



Fernbrooke
STATE SCHOOL
Exceeding Expectations

Student Code of Conduct 2024-2027

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

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

The Fernbrooke 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 behaviour.

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.

Contact Information

Postal address:	8 Regents Drive, Redbank Plains Qld 4301
Phone:	07 3819 7444
Email:	admin@fernbrookess.eq.edu.au
School website address:	https://www.fernbrookess.eq.edu.au
Contact Person:	Joanne Sinclair-Jones

Endorsement

Principal Name:	Joanne Sinclair-Jones
Principal Signature:	
Date:	31-05-2024
Student Representative Council	
Signature:	
Date:	11/07/2024

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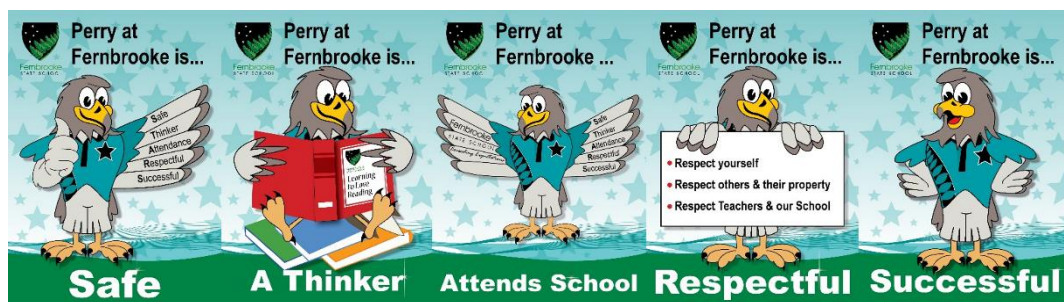
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Learning and Behaviour Statement

The Fernbrooke State School Student Code of Conduct strengthens our beliefs that interacting appropriately with others builds respect, tolerance and understanding. Our school focuses on **'Exceeding Expectations'** using the **Positive Behaviour for Learning** model. The school expectations focus on **S**afe, **A** Thinker, **A**ttends School, **R**espectful, **S**uccessful - **STARS**. These expectations are discussed with students daily and are well signed throughout the school.

Fernbrooke State School staff take a proactive approach to behaviour, believing that behaviour can be taught and that mistakes are opportunities for everyone to learn.



Student Wellbeing and Support Network

Student wellbeing is a high priority at Fernbrooke State School. Students develop a strong sense of wellbeing when they experience success in their learning and in social situations. Fernbrooke State School acknowledges, through our commitment to the PBL framework, the impact that positive relationships between teachers and students can have on students' academic and social outcomes. To further enhance students' sense of wellbeing we include the explicit teaching of the positive behaviour for learning matrix and 'Pause' social-emotional program as part of our whole school curriculum. This program aligns to the ACARA Personal and Social Capability Learning Continuum.

All staff at our school are here to support the wellbeing of our students. In addition to their own Classroom Teacher, Specialist Teachers, year level Deputy Principal and Principal, students may also have tailored support or intervention from our Student Support Network. This network may include:

- Guidance Officer (GO)
- Psychologist
- Speech Pathologist (SP)
- Head of Inclusion (HOI)
- Head of Department – Curriculum (HODC)
- Wellbeing Engagement Behaviour Support (WEBS)
- Teacher Aides
- Student Representative Council

Whole School Approach to Behaviour

Fernbrooke 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 to maintain consistent school and classroom improvement practices.

At Fernbrooke 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 Fernbrooke 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.

Consideration of Individual Circumstances

Staff at Fernbrooke State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a 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 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, 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 and be supportive of these decisions.

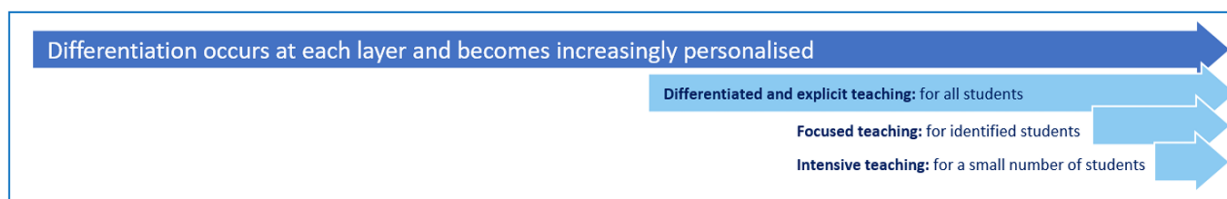
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment through the office, who will then direct you to the appropriate Senior Leadership Team member.

