



Junction Park State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Principal Signature:

Date:

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P/C President Signature:

Date:

Regional Director:	Raquel Gibbons
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Regional Director Signature:

Date:

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Purpose

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

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

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

The school community includes all adults and children who are involved with Junction Park State School.

Principal's Foreword

Junction Park State School has a long and proud tradition of providing high quality education to students. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

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

I thank the students, teachers, parents and other members of the community for their work in bringing this Junction Park State School Student Code of Conduct together. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Consultation

The consultation process used to inform the development of the Junction Park State School Student Code of Conduct occurred in three phases.

In the first phase, a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey was examined. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we provided information in the weekly school newsletter with a request for families to respond to key themes from the draft document.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community.

A communication strategy has been developed to support the implementation of the Junction Park State School Student Code of Conduct, including enrolment interviews, parent information evenings and promotion through the school website and weekly newsletter. Any families who require assistance to access a copy of the Junction Park Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement

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

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.

For more information, refer to [frequently asked questions](#) page.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

JPSS is a welcoming and inclusive community committed to high expectations for student behaviour. We are committed to a whole school positive behaviour system that is proactive, equitable and consistent. We believe in an environment that is safe, where students are engaged, have a sense of belonging and can achieve wellbeing and academic success. We collaborate with community, staff and students to foster positive relationships to create and maintain a caring, respectful, authentic and supportive environment.

Multi-Tiered Systems of Support

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

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations (<i>Zones of Regulation</i> and our PBL expectations). This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used including social and emotional support strategies• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them• asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

2 Targeted instruction and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.

Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that 3-5% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

At Junction Park, we provide focussed teaching for students who continue to demonstrate that they are not meeting the school-level behaviour expectations or responding to the universal in-class strategies. Focussed teaching provides additional support, in or out of the classroom, by re-visiting the PBL expectations (including *Zones of Regulation*) concepts and skills and using explicit and structured instruction to assist in reducing the behaviour of concern. Focussed teaching provides students with more opportunities to practise skills to achieve the intended and expected behaviour.

Support throughout the process may include:

- Buddy Students/Mentors & Buddy Teachers
- Parent interviews/ contact
- Teaching replacement behaviours
- Classroom management plans
- School Chaplain programs
- Structured playtime activities
- Goal setting and check-ins with Deputy Principal, Guidance Officer, Inclusion Team
- Targeted individual reward system

3

Individualised services for **few students** (1-2%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

At Junction Park State School, we provide support for a small number of students who require intensive intervention where focussed teaching hasn't led to the desired improvement. For this small number of students, who continue to display behaviours that are deemed complex and challenging, individualised, function- based behaviour assessment and support plans, along with multi-agency collaboration may be provided to support the student.

Intensive support would usually follow when focussed teaching support and progress has been limited.

Support at this stage may include:

- One to one counselling (Guidance Officer)
- School Chaplain programs
- Regular communication with parents/ carers
- Case conferencing plan involving the Administration and all stakeholders
- Referral to Guidance Officer
- Functional Behaviour Assessment (FBA)
- Individual behaviour management plan
- Integrated school and community approach
- Teacher Aide support time
- Alternative Programs & Flexible arrangements
- Modified break and play programs

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until support teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) FBA that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, forming of support teams and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.

Consideration of Individual Circumstances

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

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

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

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

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The [student learning and wellbeing framework](#) supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through 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](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Junction Park State School, we provide age-appropriate education programs that reinforce public health and safety messages; develop social skills and relationships education programs.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

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

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

Medications

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

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

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

Mental health

Junction Park State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a Student Plan.

Suicide prevention

Junction Park State School staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

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

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Student Support Network

Junction Park State School is proud to have systems 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 our 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 service.

Parents who would like more information about the student support roles and responsibilities are invited to contact the Guidance Officer or information is available on the [school website](#).

Role	What they do
Guidance Officer	<ul style="list-style-type: none"> provides a comprehensive 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 or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Inclusion Coach	<ul style="list-style-type: none"> liaison between teachers, parents, SSS team and Leadership team for students with learning needs preparation and submission of supporting documentation for verifications, Regional Support, external support providers support for students and school staff for students with learning needs
Speech Pathologist	<ul style="list-style-type: none"> advocate for evidence-based programs build staff capacity with a focus on early intervention aims to strengthen whole school student outcomes
Support Teacher	<ul style="list-style-type: none"> develop and deliver targeted learning programs support teaching and support staff to deliver targeted learning programs
Deputy Principals	<ul style="list-style-type: none"> responsible for student welfare at each year level provides continuity of contact for students and their families through the six years of schooling ensures students feel safe and comfortable and want to come to school nurtures a sense of belonging to the home group, year level and school.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Guidance Officer.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Junction Park State School we believe that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for:

- Making their expectations clear.
- Providing supportive instruction about how to meet these expectations.
- Striving to use behavioural incidents as opportunities to re-teach.

