



Pioneer State High School

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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 l

Therefor, our Student Code of Conduct sets out to :

- Encourage a supportive atmosphere where every community member is able to work together to establish a nurturing, efficient, and safe environment for teaching and learning.
- Empower students to take increasing responsibility for their behaviour and the consequences thereof.
- Appreciate and enhance staff expertise.
- Optimize educational and social opportunities for all students.

Contact Information

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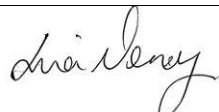
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Endorsement

Principal Name: Lisa Veney

Principal Signature: 

Date: 27/3/24

P/C President and-or School Council Chair Name: Naomi Doyle

P/C President and-or School Council Chair Signature:

Date:

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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.

The Pioneer Way provides a snapshot of our school's Pedagogical Framework, our research-based approach to teaching. Our framework represents the educational behaviours and routines we expect to see in our classrooms.



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.

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

- Be 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*

We firmly believe that these comprehensive school expectations cultivate not only well-rounded students but also foster positive, contributing citizens who embody kindness, calmness, and respect.

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

- Being displayed and discussed in every classroom, island parades, whole school parades and within all conversations around positive and negative behaviours
- Being referenced in The Resilience Project (TRP) lessons
- Positively reinforcing when calm, communicate and care are demonstrated, spirit week, spirit awards at school carnivals and events
- Being explicitly referenced to in the Animal of the Week awards at our fortnightly island 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.



We value

PRIDE *be proud of yourself and your school*

HONESTY *be truthful and true*

SUCCESS *be your best*

PIONEER



PRIDE

Our behaviour expectations are

CALM – *Be safe, breathe and keep a cool head*

- Keep hands off others and other's property
- Enter the classroom in an orderly manner
- Place bags in the bag zone inside classrooms
- Be respectful of staff and peers
- Act in a safe manner in all environments
- Resolve conflicts responsibly and calmly
- Take responsibility for your own actions



COMMUNICATE – *listen, learn, take turns, ask for help*

- Be prepared to listen and learn
- Follow all staff instructions
- Use respectful language, at a reasonable volume
- Report any unsafe behaviour or concerns
- Follow the mobile phone policy – away all day

CARE – *be kind, be on time, help others to learn*

- Take every opportunity to learn
- Be on time to every class
- Have your equipment for every class
- Look after your friends – report bullying
- Represent your school positively
- Wear the correct uniform every day
- Look after your school's facilities and environment



IN EVERY CLASSROOM

PHONES/HEADPHONES - in bags, bags in bag zones. **AWAY ALL DAY**

Phones/headphones are to be away all day. They can be kept safely in your bags for day or you can log them at the office.

WHY? Your learning can be impacted by notifications and phones can be distracting to you and others.

TOILETS – You go to the toilet in breaks.

If you need to go to the toilet in class, your teacher may give you permission by **signing your diary**. This may be checked by the toilet monitor. Only B Block toilets are open during lesson times.

WHY? Our toilets have been vandalised and used for vaping. We want to ensure our toilets are safe and clean for ALL STUDENTS.

DRINKS – You do not leave class for a drink.

You may bring in a water bottle – this can be filled at lunch times.

WHY? Yours and others learning should not be disrupted during class time.



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.

PSHS STUDENT LEARNING AND WELLBEING FRAMEWORK



OUR APPROACH

SCHOOL LEADERS – Creating a whole school approach that provides the right conditions to achieve excellence and lift learning outcomes

TEACHERS and SUPPORT STAFF – Providing inclusive learning environments that support every student to manage their wellbeing and achieve success

SCHOOL COMMUNITY – Strengthening connections with parents, support services and the wider community

PRIDE

HONESTY

SUCCESS



CREATING SAFE, SUPPORTIVE AND INCLUSIVE ENVIRONMENTS

- Three simple behaviour expectations Calm, Communicate, Care
- Student Code of Conduct based on Positive Behaviour practices and explicit school wide expectations
- Care Teachers, Island Coordinators, Wellbeing Coordinator, Year Level Deputies
- Student Services Team and FlexiHub – Team Leader, Guidance Officer, CEC, YSC, Chaplain, School Nurse, Indigenous Health Worker, Youth Worker, Teacher Aid
- Inclusive Learning lead by the HOSES
- Breakfast Club 5 days per week
- Anti-Bullying policy and STYMIE program
- Wellbeing program - The Resilience Project
- Active P&C that contributes to decision making
- Strong student leadership system and student council representation
- Transition and Orientation Program, including LEAP into Pioneer program
- Strong STEM focus – QMEA School, BHP Partnerships
- Strong Island House culture and vertical care system

BUILDING THE CAPACITY OF STAFF, STUDENTS AND THE SCHOOL COMMUNITY

- Ongoing coaching and mentoring enacted through Trauma informed practices, Berry Street Education Model, Crossing Cultures, Essential Skills of Classroom Management
- Respectful Relationships and CPR for Life in schools, cyber safety talks, delivered to students
- Case Management systems at all tiers
- Student data and tracking system – educator’s data wall and classroom learning walls, Know Your Class
- Student Protection and Code of Conduct yearly updates
- Before and after school tutoring
- Work Experience for year 10s and MEC students
- Professional Learning Communities across the school
- The Resilience Project planning for all staff at the beginning of each term.

