one-size fits all approach to behaviour management does not provide this necessary care.

We believe that all students can learn and achieve success. We accept responsibility for enhancing all students' learning outcomes and the environment we work in. When students in this environment know that they're a welcomed and valued member of their classes and the school community, and that they're going to be supported to be themselves, they're more likely to engage in their learning.

Our school's values are Pride, Honesty and Success, and our pedagogy, curriculum and support for students aim to embed these values in our students:

**Pride:** be proud of who you are and what you have already achieved

**Honesty:** be honest about where future improvements as a learner can be made

**Success:** make new goals and work towards accomplishing them

These values have been used to frame the development and implementation of the Pioneer State High School Student Code of Conduct, with the aim of helping shape and build all of our students into confident, self-disciplined and caring young adults.

Our school staff believe that communication and positive connections with others are valuable skills our students need to develop for now and the future. We frame this in our school's behaviour expectations of *Calm, Communicate Care*

Pioneer State High School staff take an educative approach to discipline: we believe that behaviour can be taught and that mistakes are opportunities to learn from. When addressing student behaviour we do our best to be mindful to not *shame* students – actions that single a student out and/or directly target a student's dignity (Perso and Hayward, 2015). We use a warm-demanding approach.

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

Perso T and Hayward C (2015), *Teaching Indigenous Students: Cultural awareness and classroom strategies for improving learning outcomes*, Allen & Unwin

This introduction also references themes presented in *Key messages @ 2021 Principals' collaboration day*.

## P&C Statement of Support

As president of Pioneer State High School P&C Association, I am proud to endorse the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Matthew Horton and his team included parents providing feedback via phone interview and the school opinion survey.

Parents are encouraged to familiarise themselves with the Pioneer State High School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Pioneer State High School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to join the Pioneer State High School P&C Association or attend our monthly meetings. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

## Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals (not included here)

## School Opinion Survey

**Note:** In 2020 the School Opinion Survey was replaced with a 'Pulse' survey to provide data on how Covid-19 was potentially affecting the attitudes, work and wellbeing of staff, students and parents. Given that these questions do not precisely align with the longitudinal survey questions asked in School Opinion Surveys, they haven't been included here.

In 2021, the School Opinion Survey went online, resulting in a significant increase in parent responses, and therefore a more representative sample of parent opinions. This survey also included some changes in statements presented to agree or disagree to, resulting in some statements no longer being tracked over time.

### Parent opinion survey

Performance measure	2018	2019	2021	2022
Percentage of parents/caregivers who agree# that:				
their child is getting a good education at school	97%	95%	N/A	
this is a good school	100%	86%	83%	84.5
their child likes being at this school*	97%	91%	80%	
their child feels safe at this school*	100%	86%	79%	80.6
their child's learning needs are being met at this school*	97%	91%	83%	88.4

Performance measure				
Percentage of parents/caregivers who agree# that:	2018	2019	2021	2022
their child is making good progress at this school*	97%	91%	86%	84.3
teachers at this school expect their child to do his or her best*	100%	95%	94%	94.2
teachers at this school provide their child with useful feedback about his or her school work*	97%	86%	87%	87
teachers at this school motivate their child to learn*	94%	95%	83%	84.5
teachers at this school treat students fairly*	89%	90%	73%	80.3
they can talk to their child's teachers about their concerns*	100%	100%	93%	91.0
this school works with them to support their child's learning*	97%	91%	89%	88.4
this school takes parents' opinions seriously*	94%	90%	72%	76.2
student behaviour is well managed at this school*	86%	80%	65%	77.5
this school looks for ways to improve*	91%	95%	83%	87.7
this school is well maintained*	94%	100%	88%	82.4

### Student opinion survey

Performance measure				
Percentage of students who agree# that:	2018	2019	2021	2022
they are getting a good education at school	96%	94%	N/A	
they like being at their school*	91%	83%	69%	66.1
they feel safe at their school*	93%	85%	75%	66.7
their teachers motivate them to learn*	92%	89%	83%	79
their teachers expect them to do their best*	97%	93%	93%	94.9
their teachers provide them with useful feedback about their school work*	89%	87%	85%	83.1
teachers treat students fairly at their school*	88%	77%	75%	66.4
they can talk to their teachers about their concerns*	74%	75%	63%	58.7
their school takes students' opinions seriously*	81%	78%	69%	53.7
student behaviour is well managed at their school*	78%	67%	56%	46.8
their school looks for ways to improve*	95%	90%	79%	79
their school is well maintained*	81%	83%	68%	58.1
their school gives them opportunities to do interesting things*	86%	83%	79%	77.3

## Staff opinion survey

Performance measure				
Percentage of school staff who agree# that:	2018	2019	2021	2022
they enjoy working at their school	96%	93%	88%	91.5
they feel that their school is a safe place in which to work	95%	86%	80%	76.7
they receive useful feedback about their work at their school	91%	88%	80%	83.9
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	94%	85%	94%	
students are encouraged to do their best at their school	100%	93%	95%	94.9
students are treated fairly at their school	96%	90%	81%	87.7
student behaviour is well managed at their school	67%	76%	39%	55
staff are well supported at their school	95%	91%	100%	88.1
their school takes staff opinions seriously	82%	86%	80%	86.4
their school looks for ways to improve	96%	88%	93%	96.6
their school is well maintained	77%	84%	73%	89.8
their school gives them opportunities to do interesting things	95%	95%	89%	89.5
* Nationally agreed student and parent/caregiver items # 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. DW = Data withheld to ensure confidentiality.				

UPDATED 2023

## School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school. SDAs here are converted to a ratio of 'per thousand students'. This proportional conversion allows for changes in school enrolments.

PIONEER STATE HIGH SCHOOL DISCIPLINARY ABSENCES (per 1000 enrolments)				
Type	2019	2020	2021	2022
Short Suspensions – 1 to 10 days	60.3	61.4	87.5	259 (RAW)
Long Suspensions – 11 to 20 days	5.7	3.8	6.9	15 (RAW)
Charge related Suspensions	0	0	0	0
Exclusions	3.9	2.1	2.8	8 (RAW)



## Consultation

The consultation process used to inform the development of Pioneer State High School's Student Code of Conduct occurred in four phases.