The development of the Junction Park State School Student Code of Conduct is an opportunity to explain the PBL framework with parents/carers and students, and gain support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment, including the home setting, and will set students up for success. Our students succeeding is a shared goal and expectation of all parents, carers and school staff members.

Guiding Principles

- Everyone is a valued member of our community
- Strong relationships and shared voice are central to building this community and ensuring real safety
- Conflict and harm are a part of living in relationship with others and can be harnessed for positive, transformative change through restorative and conflict resolution processes
- Harm is first and foremost a breaking of relationships, not a violation of rules and policies, and restorative processes invite those most directly involved and affected to ensure their needs are centred, including those for restoration and reintegration
- Discipline policies and systems must reflect the values and principles agreed to by our community and address the root causes of harm, not the symptoms, and the resulting unmet needs

- Real accountability requires understanding and acknowledging the impact of an individual's or institution's actions on others, then acting on this knowledge to make things right again
- Members of our community should be continually invited to real accountability through restorative approaches; interventions for those who do not wish to participate in restorative processes should still be equitable, reasonable, timely, flexible, and differentiated (related to the offense, age-appropriate, and sensitive to context)

ALL school community members have clear and consistent expectations and understandings of their role in the educational process and this is supported through the following school values:

Processes for Facilitating Positive Behaviour and Responding to Unacceptable Behaviour

At Junction Park State School, we strive to create responsible self-managers who are successful academically and socially. We reward and openly communicate positive behaviour and achievements through rewards programs, acknowledgement on parade, awards night, in the newsletter and direct contact with parents.

We respond to unacceptable behaviour through instructional consequences that align with a modified curriculum, organisation of physical environment, and relationship building with individual students. This allows staff to meet the need of the behaviour in a socially appropriate way. Our goal for instructional and restorative consequences is to bring about change in behaviour.

PBL Behaviour Expectations

Junction Park State School uses 3 expectations to guide behaviour at our school:

SAFE
RESPECTFUL
LEARNER

Everyone within the Junction Park school community, students, staff and parents should be treated fairly and with respect. Their rights should be recognised and valued to serve all needs. Positive behaviour management is based on a balance of rights and responsibilities:

- The right to feel safe;
- The right to have property respected;
- The right to be treated with dignity and respect;
- The right to develop and sustain self-respect; and
- The right to learn to the best of your ability.

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

Students

Below is a matrix that outlines our expectations; *safe, respectful, learner*. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Junction Park State School.