DEVELOPING STRONG SYSTEMS FOR EARLY INTERVENTION

- Staff are proactive in wellbeing of students and have a clear referral process with concerns
- Differentiation expectation enacted through PLT process and student intervention
- Student voice through student council, School Opinion survey, and Student engagement and wellbeing survey
- Staff Voice through Burning Issues, LOC, school opinion survey, staff meeting collaboration
- Families are involved at all levels of intervention
- Proactive programs are offered to targeted students such as, Deadly Choices, Drumbeat, Belle Girl, Real Me, Feeling Fantastic, Love Bites
- Using a multidisciplinary approach between school, families and external agencies
- Work experience for students with diverse needs
- Elders invited to school for yarnning circles, art club and consultation








EXTRA CURRICULAR OPPORTUNITIES AND SCHOOL EVENTS

Whole school parades, Island parades, sports awards, academic awards, NAIDOC week, RUOK day, Harmony Day, Say NO to BULLYING Day, House carnivals and interschool sports, Breaky Club, Chess Club, Lunch time activities, Flexi Crew, QMEA, School sporting teams, Basketball and Volleyball inter island comps, Spirit Week,

Pioneer State High School acknowledges the positive impact that a meaningful relationship between educators and student can have on a student’s academic and social outcomes. This is embedded in our island spirit, Pioneer Pride, ESCM principles and staff as warm demanders.

Student and Staff Wellbeing through ISLAND SPIRIT and PIONEER PRIDE

THE RESILIENCE PROJECT

35 minutes TRP lesson every week – a combination of year level and vertical lessons

Island Parades every fortnight, run by the Island Coordinator and student ambassadors

Gratitude, Empathy and Mindfulness is used through all curriculum areas.

“GEM chats” each island parade with a staff or student leaders talking to their island team

Staff use GEM principles during meetings

Every student and staff member in an island

Families in the same Island

Vertical care class system to represent a family

Inter-Island competitions – winners announced each term

Whole School parades sitting in islands, and run by the Student Leadership Pride

Reward system run through the Wellbeing Team and the Island Coordinators

Island shirts for all island members

As part of the whole school’s curriculum, students participate in weekly TRP lessons where we provide age-appropriate instruction in gratitude, mindfulness and empathy. These three pillars teach positive mental health strategies that help students to become more happier and more resilient.

Student Support Network

Pioneer State High School offers a range of staff and services to support the wellbeing of students in our school. Pioneer recognises the importance of connecting the right staff to support individual needs of students. 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.

Pioneer State High School is proud to have a comprehensive Student Support Services Team in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Pioneer State High School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Services Team.

STUDENT SUPPORT AT PIONEER



Engagement			Academic Achievement			Social Emotional Wellbeing		
ATTENDANCE	BEHAVIOUR	SENIOR PATHWAYS & TRANSITIONS	LEARNING SUPPORT	STUDENTS WITH A DISABILITY	WELLBEING TEAM	FLEXISPACE	COMPLEX STUDENT NEEDS TEAM	Primary Transitions
Tom Wix DP Attendance	All teachers – CCC and ESCM	Kristy Frost DP Snr School	Laura Theodore HOSES	Laura Theodore HOSES	Lisa Veney – Principal – TRP	Laura Theodore HOSES	Lisa Veney Principal	Lisa Veney Principal
Sharyn Parkes Attendance Officer	HODs of Curriculum Areas	Ronlyn Fisher – HOD Eng/Snr Schooling	Tamie Bennett – Learning Support Coordinator	SWD Teachers – Case Managers Suzie O'Neill Megan Fraser Mel McLeod Tamie Bennett Sean Campbell Hayley Webber	Matt Hungerford Wellbeing Coordinator	Nikki Butler GO	Kristy Frost and Tom Wix Deputy Principals	Kristy Frost and Tom Wix Deputy Principals
Megan Geoghegan Youth Worker – Engagement	HODs of Teaching and Learning	Nev Harris YSC	Speech Pathologist and Sounds Write	Sue Jones Senior Transitions	Mel McLeod Will Aplin Hannah Vella Kate Bussey Island Coordinators	Flexi Hub Lynn Wirtz – Psychologist Jess Davidson – CEC Megan Geoghegan and Amanda Green Youth Workers Lorna Pai Indigenous Health Nurse Megan Webster School Nurse	Laura Theodore HOSES	Laura Theodore HOSES
Jess Davidson First Nations focus	Kristy Frost – DP Years 8/10/12	Laura Theodore HOSES – QCIA	Tracy Doevendans and Irene Brown The Reading Team	SWD Teacher Aides	Care Class and TRP teachers	Megan Geoghegan and Amanda Green Youth Workers Lorna Pai Indigenous Health Nurse Megan Webster School Nurse	Nikki Butler GO	Nikki Butler GO
Wellbeing Team 80-87% focus	Tom Wix – DP Years 7/9/11	Nikki Butler GO – Careers and QTAC	Faculty Teacher Aides			Megan Webster School Nurse TBC Chaplain		Jess Davidson – CEC Matt Grieger LEAP in Pioneer Maree Gil and Jackie Newman TLC – HODs Teaching and Learning
	Lisa Veney – Principal	Sally Munns VET and QMEA coordinator Sharlene Miller Work Experience and SATs						