A series of internal meetings with staff were held throughout Semester 2 of 2019. During these meetings we examined a range of data sets on student attendance, school disciplinary absences (SDA), student behaviour referrals and outcomes from the last four years of School Opinion Surveys. We identified where progress has been made in relation to the 2016-2019 Strategic Plan, and areas for further development.

Two specific areas of action were identified from this data review: classroom de-escalation and re-entry procedures: "Disruptive and Off-task Behaviours process"; and implementing a new mobile devices policy in response to the *Queensland Anti-Cyberbullying Taskforce report Adjust Our Settings* (see School Policies, below). Following a process of consultation with students and staff, new policies relating to these two issues were developed and implemented during Semester 1 of 2020.

The school then undertook a parent and caregiver consultation process throughout Terms 2 and 3 of 2020, conducting qualitative interviews with over 60 parents and caregivers. Participants were asked to describe their experiences and understanding of the school's approach to student discipline and mobile devices, and offer constructive ideas and suggestions for next steps in relation to student discipline. Staff then reviewed this parent input to identify how parent voice could be incorporated into school policies. Feedback from these interviews also helped to inform reviews of the school's School Learning and Wellbeing Framework (SLAWF) and Parent and Community Engagement Framework (PACE).

Finally, a draft Student Code of Conduct was prepared and distributed for comment to members of the school community. This final phase was completed in Term 4 2020, and the finished version, incorporating suggested changes and feedback was sent to the P&C Association in November 2020 for endorsement.

### **Review Statement**

The Pioneer State High School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A comprehensive review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

# Learning and Behaviour Statement

All worthwhile learning is social and emotional. Opportunities to explicitly teach social and emotional skills, respectful relationships, behaviour and mental health literacy are integrated into the curriculum and school activities wherever possible.

Teaching students to manage their behaviour is critical, rather than simply have to face the consequences of poor behaviour (Frey et al, 2019). We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of the provision of the school's curriculum.



Our *Pioneer Pillars* provide a snapshot of our school's Pedagogical Framework, our research-based approach to teaching. They represent the educational behaviours and routines we expect to see in our classrooms.

Critically, the foundation for our approach to teaching, *the pillars*, are social-emotional inputs and qualities:

- positive relationships with teachers and peers
- work at a level for every student so every student has a chance at learning and achieving

These social-emotional inputs align with proactive approaches to managing student conduct based on a Dreikurs' 'Social Discipline' model of behaviour management.

The Social Discipline model of behaviour identifies that the goal of student misbehaviour is usually either to:

- attract attention
- gain or express power
- gain or express revenge
- avoid failure, display inadequacy

To best determine which goal a student might be articulating through their behaviour, the Social Discipline model requires us to consider how the behaviour affects the work of the teacher in the classroom. If the teacher's response indicates:

- minor annoyance or frustration, the goal of the student is attention seeking
- that they feel personally challenged, the goal is power
- that the student is trying to upset them, the goal is revenge
- that the student is trying to give up, the goal is escape by withdrawal

The two most commonly observed behaviours (and their underlying goals) are 'attracting attention' and 'escape by withdrawal'.

*Why positive relationships with teachers is critical*

The best approach to resolving issues relating to 'attracting attention' behaviours is through positive relationship building: building rapport and having private conversations with a student to negotiate acceptable behaviours that meet the needs of both student and teacher.

*Why work at a student's level is important*

To break the cycle of discouragement, we look for opportunities for our students to generate feelings of success in demonstrating the achievement standards of their assessment through scaffolding, constructive feedback on monitoring tasks, use of exemplars, sentence starters and other forms of lesson differentiation.

Pioneer State High School has adopted Essential Skills for Classroom Management (ESCM) as the specific framework used to train and describe effective teacher-centred behaviour management strategies. The intent with ESCM is to ensure certainty and consistency in how student behaviour is managed in the classroom. The approach reflects a Kounin model of 'lesson movement', by which a teacher demonstrates proactive behaviours and lesson structures that pre-empt and therefore prevent common forms of student misbehaviour from occurring. We use the ESCM Profiling process to give teachers feedback on a range of proactive and preventative behaviours.

Pioneer State High School's approach to behaviour management and support also references the Positive Behaviour For Learning (PBL). PBL is a proactive, research-based approach to behaviour management. PBL ensures that there are consistent expectations across the school, that all students know what these expectations are, and that they are rewarded for meeting these expectations in a variety of ways. Pioneer's behavioural expectations are explicitly taught and reinforced in a positive and supportive manner in line with PBL methodology.

Our school community has identified the three universal expectations to teach and promote our high standards of responsible behaviour:

- Calm: Be safe; Breathe, Keep a cool head!
- Communicate: Listen; Learn; Take turns; Ask for help
- Care: Be kind; Be on time; Help others to learn with you

These three expectations have been agreed upon and endorsed by all staff.



The expectations are reinforced in the day-to-day running of the school by:

- being the focus of weekly TRP lessons where expectations are elaborated on and explicitly taught.
- forming the basis by which the school's reward system, identifies positive behaviours
- being explicitly referenced to in the Student of the Week awards at our fortnightly parades
- providing the structure from which the whole-school Classroom Expectations are defined, and then monitored through the school's Essential Skills for Classroom Management profiling processes.

Frey N, Fisher D and Smith D (2019), *All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond*, ASCD

## **Student Wellbeing and Support Network**

Pioneer State High School offers a range of programs and services to support the wellbeing of students in our school. Learning and wellbeing are inextricably linked – students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The Student Learning and Wellbeing Framework outlines how we create positive school cultures and how we embed student wellbeing into the learning environment, our curriculum and our pedagogies.

Schools build the foundations for wellbeing and lifelong learning through curriculum, embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P-12 curriculum, assessment and reporting framework.

Pioneer State High School acknowledges the positive impact that a meaningful relationship between teacher and student can have on a student's academic and social outcomes. We help support the development of meaningful relationships by linking each student to one Care teacher from Year 8 of Junior Secondary through to the Senior Secondary phase. This one consistent Care teacher helps to ensure that all students have an adult that they can approach

to discuss issues or problems. Care Teachers are often the first point of contact for a student or parent when there is an issue regarding a students' wellbeing. Care Teachers are also responsible for working with their Island Wellbeing Coordinator to monitor student attendance.

