



New Farm State School

# Student Code of Conduct

2025-2028

## ***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 2020-2024

## Contact Information

Postal address:	Cnr Heal and James St, New Farm
Phone:	07 3358 7333
Email:	<a href="mailto:admin@newfarmss.eq.edu.au">admin@newfarmss.eq.edu.au</a>
School website address:	<a href="http://www.newfarmss.eq.edu.au">www.newfarmss.eq.edu.au</a>
Contact Person:	Kay Bradley (Principal)

## Endorsement

Principal Name: Kay Bradley

Principal Signature: *K. Bradley*

Date: 12/2/26

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

*RACHAEL FRIZZO*

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

*R. Frizzo*

Date:

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## Purpose

The New Farm State School Community, aims to actively and responsibly pursue, promote and maintain a safe, respectful and inclusive learning environment for all.

This New Farm State School Code of Conduct for Students is designed to facilitate high standards of behaviour, so that the learning and teaching in our school can be effective and students can participate positively within our school community.

## Whole School Approach to Discipline

New Farm State School uses a multi-tiered system of support and Student Engagement Framework to support discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

At New Farm 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, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The New Farm State School Student Code of Conduct is an opportunity to:

gain support to implement a consistent approach to teaching appropriate behaviour set students up for success

share a common language and expectations that can be used in any environment, including the home setting for students.

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with the Principal.

## Schoolwide Behaviour Expectations

### NEW FARM STATE SCHOOLWIDE BEHAVIOUR EXPECTATIONS

**I am proud of who I am and where I am from.**  
**I love my country and my school.**  
**I respect my teachers and my friends.**  
**I will do my best to enjoy my time at school.**  
**To be a good friend, to be honest and responsible, and to learn.**

Be Safe	Be Respectful	Be Responsible	Be a Learner
<p>At New Farm State School, being safe means making choices that protect ourselves and others.</p> <p>We use <i>safe</i> actions, <i>safe</i> words, and <i>safe</i> movement in all areas of the school. Being safe means following instructions, using equipment correctly, staying in supervised areas, and thinking before we act so that everyone feels secure and cared for.</p>	<p>At New Farm State School, being respectful means treating others the way we would like to be treated.</p> <p>We use kind words and actions, listen when others are speaking, and care for our school environment. We value everyone's differences and show respect to students, staff, families, and our community.</p>	<p>At New Farm State School, being responsible means making positive choices and taking ownership of our actions.</p> <p>We follow school routines, care for our belongings, and use our time and resources wisely. When we make a mistake, we take steps to fix it and learn from the experience.</p>	<p>At New Farm State School, being a learner means trying our best and being curious about the world around us.</p> <p>We set goals, stay focused, and persevere through challenges. We take pride in our learning, celebrate effort, and always look for ways to improve and grow.</p>
Whole School			
<ul style="list-style-type: none"> <li>• I tell an adult at school and home about bullying</li> <li>• I tell an adult when I feel unsafe</li> <li>• I walk when moving around school</li> <li>• I stay to the left when walking up and down the stairs and walkways</li> <li>• I keep my hands and feet to myself.</li> </ul>	<ul style="list-style-type: none"> <li>• I follow adult directions promptly</li> <li>• I speak politely to others</li> <li>• I encourage and support others</li> <li>• I take pride in myself and my school uniform</li> <li>• I care for my school</li> <li>• I move quietly and respectfully during transitions</li> </ul>	<ul style="list-style-type: none"> <li>• I tell the truth</li> <li>• I am a positive role model</li> <li>• I have everything I need for school each day</li> <li>• I am an active problem solver</li> <li>• I walk quietly and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• I am an active listener - STAR (Sit up, Track the Speaker, Appreciate classmates ideas, Rephrase speaker's words)</li> <li>• I ask for help when I need it</li> <li>• I am involved in all learning experiences</li> <li>• I listen to and follow instructions</li> </ul>