Role	What they do[
Principal, Deputy Principals	<ul style="list-style-type: none"> Provide leadership in the school to promote an inclusive, positive school culture Maintain and implementation and review cycle for the school's Student Learning and Wellbeing Framework Monitor learning, attendance and behaviour data to identify where support, intervention and resourcing is needed
HOSES	<ul style="list-style-type: none"> Collaborates with multiple stakeholders to achieve the best possible outcomes for student Advocates for the rights and needs of all students Allocate support resources appropriate to students needs Oversees the development and implementation of individual education plans including alternate arrangements.
Guidance Officer	<ul style="list-style-type: none"> Provides a student support program within the school environment, offering counselling with students on a one-on-one basis or in a group setting Assists students with specific difficulties, acting as a mediator and providing information on other life skills Liaises with parents, teachers and external health providers as part of the counselling process

	<ul style="list-style-type: none"> Provides career development advice Conducts home visits where appropriate
Heads of Department	<ul style="list-style-type: none"> Provides support, both behaviourally and academically, within classrooms Supports restoration and resolve in incidents of disruptions to learning, lateness and incompleteness of work.
Wellbeing and Island Coordinator	<ul style="list-style-type: none"> Tracks and case manage students to improve overall wellbeing and engagement Provides contact for students and their families Works to ensure students feel safe and comfortable and want to come to school Develop the school's wellbeing program as delivered through TRP lessons Nurtures a sense of belonging to the Care class, Islands and school Supports restoration and resolve in incidence of bullying and checks in on the progress of the restoration.
Community Education Counsellor (CEC)	<ul style="list-style-type: none"> Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities Coordinates key support programs, including Deadly Choices and QATSIF Conducts home visits where appropriate
Youth Support Coordinators	<ul style="list-style-type: none"> Provides individual and group support to students to assist their engagement with education and training Supports students to overcome barriers to education
Chaplain	<ul style="list-style-type: none"> Provides wellbeing and welfare support to students and families Provides access to wellbeing programs and support agencies
School-Based Police Officer	<ul style="list-style-type: none"> Promotes positive relationships between the school community and the Queensland Police Service Attends to police-related matters within the school (police reports, child protection and youth justice matters) Conducts home visits where appropriate
School-Based Health Nurse	<ul style="list-style-type: none"> Provides individual health consultations with assessment, support, health information and referral options

Pioneer offer a range of specific prevention programs that are designed for students to feel safe and successful with in our school. Pioneer State High School students have access to the following



MULTI TIERED SUPPORT AT PIONEER STATE HIGH SCHOOL

	ACADEMIC	ENGAGEMENT/BEHAVIOUR	SOCIAL/EMOTIONAL
TIER 1 – UNIVERSAL SUPPORTS	Differentiated Teaching and Learning Student Focused intervention BOOST – all students in 7/8/9 Transition program 6/7 and 10/11	Calm, Communicate, Care Essential Skills of Classroom Management Island Spirit – Vertical Care Focus of the Fortnight Transition – LEAP into Pioneer Student Leadership Pride and Student Council	The Resilience Project Camp Program Deadly Choices Vaping Education FlexiHub lunch time activities and groups
TIER 2 – TARGETTED SUPPORTS	Identified on DDA – cognitive / sensory / physical Personal Learning Plans Individual Curriculum Program Case Management – V Block Learning Support intervention Speech Pathologist intervention	Behaviour Support Plan Staff Check In plan <ul style="list-style-type: none"> Daily Weekly Peer Champions Staff Champions Discipline Improvement Plan Risk Evaluation Safety Plan Attendance Support 80-87% - Island Cos Chronic Attendance case managed – Flexi Staff Intervention with Senior Team	Identified on DDA – Social/Emotional RAGE/Managing the Bull Seasons for Growth Targeted Program for Tobacco, Substances and Illicit Drugs Targeted Group Support – Flexi Crew, Skittles, Sporting Development Squads Extended Transition program Flexi Pass Flexi Referral for Case Management <ul style="list-style-type: none"> Guidance Officer CEC Youth Support Coordinator Youth Worker School Based Health Nurse Psychologist Indigenous Health Worker Chaplain
TIER 3 – INTENSIVE SUPPORTS	Individual Support Plan Complex Case Management Stakeholder Meetings CQ Regional Engagement Team Referrals External Stakeholders		