Differentiated and Explicit Teaching – Tier 1 (Universals)

Fernbrooke State School has a proactive approach to behaviour 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 Fernbrooke 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.



In the PBL framework, Tier 1 (Universals) is differentiated and explicit teaching for all students. Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students. A Tier 2 and 3 committee case manages these students in consultation with staff, parents/ carers and external agencies.

Every classroom in our school uses the PBL Expectations Matrix, outlined below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and other areas of the school. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Fernbrooke State School
Expectations Matrix

	Schoolwide we...	Learning Spaces we...	Eating Areas and Playground we...
S Safe	<ul style="list-style-type: none"> Use the high five and Pause strategies to solve problems. Are in the right place at the right time. Use our hands, feet and objects appropriately. Use equipment appropriately. 	<ul style="list-style-type: none"> Follow staff instructions the first-time. Use technology as a learning tool. 	<ul style="list-style-type: none"> Sit in our class lines during eating time. Play in our year level areas. Walk on concrete, following the arrows. Wear our hats outdoors and appropriately.
T Thinker	<ul style="list-style-type: none"> Actively listen. Actively participate in the organised activities. Are Pause detectives. 	<ul style="list-style-type: none"> Track the speaker in SHELL. Know our learning goals. 	<ul style="list-style-type: none"> Follow the STARS expectations. Follow covert eating expectations.
A Attends	<ul style="list-style-type: none"> Attend school (when we are well). Arrive on time and be ready to learn. 	<ul style="list-style-type: none"> Have our equipment ready to learn. Attend every lesson. Use Pause strategies to keep a balanced brain. 	<ul style="list-style-type: none"> Play in our allocated areas.
R Respectful	<ul style="list-style-type: none"> Speak politely (THINK). Follow instructions. Respect the privacy of others. Wear our uniform with pride. Allow adults to teach and students to learn. Are kind to ourselves and others. 	<ul style="list-style-type: none"> Enter the room with permission. Follow classroom rules. Move quietly around the school during learning time. Speak in a calm tone. Encourage peers. 	<ul style="list-style-type: none"> Share and take turns. Follow the rules of the game. Care for our environment. Use the toilet appropriately. Place rubbish in the correct bins.
S Successful	Follow and exceed STAR Expectations to be successful.		

Exceeding Expectations

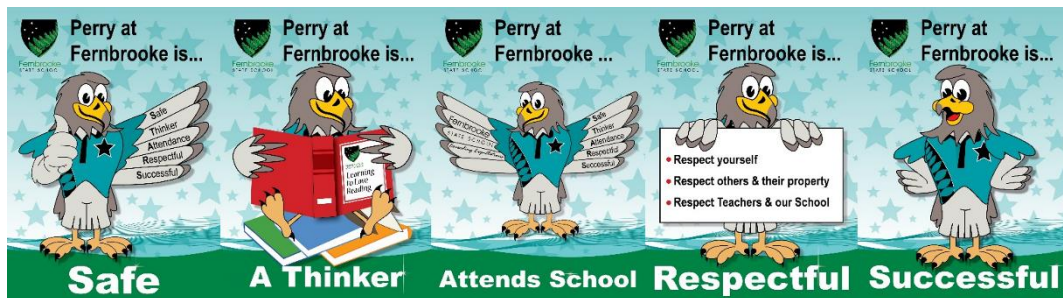
PBL Expectations

Our staff are committed to the PBL framework and within this strive to deliver a high quality education for every student. Our school motto is **Exceeding Expectations**. Our school and community have identified and endorsed five expectations of behaviour at Fernbrooke State School. We hold ourselves and our students accountable to these and ask that all adults in the school, whether visiting or working, do the same.

The Fernbrooke State School expectations are as follows:

- S** – Safe
- T** – Thinkers
- A** – Attendance
- R** – Respectful
- S** – Successful

These 5 expectations are known as Perry's STARS and are promoted through our behaviour mascot Perry the peregrine falcon. We ask everyone at Fernbrooke State School to be like Perry and exceed expectations. These expectations provide the pathway to our success and are designed to create a climate of cooperation, academic excellence, respect and safety at Fernbrooke State School.