### Classrooms

<ul style="list-style-type: none"> <li>• I ask permission to leave the room</li> <li>• I leave the classroom with a partner during class time</li> <li>• I am only in classrooms and on verandas when a teacher is present</li> <li>• I use equipment/ furniture safely</li> </ul>	<ul style="list-style-type: none"> <li>• I care for property</li> <li>• I raise my hand and wait to speak</li> <li>• I respect the rights of others to learn</li> <li>• I maintain my inside voice</li> <li>• I respect other's opinions</li> </ul>	<ul style="list-style-type: none"> <li>• I keep the classroom tidy</li> <li>• I have everything ready to begin my learning</li> </ul>	<ul style="list-style-type: none"> <li>• I try my best</li> <li>• I listen to others when they speak</li> <li>• I have my belongings ready to learn</li> <li>• I have a Growth Mindset</li> </ul>
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### Playground and Eating Time

<ul style="list-style-type: none"> <li>• I sit while eating</li> <li>• I wear my hat</li> <li>• I use equipment safely</li> <li>• I stay in bounds</li> <li>• I use bubblers for drinking</li> <li>• I am in the right place</li> <li>• I can run when I look up and see the sky</li> <li>• I remove my shoes and socks for water play and sandpit</li> </ul>	<ul style="list-style-type: none"> <li>• I wait for adult's instructions at the end of eating</li> <li>• I use the correct bins</li> <li>• I only eat my own food</li> <li>• I share playground equipment</li> <li>• I speak respectfully at lunchtime</li> </ul>	<ul style="list-style-type: none"> <li>• I keep the area tidy</li> <li>• I recycle</li> <li>• I speak quietly and politely</li> <li>• I look after play equipment</li> <li>• I return equipment to the correct place</li> <li>• I remove my shoes and socks and put them safely beside the sandpit.</li> </ul>	<ul style="list-style-type: none"> <li>• I ask for help if I have a problem or use STEP (Say the problem. Think of possible solutions. Explore the consequences. Pick the best solution)</li> <li>• I learn new games and skills with agreed rules</li> </ul>
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### Toilets/Change Rooms

<ul style="list-style-type: none"> <li>• I wash my hands with soap</li> <li>• I use toilets for intended purpose only: one cubicle – one person, straight there and back</li> <li>• I go to the toilet during break times, except in emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>• I respect the privacy of others</li> <li>• I clean up after myself</li> <li>• I speak quietly in this area</li> </ul>	<ul style="list-style-type: none"> <li>• I report damage</li> <li>• I return to class when I am finished</li> <li>• I use water for washing my hands</li> </ul>	
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<b>In the Pool</b>			
<ul style="list-style-type: none"> <li>• I walk in the pool area</li> <li>• I keep my hands and feet to myself in the pool area.</li> <li>• I enter the pool safely the way I have been instructed</li> </ul>	<ul style="list-style-type: none"> <li>• I sit on the lowest level of the grandstand during lessons</li> <li>• I am quiet in the pool area</li> <li>• I follow adults' instructions</li> <li>• I respect the privacy of others</li> </ul>	<ul style="list-style-type: none"> <li>• I return items borrowed from the pool area</li> </ul>	<ul style="list-style-type: none"> <li>• I am prepared with all my swimming gear (swim shirt, cap and goggles)</li> <li>• I stand still, holding the edge with my head above water.</li> <li>• I am watching the teacher</li> </ul>
<b>Pick up and Drop Off Zone</b>			
<ul style="list-style-type: none"> <li>• I remain in my car until the car has stopped</li> <li>• I enter and exit the car from the pavement side</li> <li>• I sit while I am waiting</li> <li>• I walk to my car</li> </ul>	<ul style="list-style-type: none"> <li>• I am on time</li> <li>• I walk my bike/ scooter in school areas.</li> </ul>	<ul style="list-style-type: none"> <li>• I have all my belongings ready</li> <li>• At 3.20pm I move to the office</li> </ul>	<ul style="list-style-type: none"> <li>• I wait my turn</li> <li>• I am watching and sitting quietly</li> <li>• I report any safety concerns</li> </ul>
<b>iPad Expectations</b>			
<ul style="list-style-type: none"> <li>• I use the 5P's when using the internet to remain cybersafe (Protect, Privacy, Profile, Password, Permission)</li> <li>• I take photos only when approved by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• My hands and eyes are off my device when someone is talking</li> <li>• I access only my own class work</li> <li>• I use kind words online</li> </ul>	<ul style="list-style-type: none"> <li>• I follow the school iPad agreement</li> <li>• I only take photos, videos and voice memos when instructed by my teacher</li> <li>• I only use my iPad during class time</li> </ul>	<ul style="list-style-type: none"> <li>• I use my device only when an adult is present</li> <li>• I only use School Apps for educational purposes.</li> <li>• I bring a fully-charged and prepared device</li> </ul>
<b>Library Expectations</b>			
<ul style="list-style-type: none"> <li>• I am only in library when a teacher is present</li> <li>• I use equipment/ furniture safely</li> <li>• I enter and exit only via front door</li> </ul>	<ul style="list-style-type: none"> <li>• I speak and move quietly</li> <li>• I consider others around me</li> </ul>	<ul style="list-style-type: none"> <li>• I look after library games, books and other materials</li> <li>• I return all equipment to the correct place</li> </ul>	<ul style="list-style-type: none"> <li>• I learn new games and skills</li> <li>• I have a growth Mindset</li> </ul>