The school conducted a review of its wellbeing program in 2021 as part of a broad review of school operations and culture in light of the ongoing Covid-19 pandemic. The school connected with the North Queensland Cowboys Foundation to introduce the Resilience Project. This project provides the framework for the school's wellbeing lessons ('TRP' in the timetable as an acronym of the Resilience Project). Students participate in weekly TRP wellbeing lessons where we provide age-appropriate instruction in: mental health; relationships and sexuality; alcohol and drug risks; food and nutrition; the benefits of physical activity; and how to be safe in a number of real-world situations.

The three pillars of the Resilience Project, Gratitude, Empathy, Mindfulness align with Pioneer State High School's student behaviour expectations: Calm (demonstrating mindfulness), Communicate (as a way of showing gratitude) and Care (having empathy for others).

Van Cuylenburg, H (2019) The Resilience Project: finding happiness through gratitude, empathy and mindfulness, Ebury Press

### Student Support Network

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

Role	What they do
Principal, Deputy Principals	<ul style="list-style-type: none"> <li>• Provide leadership in the school to promote an inclusive, positive school culture</li> <li>• Maintain an implementation and review cycle for the school's Student Learning and Wellbeing Framework</li> <li>• Monitor learning, attendance and behaviour data to identify where support, intervention and resourcing is needed</li> </ul>
Guidance Officer	<ul style="list-style-type: none"> <li>• Provides a student support program within the school environment, offering counselling with students on a one-on-one basis or in a group setting</li> <li>• Assists students with specific difficulties, acting as a mediator and providing information on other life skills</li> <li>• Liaises with parents, teachers and external health providers as part of the counselling process</li> <li>• Provides career development advice</li> <li>• Coordinates the Student Support Services Team's Flexi-Hub</li> <li>• Conducts home visits where appropriate</li> </ul>
Heads of Department	<ul style="list-style-type: none"> <li>• Provides support, both behaviourally and academically, within classrooms</li> </ul>
Wellbeing and Island Coordinators	<ul style="list-style-type: none"> <li>• Responsible for student welfare at each year level</li> <li>• Provides contact for students and their families</li> <li>• Works to ensure students feel safe and comfortable and want to come to school</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop the school's wellbeing program as delivered through TRP lessons</li> <li>• Nurtures a sense of belonging to the Care class, year level and school</li> <li>• Conducts targeted case management of student attendance</li> </ul>
Community Education Counsellor	<ul style="list-style-type: none"> <li>• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities</li> <li>• Coordinates key support programs, including Deadly Choices and QATSIF</li> <li>• Conducts home visits where appropriate</li> </ul>
Youth Support Coordinators and Youth Workers	<ul style="list-style-type: none"> <li>• Provides individual and group support to students to assist their engagement with education and training</li> <li>• Part of the Student Support Services Team Flexi-Hub</li> <li>• Supports students to overcome barriers to education</li> </ul>
Chaplain	<ul style="list-style-type: none"> <li>• Provides wellbeing and welfare support to students and families</li> <li>• Part of the Student Support Services Team Flexi-Hub</li> <li>• Provides access to wellbeing programs and support agencies</li> </ul>
School-Based Police Officer	<ul style="list-style-type: none"> <li>• Promotes positive relationships between the school community and the Queensland Police Service</li> <li>• Attends to police-related matters within the school (police reports, child protection and youth justice matters)</li> <li>• Conducts home visits where appropriate</li> </ul>
School-Based Health Nurse	<ul style="list-style-type: none"> <li>• Provides individual health consultations with assessment, support, health information and referral options</li> <li>• Part of the Student Support Services Team Flexi-Hub</li> </ul>

It is also important for students and parents to be aware that there are regional and statewide support services also available to supplement the school network. These include Autism Coach, Inclusion Coach, Senior Guidance Officers and support for students with dyslexia via the Reading Centre.

## Whole School Approach to Discipline

We believe that 'student discipline' is about more than consequences. Reflecting the notion that all learning is social and emotional, student behaviour is part of the overall teaching and learning approach in our school. Our staff take responsibility for providing supportive instruction about how to meet expectations and use behavioural incidents as opportunities to reflect on how each member of our school community should be working to meet our STAR expectations.

Pioneer State High School uses a multi-tiered system of support for discipline in the school. Our approach aims to:

- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used effectively by teachers to support students
- support teaching staff to maintain consistent school and classroom improvement practices

Our multi-tiered system of support is used in classrooms and programs offered throughout the school. Three tiers of intervention exist within the system:

- Tier 1 interventions at the "whole-school" level are provided to all students
- Around 15% of students in a typical school setting have moderate, ongoing problem behaviour and will need additional Tier 2 or "targeted" levels of support
- Students with the most challenging behaviours, around 5%, may require Tier 3 "intensive" level of supports, involving highly individualised interventions.

The tiers represent levels of intervention, not cohorts or groups of students. Recognising the individualised needs of our students is a key component of our Student Code of Conduct.

### **Consideration of Individual Circumstances**

Staff at Pioneer State High School take into account students' individual circumstances, such as their behaviour history, disability, relative 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.

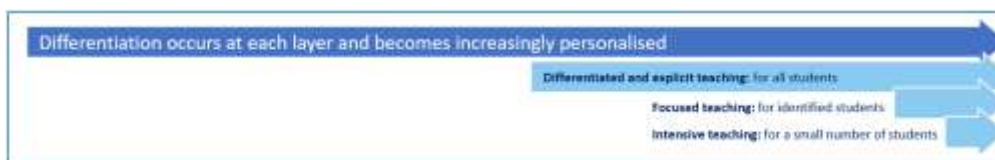
In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equality, where every student is given the support they need to be successful.

This also means that not everyone will be treated the same, because treating everyone the same would not be equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice 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 staff 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 disciplinary consequence 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 or physical misconduct, involves your child. All parents, caregivers and students need to understand that schools need to respect the privacy of other students and families.