The Fernbrooke 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
- Visual artefacts in the classroom
- Visual artefacts around the school
- Weekly expectation update on Facebook
- Fortnightly newsletter article

The Fernbrooke State School Expectations Matrix below outlines the PBL expectations across all school locations. This matrix is displayed in all classrooms and other learning spaces across the school to help students understand the expectations and exceed the standards we hold at Fernbrooke State School.



Fernbrooke State School Expectations Matrix

	Schoolwide we...	Learning Spaces we...	Eating Areas and Playground we...
S Safe	<ul style="list-style-type: none"> Use the high five and Pause strategies to solve problems. Are in the right place at the right time. Use our hands, feet and objects appropriately. Use equipment appropriately. 	<ul style="list-style-type: none"> Follow staff instructions the first time. Use technology as a learning tool. 	<ul style="list-style-type: none"> Sit in our class lines during eating time. Play in our year level areas. Walk on concrete, following the arrows. Wear our hats outdoors and appropriately.
T Thinker	<ul style="list-style-type: none"> Actively listen. Actively participate in the organised activities. Are Pause detectives. 	<ul style="list-style-type: none"> Track the speaker in SHELL. Know our learning goals. 	<ul style="list-style-type: none"> Follow the STARS expectations. Follow cohort eating expectations.
A Attends	<ul style="list-style-type: none"> Attend school (when we are well). Arrive on time and be ready to learn. 	<ul style="list-style-type: none"> Have our equipment ready to learn. Attend every lesson. Use Pause strategies to keep a balanced brain. 	<ul style="list-style-type: none"> Play in our allocated areas.
R Respectful	<ul style="list-style-type: none"> Speak politely (THINK). Follow instructions. Respect the privacy of others. Wear our uniform with pride. Allow adults to teach and students to learn. Are kind to ourselves and others. 	<ul style="list-style-type: none"> Enter the room with permission. Follow classroom rules. Move quietly around the school during learning time. Speak in a calm tone. Encourage peers. 	<ul style="list-style-type: none"> Share and take turns. Follow the rules of the game. Care for our environment. Use the toilet appropriately. Place rubbish in the correct bins.
S Successful	Follow and exceed STAR Expectations to be successful.		



Exceeding Expectations

Reinforcing Expected School Behaviour

At Fernbrooke State School behaviour expectations are clearly communicated and consolidated with positive reinforcement of expected school behaviour. A formal recognition and monitoring system (Perry Points) 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 Fernbrooke State School. All our staff members are trained to give consistent and appropriate acknowledgement and rewards.

Strategies for recognising and reinforcing students following the Fernbrooke expectations include:

SCHOOLWIDE

Individual

- Behaviour specific feedback from staff to students, acknowledging positive behaviour choices,
- Perry Points – aligned to the expectations matrix and weekly focus lesson,
- Student of the Week awards – a nominated student every week receives a certificate presented by Admin on assembly based on the weekly focus expectation.

Whole Class

- Class Stars – Awarded to the class for the whole class achieving a Fernbrooke Expectation. Classes celebrate every 100 Perry Stars earned with:
- Class certificate presented by Admin on assembly
- Class celebration
- Attendance Award – Awarded to the class with the highest percentage of attendance in the cohort for the week, presented by Admin on assembly.
- Attendance Gold Award – Awarded to the class with the highest percentage of attendance across the school for the week, presented by Admin on assembly.

PERRY POINTS TRACKER

All students at Fernbrooke State School are issued with a Perry Points Tracker. The Perry Points Tracker keeps a record of the Perry Points that students have collected in the classroom and in the playground. For every five Perry Points, students receive a stamp in their Perry Point Tracker. The Principal and the Deputy Principals have special Perry Points that are worth 5 points and 2 points. The number of points in a students tracker determines the rewards they can purchase through Perry's Marketplace. Perry's Marketplace is open twice a week during break times, where students are able to redeem their prizes.

CELEBRATION OF LEARNING DAYS

Celebration of Learning Days occur on the last day of each term. These days are organised by the WEBS and are inclusive of all students. This is part of the PBL framework and is designed to celebrate the achievements of all students throughout each term.