SUPPORT CHECK FOR TIER 2 AND 3 STUDENTS		
STUDENT NAME: _____	YEAR LEVEL: _____	DP: _____

	ACADEMIC	ENGAGEMENT/BEHAVIOUR	SOCIAL/EMOTIONAL
TIER 1 – UNIVERSAL SUPPORTS	Differentiated Teaching and Learning PLTs – Student Focused intervention BOOST – all students in 7/8/9 Transition program 6/7 and 10/11	Calm, Communicate, Care Essential Skills of Classroom Management Island Spirit – Vertical Care Focus of the Fortnight Transition – LEAP into Pioneer Student Leadership Pride and Student Council	The Resilience Project Camp Program Deadly Choices Vaping Education FlexiHub lunch time activities and groups
TIER 2 – TARGETTED SUPPORTS	Identified on DDA – cognitive / sensory / physical Personal Learning Plans Individual Curriculum Program Case Management – V Block Learning Support intervention Speech Pathologist intervention	Behaviour Support Plan Staff Check In plan <ul style="list-style-type: none"> • Daily • Weekly Peer Champions Staff Champions Discipline Improvement Plan Risk Evaluation Safety Plan Attendance Support 80-87% - Island Cos Chronic Attendance CM – Flexi Staff Intervention with Senior Team	Identified on DDA – Social/Emotional RAGE/Managing the Bull Seasons for Growth Targeted Program for Tobacco, Substances and Illicit Drugs Targeted Group Support – Flexi Crew, Skittles, Sporting Development Squads Extended Transition program Flexi Pass Flexi Referral for Case Management <ul style="list-style-type: none"> • Guidance Officer • CEC • Youth Support Coordinator • Youth Worker • School Based Health Nurse • Psychologist • Indigenous Health Worker • Chaplain
TIER 3 – INTENSIVE SUPPORTS	Individual Support Plan Complex Case Management Stakeholder Meetings CQ Regional Engagement Team Referrals External Stakeholders /Transition		

DATE CHECK 1: DATE CHECK 2: DATE CHECK 3: DATE CHECK 4:	NOTES:
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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.

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 calm, communicate and care. Staff strive to use behaviour incidents as opportunities to teach and re-teach our expectations.