Junction Park State School

Fortitude and Fidelity

Expectations Matrix



We are the school of heart when ...	ALL LEARNING AREAS	PLAYGROUND OVAL PLAY AREAS	TRANSITIONS AND LINING UP	EXCURSIONS AND CO-CURRICULAR ACTIVITIES	ASSEMBLIES, PERFORMANCES AND VISITORS	COMPUTERS AND ON-LINE	EATING AREAS TUCKSHOP SAKGP	TOILETS/ CHANGE ROOMS	ARRIVAL AND DEPARTURE
 <p>We are SAFE</p> <ul style="list-style-type: none"> We use equipment properly and return it to the correct place We keep hands, feet and objects to ourselves and resolve conflict without aggression We are patient in the office We are in the right place at the right time We enter and exit buildings in an orderly manner We are SUNSAFE – we wear hats outside We walk on hard surfaces We are only in a classroom when a teacher is present We ask permission to leave the room We sit safely on chairs We help others by telling a teacher if problems arise We walk in the classroom and push in our chairs We move safely We stay in the school grounds 	<ul style="list-style-type: none"> We use equipment properly and return it to the correct place We wear shoes and socks at all times We play in the correct area We only climb on designated playground equipment 	<ul style="list-style-type: none"> We use play areas only at break times with adults supervising We wear shoes and socks at all times We play in the correct area We only climb on designated playground equipment 	<ul style="list-style-type: none"> We keep passageways clear at all times We walk on the left side of the path We line up with our class after break We are careful to keep objects on the veranda We line up and transition in Legend Lines (Straight, silent, still, safe) We only put our hands on the stairwell hand rails We walk up and down stairs appropriately 	<ul style="list-style-type: none"> We stay with our teacher/coach/ group We use equipment as instructed We take a buddy with us when not with the group We remain seated on public transport and wear a seat belt if available 	<ul style="list-style-type: none"> We walk quietly in line and remain with our class We stay seated until instructed to move by a teacher We observe personal space as we stand and sit 	<ul style="list-style-type: none"> We keep usernames and passwords private We follow all teacher instructions to keep private information off web sites We sanitise our hands before using computers/iPad's We return equipment to its correct location 	<ul style="list-style-type: none"> We line up appropriately We use kitchen utensils and equipment carefully (knife safety) We sit down to eat We wash our hands before handling food We eat our own food We place all our rubbish in the bins 	<ul style="list-style-type: none"> We go into a cubicle by ourselves and lock the door We wash our hands with soap We put paper towels in the bin We report when toilets are broken or not able to be used We visit the toilet in pairs We walk in wet areas (safely) We return straight to class 	<ul style="list-style-type: none"> We walk bikes and scooters in the grounds We wear a helmet We arrive at school after 8:15 am We stay in supervised areas before school starts We look both ways when crossing roads and cross at the crossing We put our bags away on the allocated part racks We store bikes and scooters in the secure cage
 <p>We are RESPECTFUL</p> <ul style="list-style-type: none"> We use our manners and show respect for self/each/other We follow instructions first time every time We raise our hands to speak We wear the correct uniform with pride We talk in turns and actively listen We respect the rights of teachers to teach and students to learn We only enter a classroom when adult supervision is there We use quiet voices in the office and library We speak positively We respect differences We are kind to everyone 	<ul style="list-style-type: none"> We participate in school approved games We play fairly – take turns and follow rules We invite other people to join our game We care for the environment and equipment We place all rubbish in the bin We stay out of the gardens We return equipment to its correct location 	<ul style="list-style-type: none"> We walk quietly past classrooms 	<ul style="list-style-type: none"> We care for equipment and the venue We show members of the public, parent, volunteers and staff courtesy We display positive sportsmanship 	<ul style="list-style-type: none"> We concentrate on the presenter and clap and respond at the correct times We demonstrate whole body listening We focus on the presenter We say good morning or good afternoon to visitors we see in the school We thank visitors for coming to our school We stand silently and face the front when singing the combined Anthem 	<ul style="list-style-type: none"> We participate in the use of approved on-line sites and educational games We are courteous and polite in all online communication We use appropriate words in emails We follow copyright laws We respect the privacy of others' files 	<ul style="list-style-type: none"> We wait patiently for our turn We talk quietly while in line We speak clearly and politely We sit and eat quietly 	<ul style="list-style-type: none"> We flush and keep toilets clean and tidy We respect the privacy of others We use the toilet appropriately 	<ul style="list-style-type: none"> We stay out of private property when walking to school We use our own bikes and scooters We walk our bikes and scooters while inside school grounds We leave our desk tidy Listen to staff at pickup zones Follow school rules whilst on school grounds including OSHC waiting areas 	
 <p>We are LEARNERS</p> <ul style="list-style-type: none"> We manage our time and movement effectively around the school We listen attentively and use whole body listening We attempt set tasks and strive to complete them to a high standard We contribute to class discussions and activities We actively engage with the learning We believe we can do it We think positively about learning We have a growth mindset when learning 	<ul style="list-style-type: none"> We make the right choices when in the playground We try new games and activities 	<ul style="list-style-type: none"> We walk quietly in two straight lines We line-up after playtime in our area We walk to teacher directed location and stop and wait quietly We place our belongings in our school bag 	<ul style="list-style-type: none"> We listen to the instructions of our teacher/coach/supervising adults We participate in new experiences 	<ul style="list-style-type: none"> We are ready to present 	<ul style="list-style-type: none"> We ask questions about what we find and check with other sources We use school computers for schoolwork We log off when our turn is up We know the online rules for social media sites 	<ul style="list-style-type: none"> We know what we want before being served We make healthy choices 	<ul style="list-style-type: none"> We go to the toilet at each break so we do not miss learning 	<ul style="list-style-type: none"> We take our belongings home – sporting, musical and academic items We remember to lock to secure our bike or scooter 	
<p>Teacher's Role (Conditions for Learning)</p> <ul style="list-style-type: none"> Use specific praise to reinforce behaviour 	<ul style="list-style-type: none"> Use active supervision (move, scan, interact) 	<ul style="list-style-type: none"> Legend lines <ul style="list-style-type: none"> Straight Silent Safe 	<ul style="list-style-type: none"> Remind students of the behaviour expectations; we are safe, respectful, learners 	<ul style="list-style-type: none"> Ensure students enter calmly Use active supervision to predict triggers Model calming strategies 	<ul style="list-style-type: none"> Teach and practice routine monthly 	<ul style="list-style-type: none"> Remind students of the behaviour expectations 	<ul style="list-style-type: none"> Remind students of the behaviour expectations 	<ul style="list-style-type: none"> Greet students warmly 	

Parents and staff

The table below explains the expectations for parents when visiting our school and the standards we commit to as staff.

Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You drop off and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to drop off and collect students.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Respectful

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You recognise Junction Park State School is a diverse school community and will be fair and equitable to all members of our school community.	We will welcome and celebrate a diverse school community, recognising significant social, cultural and historical events.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are modelled for all students.
You respect and maintain school, student and staff privacy in your communications, including through online platforms.	We will maintain confidentiality about information relating to your child and family and will act quickly to address social media issues that affect staff, students and families.

Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

Junction Park State School expectations are communicated and addressed with students on a weekly basis through:

- Focused behaviour lessons conducted by classroom teachers
- Reinforcement of learning from behaviour lessons on School Assemblies
- Active supervision by staff during classroom and non-classroom activities
- Classroom visual resources
- Signs around the school
- In class visits from leadership
- A dedicated section of the newsletter, enabling parents and carers to be actively and positively involved in school behaviour expectations

Junction Park State School implements the following proactive and preventative processes to support student behaviour:

- Induction in the Student Code of Conduct for permanent, temporary and relief staff
- Induction in the expectations and processes of behaviour for new students
- Professional Development for staff in behaviour strategies (Essential Skills)
- The PBL team consistently monitor and respond to school behavioural data

Reinforcing Expected School Behaviour

At Junction Park State School behaviour expectations are clearly communicated and consolidated with positive reinforcement of expected school behaviour. A formal recognition and monitoring system (J Hearts) has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. It also provides a great incentive for students to continue exceeding expectations at Junction Park State School. All our staff members are trained to give consistent and appropriate acknowledgement and rewards.

Strategies for recognising and reinforcing students following the Junction Park expectations include:

IN CLASS

Individual

- Teacher feedback for students for specific appropriate behaviours
- J Hearts – rewarded for being *safe, respectful, learner* in the classroom
- Student of the week Awards – Teachers nominate 1 student per week (Safe, Respectful, Learner) to receive a certificate presented by the Principal at assembly

Whole Class

- Class Hearts – awarded by all staff to whole class when demonstrating behaviour expectations; *safe, respectful, learner*
- Classes celebrate every 50 and 100 hearts with chosen non-tangible items from tailored rewards menu

IN THE PLAYGROUND

- Duty teacher feedback to students for specific appropriate behaviours
- J Heart stamps – awarded for being *safe, respectful, learner* in the playground
- J Heart stamps contribute to individual digital hearts

CELEBRATION OF LEARNING DAYS

Celebration of Learning Days (CLD's) occur once a term. In preparation for CLD's, individual classes will have a low key five-week celebration/check-in that allows students time to reflect on their behaviour mid-term and set goals for the number of hearts they would like to achieve for the end of term CLDs.

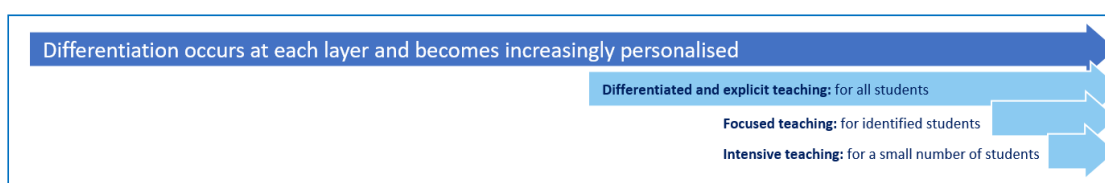
CLDs occur when 5 classes reach 100 class hearts. The activity is chosen by the 5 classes, with the whole school able to participate if they wish.

Differentiated and Explicit Teaching

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

Teachers at Junction Park State 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.

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



Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Junction Park State School to provide focused teaching. Student progress is monitored by the classroom teacher/s to identify those who:

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

Junction Park State School has a range of Inclusion staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence- informed programs to address specific skill development for some students:

- BRAVE program
- Functional Based Assessment.

For more information about these programs, please speak with the Guidance Officer.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

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

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

Minor & Major chart



Junction Park State School – Minor and Major Behaviours by Behaviour Category

Fortitude and Fidelity



When entering any Behaviour incident into One School only select ONE category. Select the category of the initial behaviour.