These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies, in newsletters and during active supervision by staff during classroom and non-classroom activities.

New Farm State School implements the following proactive and preventative processes and strategies to support student behaviour:

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations and social skills
- Information about New Farm SS Student Code of Conduct, is delivered to new students, their families and staff
- Individual support plans are developed for students with complex behavioural needs enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- On a regular basis, in both formal and informal meetings, staff members share information about behaviour issues and successful management strategies

## Parents and staff

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

### Being Respectful

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school.	We will use respectful language and manner in all communication.
You will direct classroom issues to the classroom teacher in the first instance.	We will ensure that issues are referred to the leadership team, as necessary.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

### Being Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You ensure your child has all required materials for learning.	We will provide a weekly timetable of specialist lessons/ routine.
You ensure your children attend school, on time, every day and notify the school promptly of any absences or changes in contact details.	We will be prepared and punctual for the school day.
You will ensure that you exit the school grounds by 3.20 p.m.	We will dismiss our students promptly at 3 p.m.

### Being Safe

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You support the school rules and behaviour expectations.	We actively supervise all students in structured and unstructured settings.
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.
Your register for the drop off and pick up zones and follow the agreed procedures.	We will ensure that drop off and pick up zones are supervised by staff.

## Being a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You support your child with home learning tasks.	We will provide meaningful and relatable learning experiences in class.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
Be actively involved in our child's learning at school through: Regular communication Reading weekly newsletter	We ensure we work with you to facilitate the best learning outcomes for your child.

## Consideration of Individual Circumstances

Staff at New Farm State School consider students' individual circumstances, such as their behaviour history, learning difficulties, disability, mental health and wellbeing, religious, cultural and linguistic backgrounds, 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 equity, 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, leadership team 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 consequences 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.

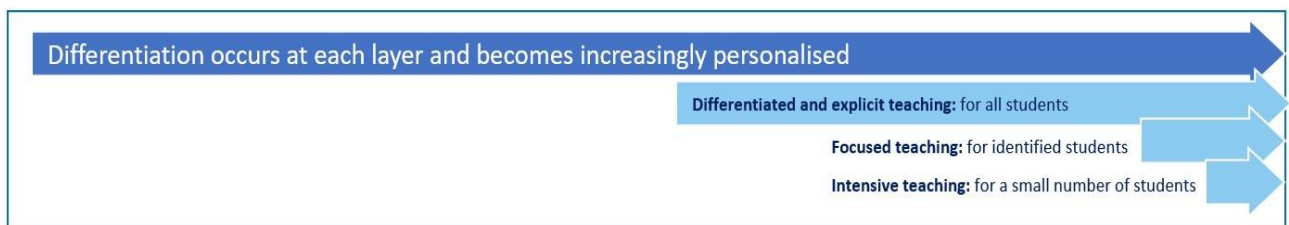
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

## Explicit Teaching

New Farm 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 New Farm 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.



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 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.

Every classroom in our school uses the PBL Expectations Matrix, P6-9 above, 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. 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.

## Focused Teaching

Approximately 15% of all students in our school 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 New Farm State School to provide focused teaching in all areas, including behaviour. Focused teaching is aligned to the Whole School 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.

New Farm State School has a range of Student Support staff in place to identify, collect relevant data on and design the best support opportunities for students who may require extra support.

In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Check in and check out
- Functional Based Assessment
- Rock and Water Program

For more information about these programs, please speak with our Deputy Principal.

## **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 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, 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 several complex personal issues.