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

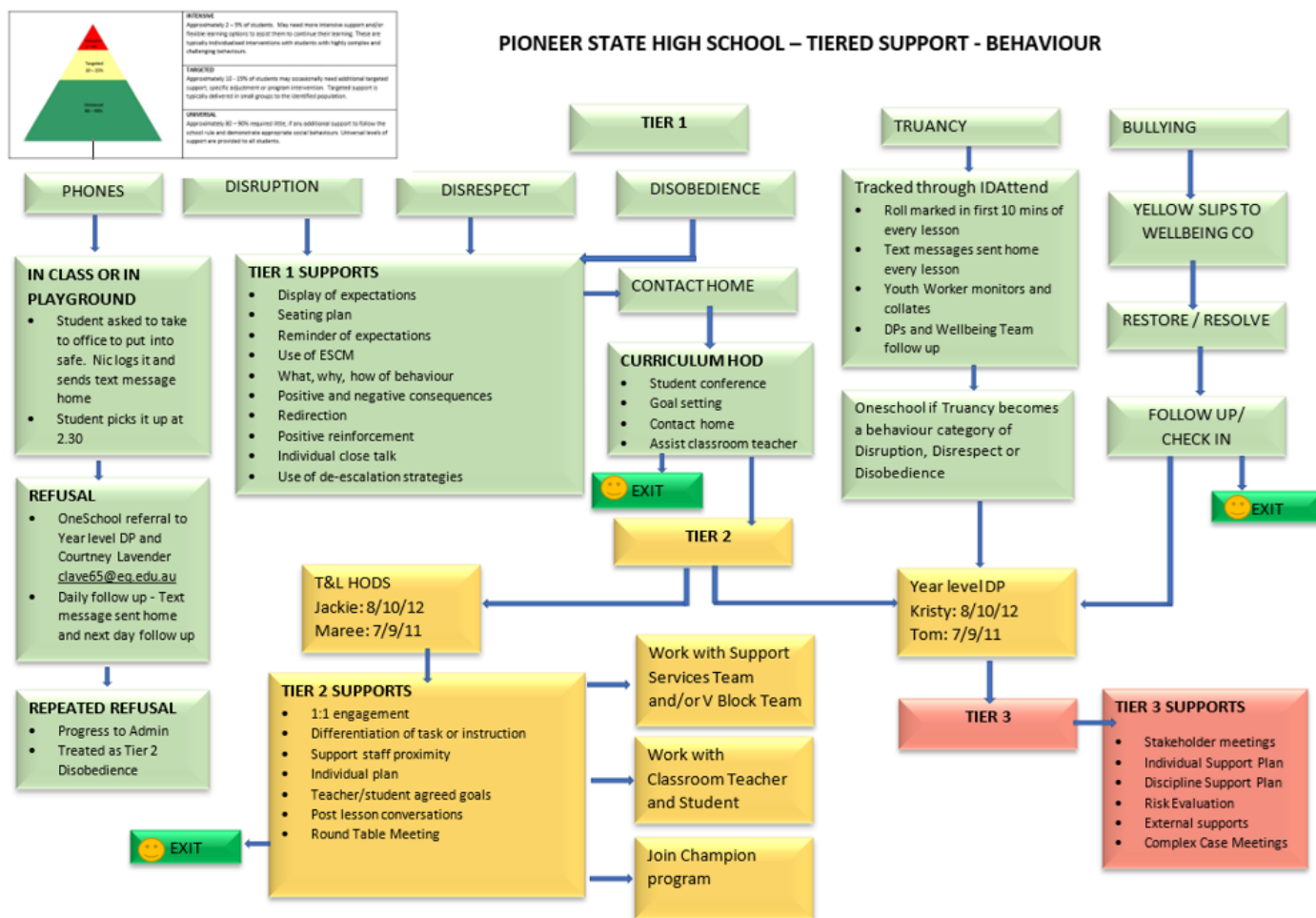
- analyse and improve student behaviour and learning outcomes
- ensure that evidence-based practices are used effectively by teachers to support students
- support teaching staff to maintain consistent school and classroom improvement practices

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.

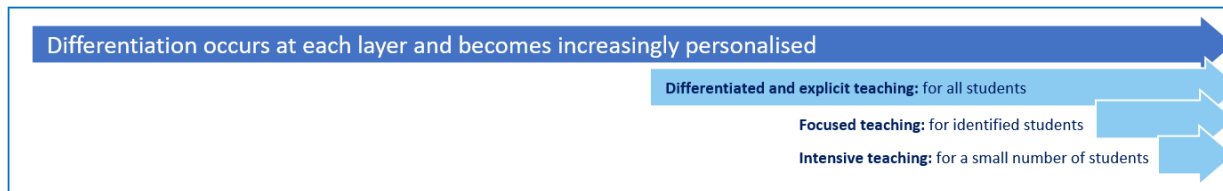
This also means that not everyone will be treated the same, because treating everyone the same would not be equitable. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice a required skill or behaviour. For 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.

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

Differentiated and Explicit Teaching

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



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

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 administration team including the Principal, Deput Princials, HOSSES and GO, 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, Youth Support Coordinator, Youth Workers, and 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

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

Intensive Teaching

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

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 Administration team 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 Administration 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 or Discipline Improvement 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.

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 impact of the 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. Possible responses to student incidents are indicated below:

Possible responses to student incidents are indicated below:

Department of Education

Responding to Incidents of Misbehaviour – Placemat

 In the classroom	 In the school	 In the region
<p style="text-align: right; font-size: x-small; color: #92d050;">Least to most intensive</p> <ul style="list-style-type: none"> Proximity prompts Silent signals or gestures Quiet verbal corrections Positive, specific verbal feedback for appropriate behaviour Re-teach class expectations Reinforce classroom routines Rest and reset options Redirection of attention Positive phrasing of expectations Active supervision Multiple, diverse opportunities to respond Non-contingent reinforcement Response interruption Restorative conversation Movement break Seating plan Individual conference with student Self-monitoring program Engagement with parents Individual re-teaching of class expectations Loss of class privilege/s Individual pre-teaching of class expectations Differential reinforcement Removal of student property Relocation to buddy classroom or site Referral to administration 	<p style="text-align: right; font-size: x-small; color: #4682b4;">Least to most intensive</p> <ul style="list-style-type: none"> Engagement with parents Troubleshooting meeting Restorative conversation Loss of school privilege/s Detention Daily or weekly mentoring Counselling Alcohol and other drugs program Method of Shared Concern - Bullying Conflict resolution program Targeted pre-teaching of skills (academic, behavioural or social) Personalised timetable Scripting Social narratives Student-led conference Risk Assessment Functional Behaviour Assessment Functional Communication Assessment Environmental Assessment Individual Behaviour Support Plan Discipline Improvement Plan Community Service Intervention Short suspension Long suspension Exclusion 	<p style="text-align: right; font-size: x-small; color: #40e0d0;">Least to most intensive</p> <ul style="list-style-type: none"> Regional Case Manager Stakeholder meeting Specialist staff (Senior Guidance Officer, Principal Advisors) Positive Learning Centre Alternative Education Program