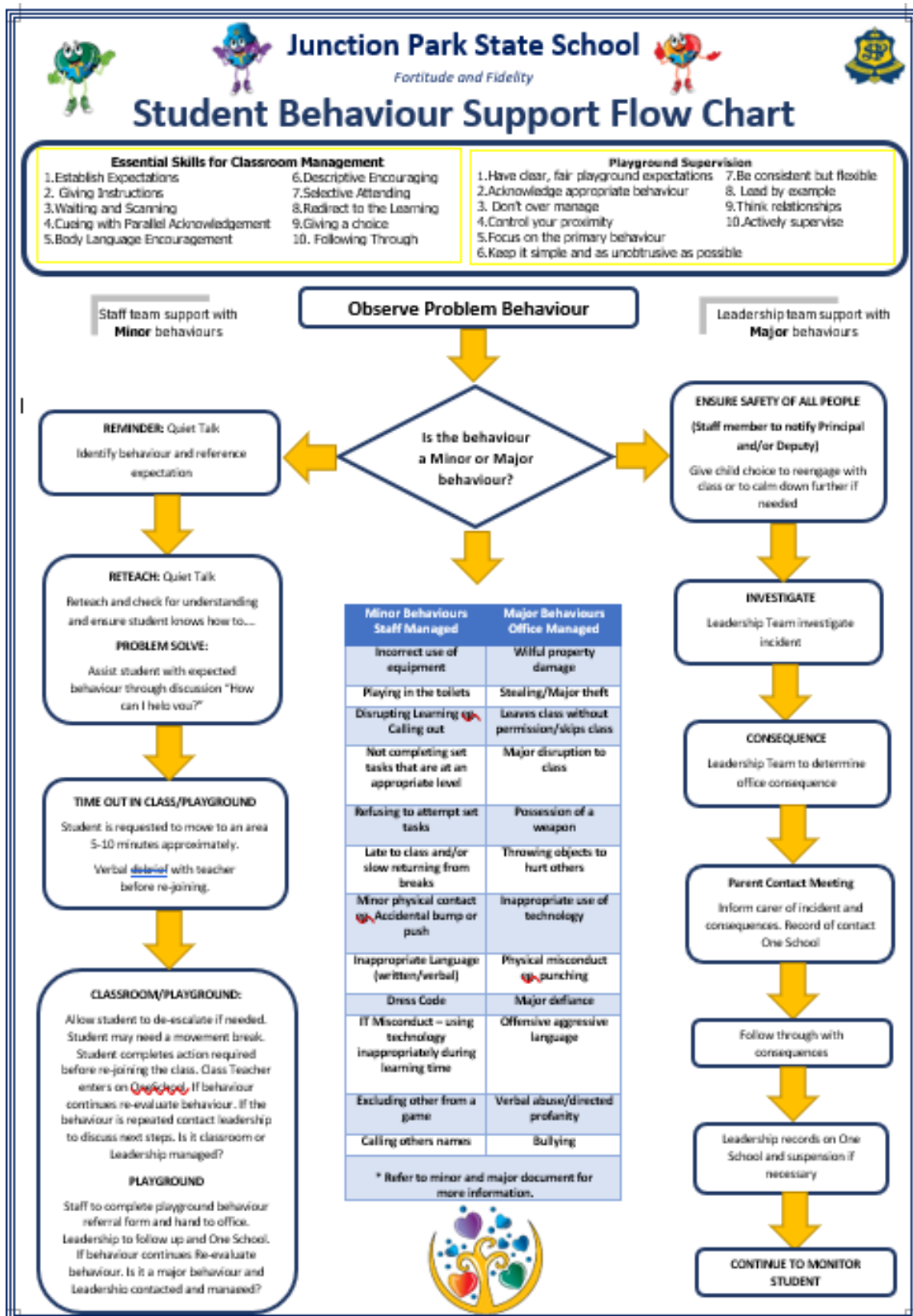
Behaviour	Definition	Non-example Behaviour	Minor Behaviour	Major Behaviour
Abusive language/ Disrespect	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. Student intentionally delivers socially rude or dismissive messages to adults or students	Swearing when they have kicked their toe on a desk Infrequent random comments	Infrequent random comments or gestures directed at a person targeting race, religion, gender, disability Putting someone down Name calling Using inappropriate language	Using offensive, aggressive, threatening, sexual connotation words or gestures directed at another
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.	Social Arguments	Mean behaviours Verbal or social behaviour that is harmful (eg excluding)	Purposeful, targeted, repeated and long-term behaviour that hurts someone else Verbal: name calling, racial slurs, family comments, comments about ability, direct swearing, commenting on another's looks or appearance Physical: purposely hurting or overpowering another Social: social exclusion, cyber bullying, physical gestures, and written notes
Defiance/Threats	Student refuses to follow directions given by school staff. Written, verbal or gestured threats to inflict punishment, injury, harm or death to another student	Behaviour which shows student is struggling to regulate Saying offensive things while upset with no intent to follow through	One off outburst Raising voice, unintentional and not directed	A specific threat made on purpose – verbal or physical Targeted swearing Threat to punch and follow through Saying something to another person which directly threatens them or one of their family members
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.	Avoidance behaviours Petty interruptions Calling out Talking in class Pulling a face to another child Getting up and moving around	Interruption of own learning Minor distraction of others' learning (other students can easily be redirected) Repetitive talking after receiving a warning Distracting others when moving around the classroom	Disruption of class learning where there is a need to stop the lesson Refusal to comply with repeated teacher requests to stop an activity or behaviour Consistent screaming/yelling
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	Reasonable explanation Forgetfulness	Wearing non-uniform clothing, jewellery (studs and sleepers allowed), Hair is tied back if length is below the shoulder	Repeated noncompliance
Lying/ Cheating	Student delivers information that is untrue affecting students or adults	Reporting incorrect information about an incident based on hearsay	Minor cheating. Looking at parts of another student's work/assessment. Lying about an incident	Major cheating Cheating on a whole assessment task. Sharing incorrect information about students or staff which causes their reputation to be damaged.
Misconduct involving an object	Unsafe use of an object	Accidental incidents involving objects Accidents such as hitting a student by flicking a pencil	Using an object in a way it was not intended for that doesn't cause harm Throwing small items; lunch boxes, water bottle, food, personal items, sticks, rocks etc. in a reckless manner Riding bikes, scooters inside the school grounds	Using an object to cause harm on purpose Throwing a rock at a car, or a person Destruction of property