## Differentiated and Explicit Teaching

Differentiated teaching is a key component of the Pioneer Pillars, whereby staff use curriculum and pedagogy to provide work at each student's level, allowing every student to have an opportunity to succeed. The differentiation model below is also employed when teaching students expected behaviours and providing students opportunities to learn from their mistakes.



The first step in facilitating standards of positive behaviour is communicating those standards to all students, the Tier 1. At Pioneer State High School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support, a strategy directed towards all students designed to prevent problem behaviour, and provides a framework for responding to unacceptable behaviour.

School-wide Classroom Expectations are developed collaboratively between teachers and students from our universal expectations, and with reference to the Essential Skills for Classroom Management.

Our universal and classroom expectations are communicated to students via a range of strategies, including:

- explicit stating and teaching of positive behaviour expectations at whole-school and year-level parades, and during classroom and non-classroom activities;
- proactive programs in relation to targeted aspects of the school's expectations, such as bullying and cyber-bullying, through the wellbeing curriculum delivered in TRP wellbeing lessons; and
- publication and display of expectations in our Student Planner, on our website and on posters and signage around the school.

## Focused Teaching

A small number of students at Pioneer are identified through our data as needing some additional and more targeted behavioural support, the *Tier 2 Focussed Teaching* phase. In most cases the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social



success at risk if not addressed in a timely manner. Targeted support strategies utilised at Pioneer include:

- regular review of behaviour management data – the Admin team and Year-level Coordinators conduct fortnightly reviews of data to identify and monitor students requiring more targeted support
- referral to support specialists – the Guidance Officer will often be the first point of referral, however a range of specialist staff including the CEC, Chaplain, School-Based Youth Health Nurse may also be utilised
- engagement in targeted small group programs – involvement in mentoring and other support programs focussed on enhancing students' social skills
- individual plans – development of behaviour plans or modified timetables tailored to improve behaviour and learning outcomes
- use of Survival Cards – Survival Cards are used to track student behaviour and as a mechanism for building student awareness and ownership of specific target behaviours
- contact with parents or caregivers – keeping parents well informed and sharing successful strategies to work together for improvement
- use of buddy teacher – planned arrangements for 'time-out' that may assist students in breaking some patterns of unacceptable behaviour

## Intensive Teaching

Pioneer State High School is committed to educating all students, including those with the highest behavioural support needs, the *Tier 3 Intensive Teaching* phase. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

Members of the school's Admin and Student Support Services teams:

- work with other staff members to develop appropriate behaviour support strategies
- conduct a Functional Behavioural Analysis where appropriate.
- monitor the impact of support for individual students through continuous data collection
- make adjustments as required for the student

Following a referral, the relevant Admin team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and district-based behavioural support staff.

Individual Behaviour Plans are developed for students with particular complex or challenging behaviours. Intensive support will often involve close collaboration with external agencies to ensure that students with complete and challenging behaviours are adequately supported.

# Legislative Delegations

## Legislation

In this section of the Student Code of Conduct are links to relevant legislation that inform the overall Student discipline procedure.

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

## Delegations

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

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

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

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

## Disciplinary Consequences

Pioneer State High School makes systematic efforts to prevent problem student behaviour by establishing and maintaining clear classroom expectations and procedures. All students are encouraged to take responsibility for their own behaviour and the consequences of their actions.

The levels outlined below categorise behaviour types for the school community to understand the significance of the type of behaviour displayed. The levels categorise the behaviour, not the student. They provide a guide to the possible type of intervention or support required for a particular incident.

<b>Teacher Intervention</b>	
Student requires assistance to manage behaviour.	
<b>Teacher Actions</b>	<b>Range of intervention strategies</b>
<ul style="list-style-type: none"> <li>• Manage behaviour through the ten Essential Skills for Classroom Management (ESCM)</li> <li>• Focus on proactive reinforcement of rules</li> <li>• Where required, work through a process of 1) redirect, 2) give a choice, 3) follow through</li> <li>• Undertake ESCM profiling</li> <li>• Access support personnel where appropriate (HOD, Admin, Student Support team)</li> </ul>	<ul style="list-style-type: none"> <li>• Disruptive and Off-task Behaviour process:                             <ul style="list-style-type: none"> <li>- Reset and re-entry questions</li> <li>- Move seats</li> <li>- Buddy Class</li> <li>- Post-lesson discussion</li> <li>- Catch-up opportunity</li> <li>- Parent/Guardian notified</li> </ul> </li> <li>• Documentation in OneSchool occurs</li> </ul>
<b>Head of Department Intervention</b>	
Student requires significant assistance to manage behaviour in a class/subject.	
<b>Head of Department Actions</b>	<b>Range of intervention strategies</b>
<ul style="list-style-type: none"> <li>• Initiate reflective conversation: discuss behaviour of student and desired outcomes with teacher</li> <li>• Review classroom routines, expectations and ESCM processes with staff</li> <li>• Monitor student behaviour over arranged duration</li> </ul>	<ul style="list-style-type: none"> <li>• Restatement of expectations and formal warning</li> <li>• Detention, Lunch time isolation, Afterschool Detention</li> <li>• Buddy Class, In-school isolation for subject</li> <li>• Behaviour contract</li> <li>• Parent contact</li> <li>• Self-monitoring, goal setting, reflection</li> <li>• Documentation in OneSchool occurs</li> </ul>

<b>Administration Intervention</b>	
Student has failed to respond to previous intervention strategies or behaviour is of an extremely inappropriate nature.	
Administration Actions	Range of intervention strategies
<ul style="list-style-type: none"> <li>Review student behaviour across all subjects via OneSchool behaviour reports or Interim Report</li> <li>Discuss demonstrated behaviours and outcomes with staff and HOD and clarify desired outcomes</li> <li>Discuss issues with students and implement appropriate strategy or consequence</li> <li>Communicate expectations and outcomes to staff, student, parent as required</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour Contract</li> <li>Formal Warning</li> <li>Restatement of policy</li> <li>Discipline Improvement Plan</li> <li>Survival Card completed by Admin, HOD and YLC</li> <li>Lunch time isolation</li> <li>In-School Isolation</li> <li>Afterschool Detention</li> <li>Parent and Teacher meeting</li> <li>Mediation</li> <li>Part-time educational plan</li> <li>Restorative Justice</li> <li>School Disciplinary Absences</li> <li>Documentation in OneSchool occurs</li> </ul>

### Disciplinary consequences table

Note that this list is not exhaustive, and individual circumstances will always be considered in determining a consequence. This table is also listed in our Student Diary.