Differentiated

Class teacher provides in-class or in-school consequences to low-level or minor problem behaviour or academic access. This may include:

- Explicit instruction of what/why/how of behaviour
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Proximity
- Selective attending to the inappropriate behaviour of the student
- Revised seating plan and relocation of student/s
- Positive reinforcements
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide a reset
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Consequence for inappropriate behaviour
- Temporary removal of student property (e.g. mobile phone)
- Warning of more serious consequences (e.g. removal from classroom)
 - Buddy class
 - Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Referral to Student Support Network
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Summary of possible school-based responses to behaviour

Student Behaviour	Definition	Possible consequences
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	<ul style="list-style-type: none"> • Redirection • Apology • Restorative action • Detention • Reset • Buddy Class • Parent contact • Isolation • Mediation • Referral to Head of Department / Island Coordinator/ Student Services Team / Deputy Principal / Principal • Make up lost time • Change into correct uniform • Attendance monitoring • supervised breaks • Refer to assessment policy • Suspension of privileges and/or restitution • Payment for damages • Withdrawal of network access • Removal from activity • Police contact • Suspension • Exclusion
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.	
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.	
Defiance	Student refuses to follow directions given by school staff.	
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	
Fighting	Student is involved in mutual participation in an incident involving physical violence.	
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	
Substance misconduct involving	Student is in possession of, has supplied or is using prohibited substances such as vapes, tobacco, alcohol, other prohibited substances or implements.	

tobacco and other legal substances		
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.	
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	
Other – charge-related suspension	Principal is reasonably satisfied that the student has been <ul style="list-style-type: none"> • charged with a serious offence; or • charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. 	<ul style="list-style-type: none"> • Charge related suspension

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 repeated and serious 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.

School Policies

Pioneer State High school's discipline policies are designed to ensure all community members work together to build a maintain a caring, calm and safe learning environment. Policies include:

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

Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at 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

From the beginning of Term 1 2024, **all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours.** Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

- 'Away for the day' will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement by:
 - providing optimal learning and teaching environments
 - encouraging increased face-to-face social interactions between students
 - promoting the health and wellbeing of students through increased social interaction and physical activity
 - reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Student use of mobile phones and wearable devices at school

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity that complies with the school's local implementation approach, or have an approved exemption for medical, disability and/or wellbeing reasons.

Students participating activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

School expectations:

- Students must not access or use their mobile phone or wearable device for the duration of the school day from 8:30am to 2:30pm.
- Smart watches may be worn but must be disabled / disconnected from other devices during school hours.
- Mobile phones are to be stored in students bag during the day – ie. not in pockets, pencil cases etc
- Students who are seen by any staff member accessing their mobile device will be asked to take it to the office.
- Students will be permitted to use their device to pay for items during at the school tuckshop.
- Only students with an approved exemption will be permitted to use their device for a specific time / purpose.

Failure to comply:

- if a student argues with staff in a request to take their device to the office, or if they refuse to hand it in, further consequences may be applied as per Student Code of Conduct.

Responsibilities

The responsibilities for students are outlined below.

All students **must keep their mobile phones switched off and 'away for the day' during school hours, from 8:30am to 2:20pm.** Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

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

- wear a smart watch if it is disabled / disconnected from other devices during school hours.

- seek the teacher's approval where they wish to use a mobile device under special circumstances and carry written approval.
- bring mobile devices on camps and excursions if permission has been granted by the supervising staff.
- be courteous, considerate and respectful of others when using a mobile device before and after school.

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

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

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

Mobile phones and wearable devices that have been temporarily removed from the student must be stored and retained in accordance with the department's [Temporary removal of student property by school staff procedure](#).

Exemptions

Students with an approved exemption must only use their mobile phone or wearable device for the intended, approved purpose. These students will be provided with a card that indicates they have an exemption to use their device in specific circumstances.

Individual circumstances

- Consideration of individual circumstances must be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:
- the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)
- the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g. navigation or object/people identification applications
- the mobile phone or wearable device is used as an agreed adjustment for a student with English as an additional language or dialect
- the student has extenuating circumstances that necessitates the need for access to their mobile phone or wearable device during the school day, including (but not limited to) students who contribute financially to their household, independent students, and students who are primary carers for a child or family member, or
- students in Years 11 and 12 are applying for Access Arrangements and Reasonable Adjustments (AARA) for assistive technology.