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

# MANAGING CHALLENGING BEHAVIOUR

## Reinforcing Expected School Behaviour

At New Farm State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour.

Our mascot; Kookie was chosen and named by the students and helps us reinforce our school rules. 'Kookie' makes appearances at assemblies and special events. 'Kookies' are awarded to students who demonstrate the whole school focus of the week and rewards are given to individual 'Kookie winning' students and classes who have received the most Kookies. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Strategies employed to facilitate positive standards of behaviour include:

- creating of a positive whole school culture
- using quality learning and teaching practices
- using a balanced, relevant and engaging curriculum
- supporting and collaboratively developed programs and procedures
- managing professional development, education or training for all members of the school community
- providing a range of services that are characterised by non-violent, non-coercive and non-discriminatory practices
- using a continuum from whole school positive preventive action for all students, through to intensive intervention for specific individuals or groups
- implementing a consistent, fair and agreed classroom and playground strategies • implementing anti-bullying strategy which includes 'Bullying. No Way' and PBL lessons.
- using peer mentors, reset teachers and reset classrooms.
- accessing a range of support staff including Student Engagement Teacher, Guidance Officer, Special Education Staff, EALD teacher aides, Speech Language Therapists, Advisory Visiting Teachers.
- utilising a range of outside agencies including specialist medical staff, Department of Child Safety and Health Professionals
- Assembly, classroom and leadership awards
- celebrating in shared events and traditions (ANZAC Day, NAIDOC Day)
- implementing explicit teaching of behavioural expectations through the Student Engagement Framework.

## Managing and Referring Behaviour at New Farm State School

### Regulate Relate Reason



# Managing and Referring Behaviour at New Farm State School

*Regulate Relate Reason*

**VERBAL  
REDIRECTION**



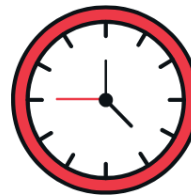
**stop**

**WARNING**



**focus**

**TAKE 5**



**RESET  
CLASS**



**reset**

**YELLOW  
SLIP**

ADMIN REFERRAL	
Student Name .....	Class .....
Date .....	Time .....
Description	
Behavioural Categories	
<input type="checkbox"/> R-lying / Misbehaving <input type="checkbox"/> Disrupt / Threats to order <input type="checkbox"/> Verbal / Misconduct <input type="checkbox"/> Threats to other students	<input type="checkbox"/> Physical Misconduct <input type="checkbox"/> IT Misconduct <input type="checkbox"/> Non-compliance with routine <input type="checkbox"/> Lifting / Dressing
Your Name .....	



## DEFINITION OF MAJOR AND MINOR BEHAVIOURS

	<p style="text-align: center;"><b>Low Level Disruptions</b></p> <p><i>These behaviours will require:</i></p> <ul style="list-style-type: none"> <li>➤ <i>Redirect and reteach expected behaviour</i></li> <li>➤ <i>Use classroom management strategies (e.g. proximity, non-verbal cues, positive reinforcement)</i></li> <li>➤ <i>Monitor frequency and pattern of behaviour</i></li> <li>➤ <i>Record and contact parents only if persistent</i></li> </ul>	<p style="text-align: center;"><b>Minor Behaviours</b></p> <p><i>These behaviours will require:</i></p> <ul style="list-style-type: none"> <li>➤ <i>management by class teacher</i></li> <li>➤ <i>parent contact, if repeated</i></li> <li>➤ <i>monitoring and recording by class teacher</i></li> </ul> <p><i>If persistent they will require:</i></p> <ul style="list-style-type: none"> <li>➤ <i>Admin involvement</i></li> <li>➤ <i>OneSchool record, by witnessing teacher</i></li> </ul> <p><i>Persistent minor behaviours may escalate to major</i></p>	<p style="text-align: center;"><b>Major Behaviours</b></p> <p><i>These behaviours can be:</i></p> <ul style="list-style-type: none"> <li>➤ <i>physically or emotionally dangerous</i></li> <li>➤ <i>illegal</i></li> <li>➤ <i>extremely disruptive to the learning environment</i></li> </ul> <p><i>They will require:</i></p> <ul style="list-style-type: none"> <li>➤ <i>Principal or Deputy Principal intervention</i></li> <li>➤ <i>OneSchool record, by Admin</i></li> </ul>
<p><b>Being Safe</b></p>	<ul style="list-style-type: none"> <li>• Running on the bridge and under buildings</li> <li>• Being out of bounds</li> <li>• Rocking on a classroom chair</li> <li>• Bringing inappropriate toys to school</li> <li>• Riding bikes, scooters and skateboards in playground</li> <li>• Running on stairs</li> <li>• Rough play without intent to harm</li> </ul>	<ul style="list-style-type: none"> <li>• Throwing objects without intent to harm inside.</li> <li>• Rough physical play after warnings and reteaching</li> <li>• Leaving classroom without permission</li> <li>• Playing in inappropriate areas (e.g. toilets)</li> <li>• Minor physical contact with others e.g. pushing, hitting with a hat</li> <li>• Repeatedly being out of bounds</li> </ul>	<ul style="list-style-type: none"> <li>• Physical aggression - punching, hitting or kicking with force and intent</li> <li>• Possession or selling of drugs, alcohol, weapons and vapes</li> <li>• Using weapons or threatening others with items that may be used as a weapon</li> <li>• Throwing objects with intent to cause harm</li> <li>• Leaving the school without permission</li> <li>• Using devices to threaten or harm others, sharing unsafe content</li> </ul>