Behaviour	Examples of Behaviours	Possible Consequences
<b>Late to Class</b> (Behaviour Category: Defiance)	<ul style="list-style-type: none"> <li>Arriving after the teacher has commenced the lesson when a second bell isn't present (S1, 2a, 2b, 3b)</li> <li>Arriving to the classroom after second bell has gone (S3a, S4)</li> <li>Arriving at the classroom then immediately leaving to get drink or go to the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime detention</li> <li>Recorded on ID Attend</li> <li>Contact home and record OS incident</li> <li>Referral to HOD if persistent</li> <li>Lunchtime isolation</li> <li>Afterschool Detention</li> <li>Survival Card</li> </ul>
<b>Disruptive</b> (Behaviour Category: Disruption)	<ul style="list-style-type: none"> <li>Persistent talking/calling out</li> <li>Walking around the classroom without permission</li> <li>Off-task behaviours that interrupt the teaching and learning in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Re-entry meeting</li> <li>Contact home and record OS incident</li> <li>Lunchtime detention</li> <li>Buddy Classroom</li> <li>Isolation from class</li> <li>Referral to HOD/DP if repeated</li> <li>Survival Card</li> </ul>

<p><b>Wilful Disobedience</b></p> <p>(Behaviour Category: Disruption)</p>	<ul style="list-style-type: none"> <li>• Persistent disruptive behaviours occurring over multiple lessons in one or more subjects</li> <li>• Continued failure to comply with reasonable teacher requests or instructions</li> <li>• Refusal to follow the directions of a HOD</li> </ul>	<ul style="list-style-type: none"> <li>• Survival Card</li> <li>• In-school isolation</li> <li>• Referral to HOD/DP</li> <li>• Discipline Improvement Plan</li> <li>• Suspension</li> </ul>
<p><b>Refusal to engage in a program of instruction</b></p> <p>(Behaviour Category: Disrespect)</p>	<ul style="list-style-type: none"> <li>• Delayed compliance or reluctance to start and complete set tasks</li> <li>• Refusal to participate in organised activities</li> <li>• Missed checkpoint on an assessment item</li> <li>• Unsatisfactory submission of a draft</li> <li>• Truancy/absenteeism</li> </ul>	<ul style="list-style-type: none"> <li>• Contact home and record OS incident</li> <li>• HOD/DP intervention</li> <li>• Meeting with parents</li> <li>• Cancellation of enrolment</li> </ul>
<p><b>Non-compliant with routine</b></p> <p>(Behaviour Category: Disrespect))</p>	<ul style="list-style-type: none"> <li>• Refusal to sit in assigned seat</li> <li>• Eating or drinking in class</li> <li>• Leaving class without toilet/drink pass</li> </ul>	<ul style="list-style-type: none"> <li>• Re-entry meeting</li> <li>• Lunchtime detention</li> <li>• Contact home and record OS incident</li> <li>• HOD intervention</li> <li>• Afterschool Detention</li> </ul>
<p><b>Verbal Misconduct</b></p> <p>(Behaviour Category: Abusive Language)</p>	<ul style="list-style-type: none"> <li>• Use of inappropriate language in school settings</li> <li>• Deliberate and persistent use of inappropriate and derogatory language</li> <li>• Swearing at students or staff</li> </ul>	<ul style="list-style-type: none"> <li>• Re-entry meeting</li> <li>• Contact home and record OS incident</li> <li>• Referral to HOD/DP if repeated</li> <li>• Lunchtime detention</li> <li>• Isolation from class</li> <li>• Suspension</li> </ul>
<p><b>Threat to adults</b></p> <p>(Behaviour Category: Harassment)</p>	<ul style="list-style-type: none"> <li>• Any verbal, written or gestures made to threaten or intimidate school staff or visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension</li> </ul>
<p><b>Physical misconduct</b></p> <p>(Behaviour Category: Fighting or Bullying)</p>	<ul style="list-style-type: none"> <li>• Deliberate and unwarranted contact made against another student</li> <li>• Physical altercation</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conference</li> <li>• Lunchtime isolation</li> <li>• Suspension</li> </ul>
<p><b>Threat/s to others</b></p> <p>(Behaviour Category: )</p>	<ul style="list-style-type: none"> <li>• Any verbal, written or gestures made to threaten or intimidate another student</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conference</li> <li>• Lunchtime isolation</li> <li>• Suspension</li> </ul>

Harassment or Bullying))		
<b>Bullying and Harassment</b>  (Behaviour Category: Bullying and Har)	<ul style="list-style-type: none"> <li>• One-off altercation</li> <li>• Verbal or physical misconduct</li> <li>• Repeated verbal and physical threats</li> <li>• Social exclusion</li> <li>• Teasing/name calling/derogatory language</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conference</li> <li>• Referral to Island Co/DP</li> <li>• Lunchtime isolation</li> <li>• DIP</li> <li>• Suspension</li> </ul>
<b>Substance Misconduct</b>	<ul style="list-style-type: none"> <li>• Possession or use of alcohol or tobacco</li> <li>• Possession or use of an illicit substance</li> <li>• Supply of tobacco, alcohol or an illicit substance</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to school Nurse</li> <li>• Suspension</li> </ul>
<b>Property Misconduct</b>  (Behaviour Category: Property damage or Property misuse)	<ul style="list-style-type: none"> <li>• Throwing or hiding another student's property</li> <li>• Damaging other's or the school's property</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conference</li> <li>• Suspension</li> </ul>
<b>Truancy/Leaving School Grounds</b>  (Behaviour Category: Defiance)	<ul style="list-style-type: none"> <li>• Unjustified absence from class</li> <li>• Leaving school grounds between 8:30am and 2:30pm without signing out via office</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to HOD/DP</li> <li>• Lunchtime isolation</li> <li>• Afterschool isolation</li> <li>• Survival Card</li> <li>• Suspension</li> </ul>

### Behaviour Outside of School

Students while out in the community, typically on their way to and from school, or at any other time when in school uniform or otherwise identifiable as Pioneer State High School students by their clothing, conduct or association, are to abide by school behavioural expectations.