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

Approved exemptions, including details of how and when a student may access their mobile phone or wearable device, should be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff.

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

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

School specific exemptions

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

Teachers, in line with their Head of Department, may give permission for students to use their mobile phone or wearable device in the classroom, for a specific and agreed educational purpose

Students may be permitted to access and use their mobile phones and wearable devices during school representative sports, camps or excursions at specified and supervised times (in accordance with the School excursions procedure).

Use of mobile phones and other electronic devices during these activities will be outlined in the information and permission documentation issued prior to the excursion / camp / activity.

Where principals make a decision to permit the use of mobile phones and wearable devices under these specific circumstances, consideration should be given to:

- whether the same outcome can be achieved using student or school-owned devices approved for educational use as part of the school's BYOD policy

- whether the student's mobile phone is able to be connected to the school's network, to support safe and filtered access to the internet (in accordance with the Use of ICT systems procedure), and
- ensuring students only use their mobile phone or wearable device for the intended, agreed purpose

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 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.

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 respond to any matters raised of this nature in collaboration with students and parents.

Students can report bullying via Stymie or completing a yellow bullying incident report available from the office. Our island coordinators or year level deputy will follow up the with the bullying incident report.

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.

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 (see below).

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 in an appropriate time and manner to ensure concerns



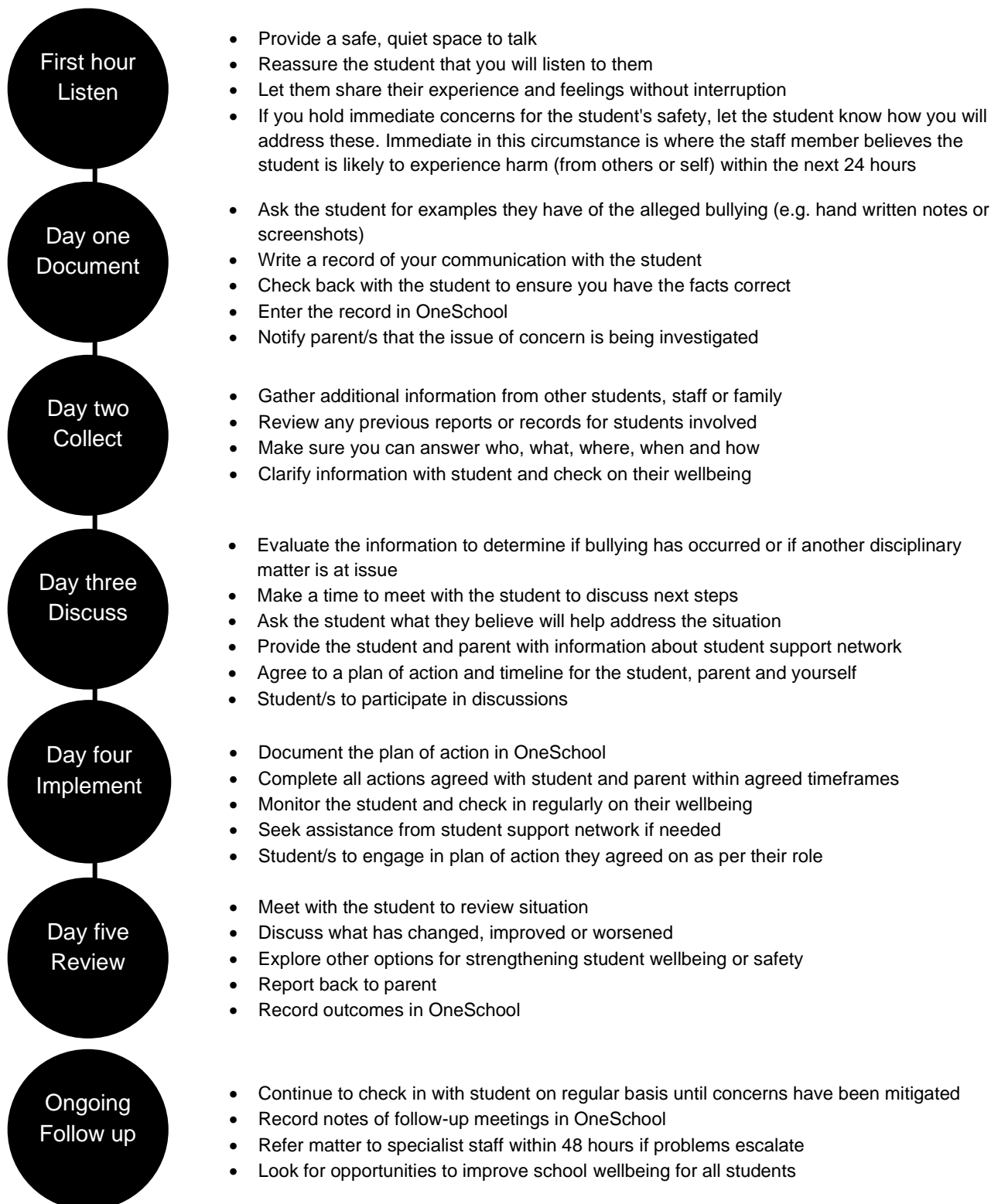
addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – Stymie, Bullying report form, island coordinators, year level deputy