Non-compliant with routine	Refusal to follow embedded classroom or playground routines	One off refusal to follow instruction Not picking up rubbish when asked Spitting on ground	Repeatedly refusing to follow reasonable/simple instructions from an adult after warnings.	Ongoing, constant refusal to follow instructions Running away when staff member attempts to resolve issue
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.	Accidental physical contact Pushing in line	Physical conduct that is done on purpose, but does not cause harm Cutting hair, kick in shins, shoving another student to push them over on purpose, tripping another student	Intentional physical harm Punching/hitting with intent to hurt with equipment, throwing rocks, biting, punching a child on the face
Property misuse/damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	Accidental misuse of property Accidentally dropping school property/ripping books/borrowing other's stationary and damaging it	Low level misuse of property on purpose and petty theft Drawing on /tearing up / breaking/scratching resources on purpose	Vandalism and major theft Graffiti on a building, intentionally breaking school property e.g., windows, electronics, sports & music instruments
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	Student is emotionally upset or unwell Putting head on desk due to a headache	Refusal or avoidance of tasks that are at an appropriate level for the student	See Disruptive
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	Possessions of empty cigarette packet Drawing a picture or writing a story about illegal drugs	Carrying medication intended for self-administration e.g. Panadol	Consumption of substances not allowed on school grounds Seen taking or shows behaviour associated with illegal drug taking
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.	Using an iPad after school/ lunch break Not taking mobile phone to office	Using any device inappropriately during learning time Using mobile phone/ smart watch at school	Accessing social media/inappropriate websites. Using apps at school such as Facebook, Tik Tok, Instagram, iMessage Sending e-mails/messages/videos with intent to offend
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	Borrowing a pencil and forgetting to return it.	No minor	Removal of any property that is not a personal possession
Traunt/Skip Class/late	Unexplained absence without parental or teacher permission Lateness back from lunch breaks or activities outside the classroom	Not knowing where class is after coming to school late e.g. P.E. A few minutes late on occasion	Toilet breaks – mudding around Constantly late coming back to class	Purposefully avoiding attending class Leave the school grounds without permission Not attending after being dropped off



Behaviour Support Flow Chart



Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”)
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing

- Referral to Student Support Network for team-based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with the Case Management Team to address persistent or ongoing serious problem behaviour. This may include:

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

School Disciplinary Absences

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

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

At Junction Park State School, the use of any SDA is considered a very serious decision. It is 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 schools' days to confirm, amend/vary or set aside the original SDA decision by the Principal.

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and

the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

Students who are suspended from Junction Park State 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, their class teacher and their parent/s.

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

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

- 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 Junction Park State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)

- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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

School staff at Junction Park State 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 Junction Park State 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 Junction Park State 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 Junction Park State 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 Junction Park State 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.

Junction Park State School has determined that students must check their mobile phones and other devices into the library upon their arrival at school and collect them at 3pm.