Student behaviour outside of school hours that affects the reputation and/or good order and management of the school is addressed by this Student Code of Conduct.

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

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

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

### **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.

## Disruptive and Off-task Behaviours Process

### Disruptive and Off-task Behaviours Process

The purpose of this policy is to outline the classroom process for dealing with minor disruptive behaviours, major disruptive behaviours (refusal to accept consequences of minor behaviours) and off-task non-disruptive behaviour. All disruptive and off-task behaviour will be dealt with using a consistent approach based on Essential Skills for Classroom Management strategies and an overarching intent to provide all students with the opportunity to remain engaged with their curriculum. This process was developed in consultation with teaching staff throughout Term 4 of 2019 and revised in Term 4 of 2020.

### Key Principles of the Disruptive and Off-task Behaviours Process

- Classroom expectations must be clearly articulated to students, and regularly referred to, including positive and negative consequences for behaviour.
- All consequences are focused on assisting the student to engage effectively with the curriculum, there should be no intent to punish a student for their behaviour.
- Managing student behaviour should be proactive and pre-emptive, a range of ESCM strategies should be used to prompt and encourage the students to display appropriate behaviours. Behaviour management shouldn't start after disruptive or off task behaviour occurs.
- Teachers need to be involved in building positive relationships and setting clear expectations through appropriate use of consequences prior to the involvement of a HOD or Admin.
- Use parent/caregiver contact as a proactive step – a chance to pre-empt emerging behaviours and build relationships with parents.

**Minor disruptive behaviours** are behaviours that impact the teaching or learning of the class:

- Persistent talking, calling out, inappropriate and/or mean comments
- Insolence, disobedience
- Wandering around the classroom, leaving the classroom without permission
- Disturbing the learning of others
- Failure to follow instructions

### Managing Minor Disruptive Behaviour

Teachers will address minor disruptive behaviour according to the following three steps.

1. **Selective attending (ESCM 7)** and/or **Redirection (ESCM 8)**: A student that is causing disruption to the teaching of the class or to students around them will receive a correction from the teacher addressing the disruptive behaviour through selectively attending to the behaviour or via a verbal or non-verbal redirection.



2. **Give a choice (ESCM 9):** After a correction has been given and disruptive behaviour is repeated by the same student, a second correction in the form of a choice will be given to the student. The choice needs to directly address: a) the disruptive behaviour; b) the expectation which has been broken; c) what appropriate corrective action the student needs to now take; and d) outline the consequence if the disruptive behaviour continues to occur.
3. **Follow through (ESCM 10):** When a student has been given a choice and failed to take the appropriate corrective action, the stated consequence must be followed through with.

### Minor Disruptive Behaviour Consequences

A student that has failed to take appropriate corrective action after they have been given a choice will progress through the following consequences.

1. **Reset (time out):** A reset is an opportunity for the student to calm down, and reflect on their behaviour and the classroom expectation they did not follow. The reset must be kept as short as possible, no longer than 2 minutes as it is not a punishment, and the re-entry be accompanied by the student answering the 5 re-entry questions:
  - Question 1: What did you do? What happened?
  - Question 2: Which rule or expectation did you break?
  - Question 3: How did your behaviour impact you and the class?
  - Question 4: What might you do differently next time? Can I help?
  - Question 5: What do you think should happen if we see the same or similar behaviour this session?
2. **Moving Seats:** Moving seats is an attempt to keep the student engaged in the curriculum while moving them to a position in the classroom where their interactions with peers is limited and/or has closer proximity to the teacher. A student that is moved in a class will require a post-lesson discussion.
3. **Buddy Class:** This is the final step for students that have continued their behaviour despite being given multiple opportunities to modify their behaviour. A student that has been removed to a buddy class must participate in a post-lesson discussion, and the discussion recorded in OneSchool Contacts.
4. If the student receives case management assistance, contact their case manager for support.

**In summary:** Reset (time out) → Move Seats → Buddy Class

### Managing Major Disruptive Behaviour

A student that refuses a consequence and continues to disrupt the class has now moved from “minor” to “major” disruptive behaviour. **Note:** Where a student refuses a consequence but no longer displays the disruptive behaviour, the student should be viewed as having modified their behaviour and should be allowed the opportunity to continue to complete their work in class (ie. the warnings given did work, it just took them longer to process them).

## Teacher Action

When a consequence has been refused and the student's behaviour is continuing to disrupt the class, the teacher should make contact with their HOD, Admin or Case Manager during the Session to talk with or remove the student from the room.

## Major Disruptive Behaviour Consequences

1. **Reset and Re-entry:** The HOD/Admin/Case Manager will complete a reset (time out) process, and when suitable re-enter the student to the class.
2. **Buddy Class:** If re-entry is not deemed suitable the student will be escorted to an alternative learning location by the HOD/Admin.
3. **HOD or Admin Supervision:** Where a buddy class is not deemed suitable the HOD or Admin supervise the student for the remainder of the lesson.

In each situation where a student refuses a consequence, continues with the behaviour and intervention is required the student must undertake a post-lesson discussion and the incident is recorded on OneSchool.

## Off Task (Non-disruptive)

**Off-task behaviour** is where a student does not make a satisfactory effort during the lesson and fails to complete set work to the minimum standard.

**Teacher Action:** Use multiple and repeated positive strategies in an attempt to encourage the student to engage with the work:

- Cueing (ESCM 4)
- Encouraging (ESCM 5 and 6)
- Redirection (ESCM 8)

## Temporary removal of student property by school staff

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 Pioneer State High School and will be removed if found in a student's possession:

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

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

\*\* The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical

authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

## Responsibilities

State school staff at Pioneer State High School:

- 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 Pioneer State High School

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

Students of Pioneer State High School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Pioneer State High School Code of Conduct
  - is illegal
  - puts the safety or wellbeing of others at risk
  - does not preserve a caring, safe, supportive or productive learning environment
  - does not maintain and foster mutual respect;
- collect 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.