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. 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, Lisa Veney.

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](#).

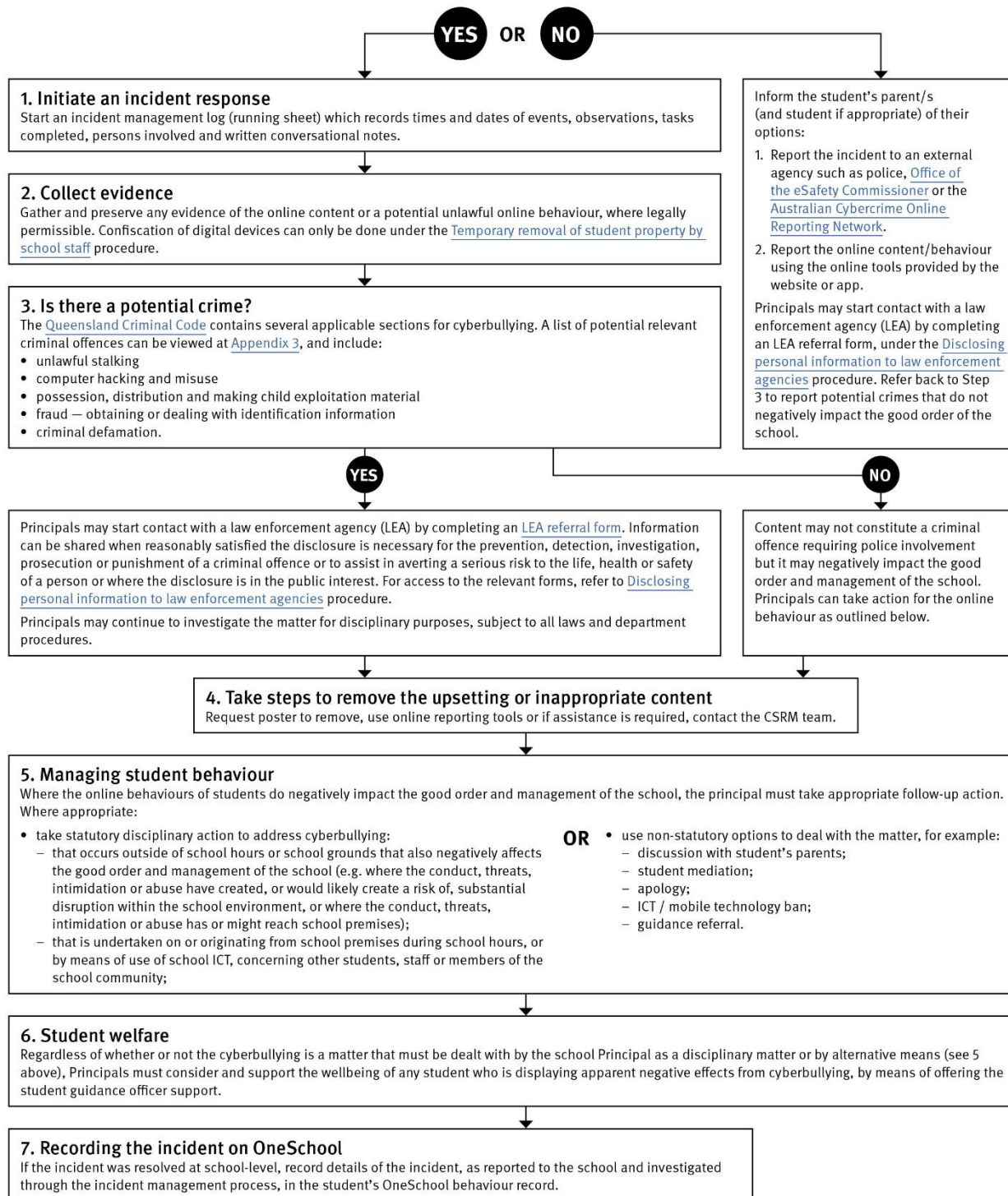
Explicit images

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](#).

Help

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 Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cybersafety and Reputation Management (CRM)

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

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

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

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.

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.