In determining the local school approach on consequences for not handing in a mobile device, it is necessary to ensure that responses are proportionate and equitable and takes into consideration the individual circumstances of each student. This means making decisions that are reasonable for the situation. Some examples include:

- providing a verbal reminder to the student or class about expected behaviour
- directing the student to place the mobile phone in storage (e.g. bag, locker, pouch)
- directing the student to switch off notifications on their wearable device
- removing the device temporarily and returning to the student or requesting their parent collect the device at the conclusion of the school day
- applying a detention for a defined period of time (e.g. lunchtime)
- increasing staff supervision of use in circumstances where the student requires access to their mobile phone or wearable device for medical, disability and/or wellbeing reasons. For example, students who use smartphone apps for health monitoring and management.

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 Junction Park State School to:

- use iPads or computers 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
- collaborating with other students and teachers in relation to school work
- accessing online references such as dictionaries, encyclopedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- ensure iPads are kept in classroom during lunch breaks
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students to:

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

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 Junction Park State 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
- 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

Junction Park State 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.

Junction Park State School has a **Student Council**, with representatives from years 3-6 meeting regularly with the school staff to promote strategies to improve student wellbeing, safety and learning outcomes.

1. Leadership

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

2. Inclusion

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

3. Student voice

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

4. Partnerships

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

5. Support

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

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 Junction Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. For more information and supporting resources, please click [here](#).

The following flowchart explains the actions Junction Park State School staff 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.

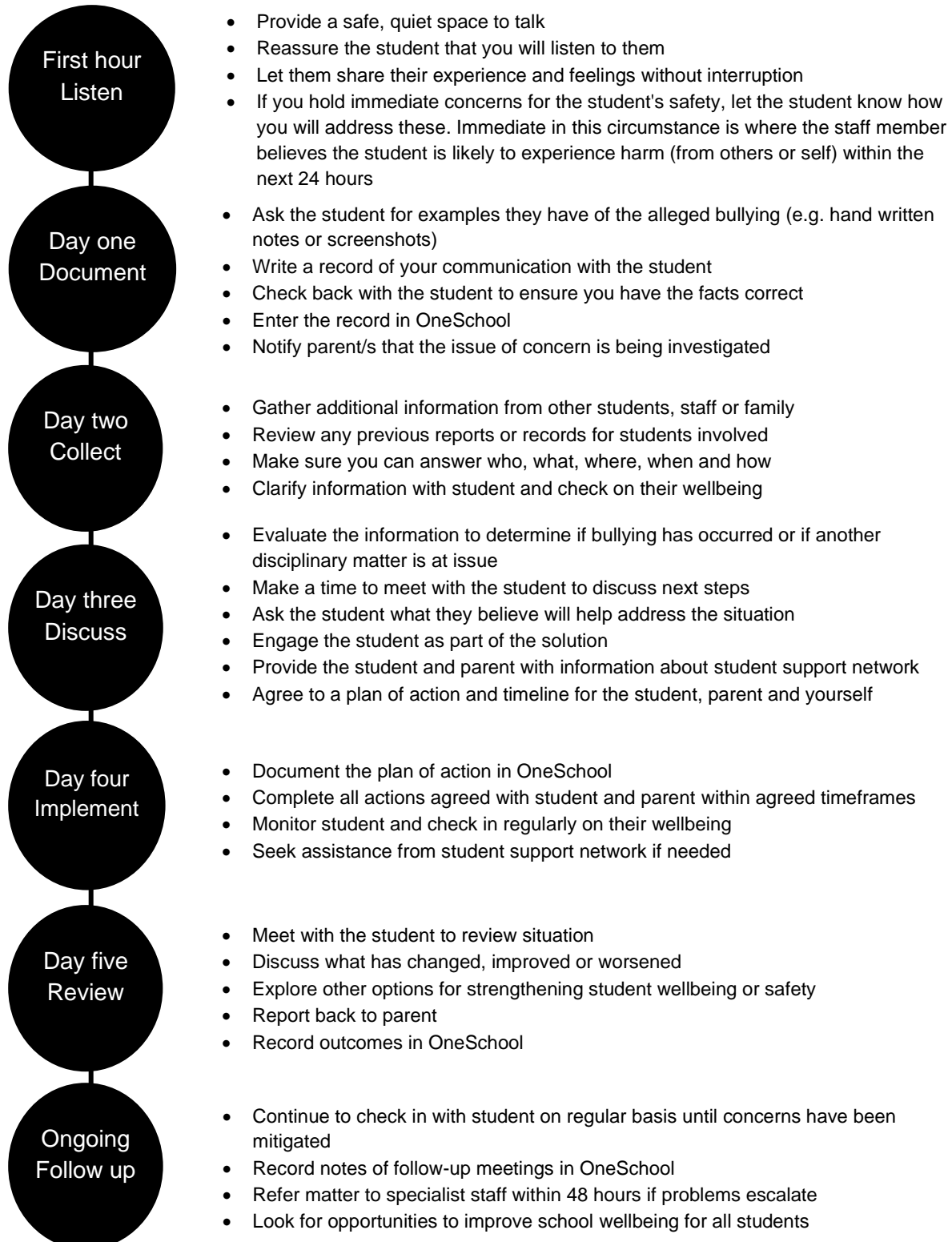
Junction Park State School - Bullying response flowchart for teachers

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:

Prep to Year 6 – Class teacher

Guidance Officer



Cyberbullying

Cyberbullying is treated at Junction Park State 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The leadership team can also be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Junction Park State 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.