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

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



### 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 Pioneer State High School to:

- use mobile phones or other 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
- place the mobile device out of sight during classes, “in your bag, in the bag zone”, unless the device is being used in a teacher-directed activity to enhance learning

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

- use a mobile phone or other devices in an unlawful manner

- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in Sick Bay 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 Pioneer State High School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
  - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
  - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
  - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
  - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

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

Our wellbeing program utilises Respectful Relationships resources, and students participate in i-Lessons based on these resources every week. During these lessons students are also taught how to use Stymie, [stymie.com.au](http://stymie.com.au), an online, anonymous anti-bullying alert system.

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

### Bullying

The agreed national definition for Australian schools describes bullying as

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

When we talk to students about what constitutes bullying, we break this definition down to:

- “stuff you don't like” – behaviours intended to cause harm
- “that's repeated” – ongoing and deliberate behaviours that intend to cause harm
- “that you're powerless to stop” – there is a misuse of power, and/or the student has taken reasonable steps in their power to try and stop these behaviours, eg telling a teacher, avoiding contact with the alleged bully, modifying their own behaviour

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

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

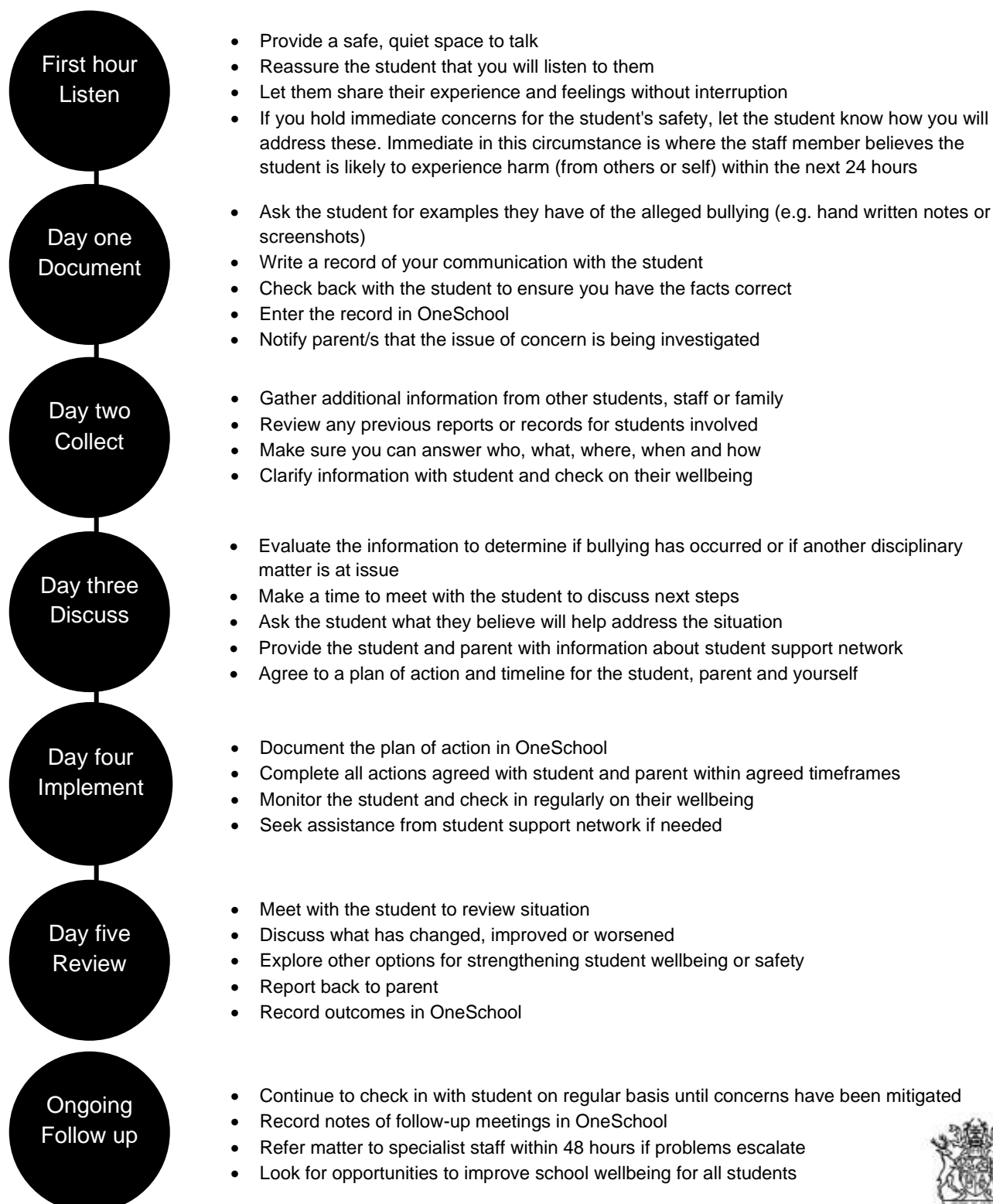


## Pioneer State High School - Bullying response flowchart for teachers

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

### Key contacts for students and parents to report bullying:

Deputy Principals – Kristy Frost, Tom Wix



## Appropriate use of social media

### Cyberbullying

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

The process by which Pioneer State High School investigates claims of cyberbullying is outlined in the flowchart below. In the first instance, students or parents who wish to make a report about cyberbullying should approach their child's year level Deputy Principal. Reports can also be made using the Stymie anonymous online anti-bullying referral system, [symie.com.au](http://symie.com.au). Wherever possible, referrals of cyberbullying should include screenshots or other records of the offending content (see Collect Evidence, below). Stymie allows users to attach such records when completing a referral.