<b>Being Responsible</b>	<ul style="list-style-type: none"> <li>• Calling out in class</li> <li>• Not following class routines and procedures</li> <li>• Taking frequent toilet breaks during work time</li> <li>• Being late back to class</li> <li>• Misuse of school technology, off-task device use</li> </ul>	<ul style="list-style-type: none"> <li>• Leaving the learning area without permission</li> <li>• Persistent low-level noncompliance</li> <li>• Dishonesty or blame-shifting</li> <li>• Spreading rumours about other students</li> <li>• Repeated lateness to class</li> <li>• Disruptive behaviour during transitions</li> <li>• Inappropriate use of EQ technology impacting learning</li> </ul>	<ul style="list-style-type: none"> <li>• Deliberate vandalism or property damage, including graffiti</li> <li>• Theft</li> <li>• Truancy or repeated absconding</li> <li>• Use of personal device e.g. mobile phone, smart watch, in any part of the school.</li> <li>• Inappropriate use of EQ technology which impacts on the good order of the school.</li> <li>• Refusal to accept consequence for behaviour e.g. reporting to the Reflection room or Admin</li> </ul>
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<b>Being Respectful</b>	<ul style="list-style-type: none"> <li>• Talking over others</li> <li>• Ignoring a staff direction once</li> <li>• Incorrect uniform e.g. no hat</li> <li>• Low level disrespect – muttering or eye-rolling</li> <li>• Taking photos/videos without permission but no malicious intent</li> </ul>	<ul style="list-style-type: none"> <li>• Being disrespectful e.g. walking away when being spoken to by an adult</li> <li>• Borrowing equipment without permission</li> <li>• Inappropriate language; written or spoken</li> <li>• Littering</li> <li>• Swearing not directed at a person</li> <li>• Minor teasing or exclusion of others</li> <li>• Refusal to follow classroom or playground expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in or leading deliberate, ongoing behaviour that emotionally hurts or humiliates another student.</li> <li>• Verbal abuse, swearing at staff or students (anger based)</li> <li>• Using racist or sexual comments towards an adult or student with intent to hurt or humiliate</li> <li>• Wilful property damage or stealing</li> <li>• Major disruption to the learning environment of others</li> <li>• Promiscuous behaviour including ‘dacking’ in consultation with Traffic Lights Framework (True – Relationships and Reproductive Health)</li> <li>• Major non-compliance</li> </ul>
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<b>Being a Learner</b>	<ul style="list-style-type: none"> <li>• Avoiding work</li> <li>• Off-task behaviour</li> <li>• Failure to bring required materials</li> <li>• Being late to start tasks</li> <li>• Not following digital task instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Refusal to complete set tasks after redirection</li> <li>• Misuse of learning materials or technology</li> <li>• Not completing agreed part of group work</li> <li>• Disrupting others’ learning with intent</li> </ul>	<ul style="list-style-type: none"> <li>• Serious Cheating/Plagiarism relating to school projects or exams. <ul style="list-style-type: none"> <li>• Persistent refusal to follow school expectations despite multiple intervention</li> <li>• Serious misuse of technology to cheat,</li> </ul> </li> </ul>
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		•Disruptive or distracted use of digital devices	access prohibited content, or harm others' learning
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Student behaviour that does not comply with the school's standards and expectations is not acceptable. Consequences are applied within the context of a proactive support system that focuses on instruction and prevention. Consequences, at all times should be:

- supportive
- fair
- logical
- consistent

The individual circumstances and actions of the student and the needs and rights of school community members are always considered. Ultimately the Principal has the right and discretion to determine actions and consequences as seen fit to best deal with the circumstances of each individual case.