Junction Park State 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](#).

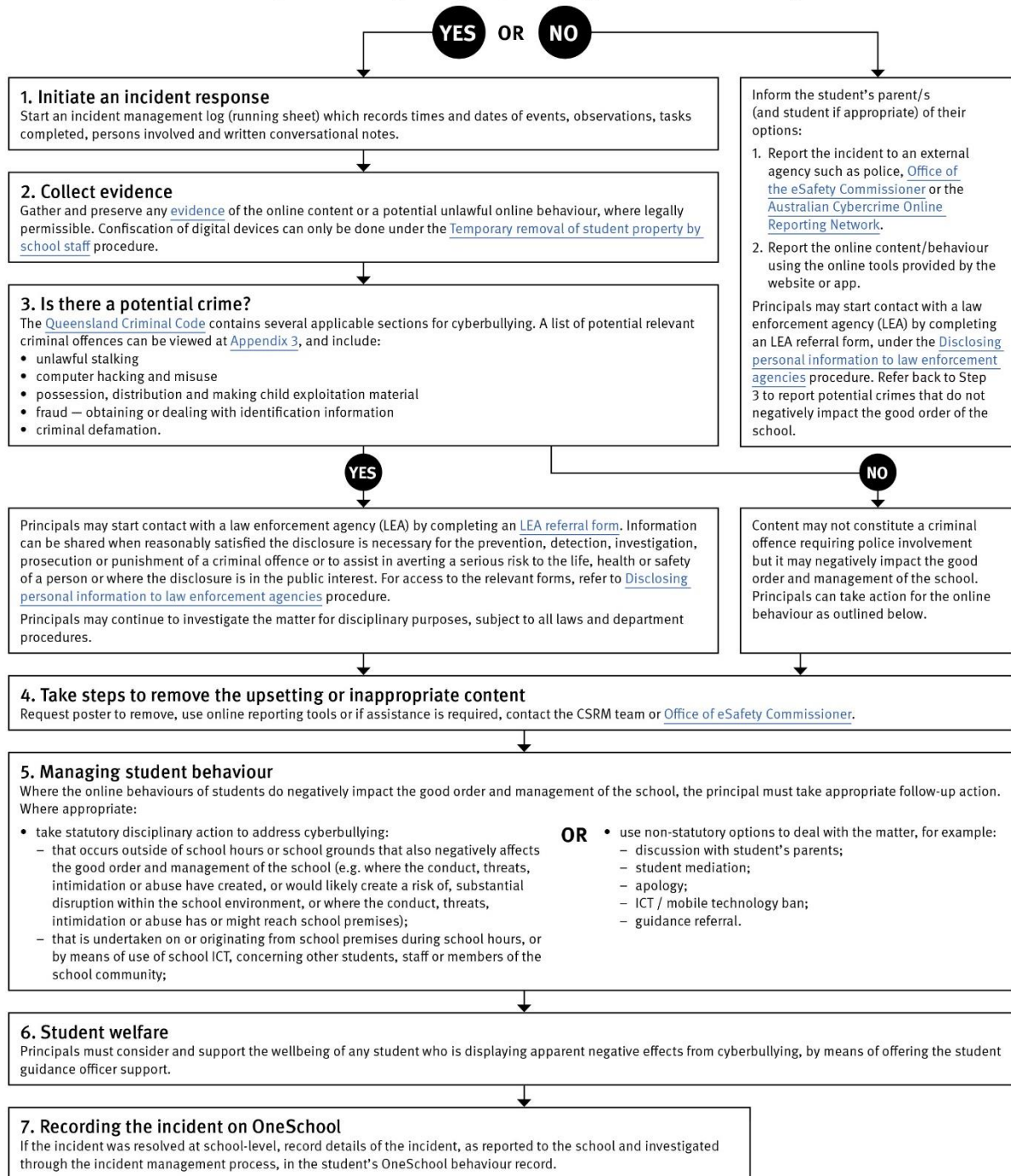
Explicit images

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Junction Park State 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 Junction Park State 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.

Junction Park State School – Anti-Bullying Statement

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

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

Taking the following steps may help resolve the issue in a constructive way:

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

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.

- 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

Junction Park State 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.

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](#).