Behavioural Consequences

The behavioural consequences framework used at Fernbrooke 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 and rule reminders may be used by teachers to respond to minor behaviours.

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 Fernbrooke State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

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 support staff, and following consultation with the student's family.

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

Differentiated Strategies (Universal – Tier 1)

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

- Class challenges
- First/ then
- Make-up time
- Re-teach
- Structured learning
- Take-up time
- 2 x positive choices
- Behaviour specific feedback
- Body language encouraging
- Explicit instruction
- Follow through
- Parallel acknowledgement
- Selective attending
- Waiting and scanning
- Habits of discussion
- Learning friend
- Positive contact home
- Restorative conversations
- Verbal/ non-verbal communication
- Behaviour tracker
- Classroom job
- Communication book
- Re-direction
- Alternative seating
- Arrangement of physical environment
- Calm corner
- Intentional movement break
- Teacher proximity
- Whole class practising of routines
- Ratio of 4 positive to 1 negative commentary or feedback to class
- Tactical ignoring of inappropriate behaviour
- Individual positive reinforcement for appropriate behaviour – Perry Tickets
- Classwide incentives – Class Stars
- Restorative conversations

Focused (Tier 2)

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

- Time out of play (Perry's Nest reset)
- Targeted skills teaching in small group
- Individual student behaviour support strategies (e.g. Individual Student Behaviour Plan)
- Functional Behaviour Assessment
- 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 (Tier 3)

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Fernbrooke State School will 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 consequence through their absence from the 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 highly recommended that students and parents attend a re-entry meeting that is offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

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

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

Structure

The structure of the re-entry 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/carer 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)
- Thank student and parent/carer for attending
- Walk with student to classroom (if necessary)

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 or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Fernbrooke State School has tailored school policies designed to ensure students, staff and visitors work cooperatively to create and maintain a safe and supportive 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 Fernbrooke 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 and vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

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

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Fernbrooke 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 the student, 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 determine.
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Parents of students at Fernbrooke 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 Fernbrooke 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 Fernbrooke 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 Fernbrooke 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.

In consultation with the broader school community, Fernbrooke State School has determined that students are not to have access to mobile phones or other personal devices during school hours and that students are to check their mobile phones or other devices in at the office when arriving at school and check them out when leaving. We strongly encourage that mobile phones and other devices are left at home unless it is **absolutely necessary** that your child requires one before or after school hours.

Responsibilities

The responsibilities for students bringing mobile phones or other devices to school are outlined below.

It is **acceptable** for students at Fernbrooke State School to:

- bring their mobile phone or other devices to school provided they are checked in at the office immediately on arrival and checked out when leaving school
- be courteous, considerate and respectful of others when using a mobile device outside of the check in/check out hours
- seek administration approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Fernbrooke State School to:

- have a mobile phone or other device on their person or in their bag, tidy tray etc. during school hours
- 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
- 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
- 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 Fernbrooke 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
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes

- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to behavioural 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

Fernbrooke State School uses the 'Respectful Relationships Education Program' to promote positive relationships and the wellbeing of all students.

The program places importance on relationships, where those involved feel safe, valued, accepted, have the right to make their own decisions, say 'no' or change their mind without negative consequences and have the right to compromise and effectively communicate.

Overview of Topics by Year Level	
Prep	Emotional responses/ interacting and including others
Year 1	Respecting similarities and differences/ My feelings and others' feelings/Belonging
Year 2	Help me stay safe/Feelings and responses/Actions for promoting safety and wellbeing
Year 3	Identity and emotional responses/Social change and difference in relationships/Strategies to manage relationships
Year 4	Heritage and culture/Strong personal identities/Positive relationships using respect and empathy
Year 5	Relationships and interactions/Managing behaviours and relationships
Year 6	Changing and adapting to new situations/New relationships, new situations/Positive influences through valuing diversity

This program will be delivered across our school by our HPE staff. Students have dedicated Health, Physical Education and Social-Emotional lessons.

Fernbrooke 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.

Fernbrooke State School has a Student Representative Council, with diverse representatives meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Representative Council are the core elements of the Australian Student Wellbeing Framework:





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.

The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018.