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

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

# Pioneer State High School - Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

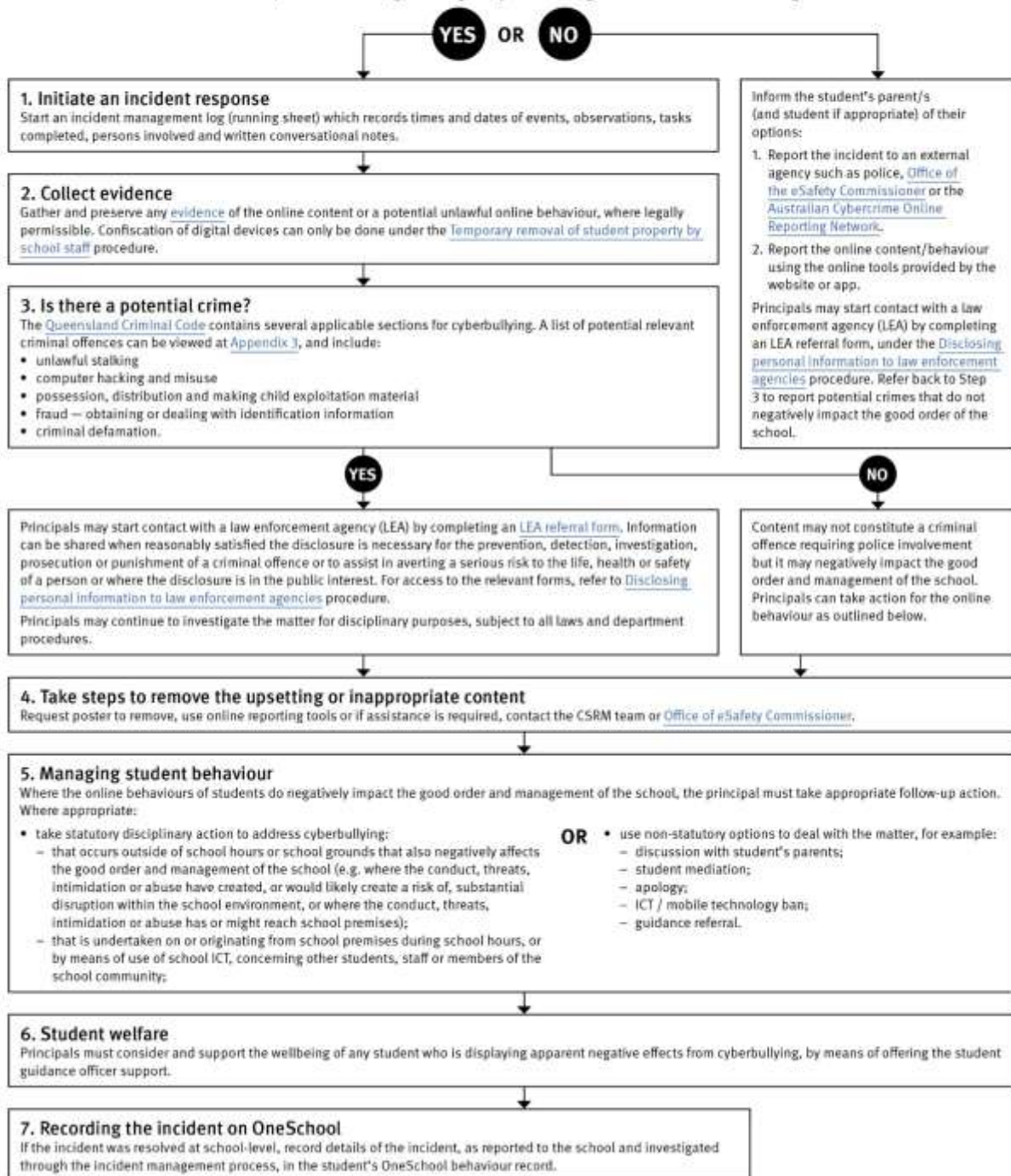
### Explicit images

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

### Report

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

## Student Intervention and Support Services

Pioneer State High School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Pioneer State High School 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.

## Restrictive Practices

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:

- Regard to the human rights of those students
- Safeguards students, staff and others from harm
- Ensures transparency and accountability
- Places importance on communication and consultation with parents and carers
- Maximises the opportunity for positive outcomes, and
- 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.

### **Provisions for using the Quiet Spaces in V Block SEU**

Self-selection of the Quiet Spaces is used as a strategy to support students with additional needs whose ability to self-regulate is reduced. Students self-select to access the Quiet Space areas in V Block and are free to use it when they choose. They are not directed or instructed to use these areas by staff, however have access to them by negotiated plans, written in consultation with the student. Movement by the student in and out of the Quiet

Spaces is self-selected and as such is not considered to be a restrictive practice. Use of Quiet Spaces is included in this section to ensure clarity about its use and purpose.

Students who wish to access a Quiet Space are pre-taught, including through role-play, the processes for accessing the three Quiet Spaces in V Block: a sound booth and two swinging cocoons. All three spaces are designed to ensure freedom of movement for students accessing them – locks have been removed and vision of student is maintained from within the staff room area.

### **Process for the use of the Quiet Spaces**

1. Discussion between Case Manager and student. Realistic review of the student's need to develop self-regulation strategies within any environment or situation in the school. This discussion can occur pre-enrolment, pre commencement or during initial days of enrolment
2. Pro-active orientation of the student to the space, with role-play when deemed appropriate
3. Student and Case Manager write 'My Plan for use of The Quiet Spaces' – which details negotiated pre-planned positive reinforcement
4. Student plan is shared with all staff, and staff are reminded that use of the Quiet Spaces are by student choice. The management and expectation for each of the Quiet Spaces is outlined to staff during faculty meetings
5. Each student's plan is reviewed and revised as part of the student's regular case management meeting
6. Student chooses to access space prior to or in a heightened state – emotional, sensory overload, agitated, anxious or simply needed a pause and re-set break. This is self-withdrawal from a class, a social situation or an interaction with peers or staff
7. Staff check in with student after 10 min with the document 'I came to the Quiet Space'. On occasions this paperwork is not completed at this time due to the student's emotional state – staff work to ensure the process is completed the delay may be up to 48 hours
8. Case Manager and student de-brief and plan for return to class

## 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. This may include reference to:

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



## 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](#)

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

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

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