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

Cyberbullying

Cyberbullying is treated at Fernbrooke 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.

It is important for students, parents and staff to know that state school principals have the authority to take 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 Fernbrooke State School may face in-school behavioural consequences determined by the Principal.

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 Dean of Students, Malcolm Smith.

Fernbrooke 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](#).

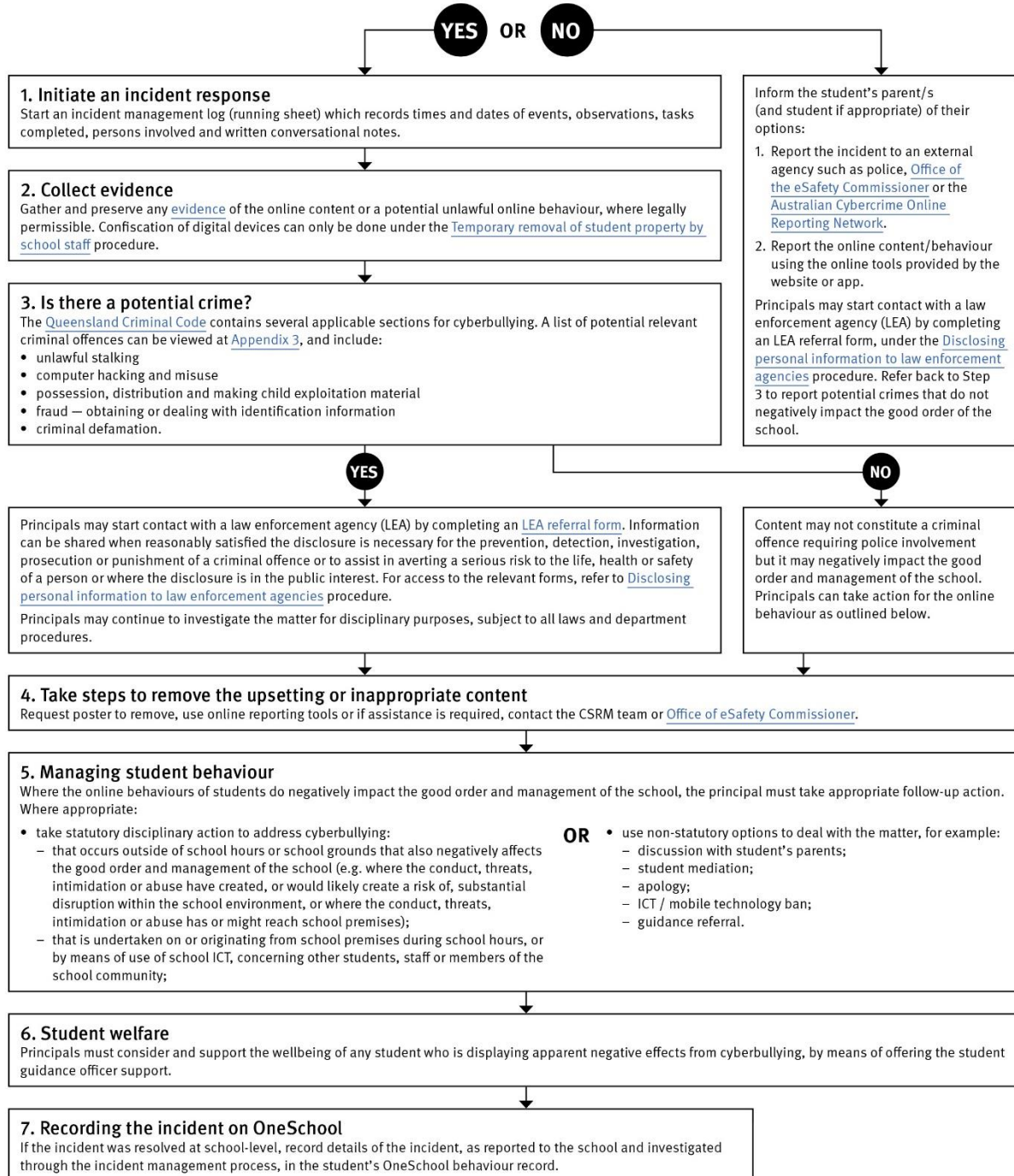
Explicit images

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 Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



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

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.