Consequences are applied to:

- provide the opportunity for all students to learn
- ensure the safety of staff and students
- assist students who exhibit challenging behaviours to accept responsibility for their actions

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

Most 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 have trouble 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 consequently 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.

## **Differentiated Classroom Responses to Challenging Behaviour**

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
- Private discussion with student about expected behaviour
- Warning given for inappropriate behaviour
- Visit to Reset Classroom and parent contact
- Admin Referral
- Reflection Room

## **Focussed Responses to Challenging Behaviour**

Class teachers are supported by other school-based staff, through a Student Support Services referral, to address in-class problem behaviour. This may include:

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Reflection room referral
- Behavioural contract
- Withdrawal from class to Admin for part of or one full day
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy

- Teacher coaching and debriefing
- Referral to Student Support Service (SSS) for team-based problem solving
- Stakeholder meeting with parents and external agencies
- Functional Behaviour Assessment

## Intensive Responses to Challenging Behaviour

School leadership 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. personal technology device)
- 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 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 New Farm 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 that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the

purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

### **Re-entry following suspension**

Students who are suspended from New Farm 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 homeschool communication.

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

### **Arrangements**

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

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

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

## School Policies

New Farm 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 personal I.T. 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 New Farm 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 New Farm State School:

- do not require the student's consent to search school property such as 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 personal I.T. device from a student are not authorised to unlock the device or to read, copy or delete messages stored on the device;
- 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 New Farm 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 New Farm 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 New Farm 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 New Farm 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, New Farm State School has determined that explicit teaching of responsible use of internet capable devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that the time and space provided at school where technology, and students are not 'connected' is vitally important to students. Therefore, personal devices, other than BYOD Ipads, are not allowed in classrooms or school bags.

### Responsibilities

It is **acceptable** for students at New Farm State School to:

- use mobile phones or other devices, to remain connected to parents only on the way to and from school and in the designated pick –up zones.
- place the device in the collection point in the office when they arrive at school and collect the device at the end of the school day, regardless of available school modes on the device.
- seek teacher's approval where they wish to bring a personal I.T. device under special circumstances. e.g. device required to check blood glucose levels.

It is **unacceptable** for students New Farm State School to:

- have any personal I.T. device in their bag or in the classroom during school hours
- use a mobile phone or other devices on the school grounds
- use any device to download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws

- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of New Farm 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 disciplinary action by the school, which could include restricting network access
  - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
  - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## MOBILE PHONE CONTRACT

At New Farm State School, the following rules apply to all mobile phones.

- All mobile phones should not be used in any area of the school campus, including the playground, under buildings, oval and stairwells.
- All mobile phones will be stored in the school office, every day and not in students' bags.
- Students will take devices to the school office as soon as they arrive on the school grounds.
- Parents/caregivers of any student not adhering to these rules, will be contacted.
- Any student in further breach of these rules, will be unable to bring devices to school until attending a meeting with the Deputy Principal and his/her parents/caregivers.

I \_\_\_\_\_ (Student name) of class \_\_\_\_\_ have read,

understood and agree to the above rules. Date \_\_\_\_\_

**Return this cut-off section as soon as possible to your child's teacher.**  
**Until this section has been signed and returned, your child cannot use a school iPad.**

#### TAKING CARE OF THE IPAD

- I will make sure my iPad is in my bag when I go to and from school.
- I will keep my iPad away from food and drink at all times.
- I will have a protective case on my iPad.
- I will keep my iPad in the classroom at all break times unless directed otherwise by a teacher.
- I will regularly clean the screen, both under and on top of the case.

#### FOR ADDITIONAL SUPPORT

- Attend the parent help desk by emailing [ict.services@newfarmss.qg.edu.au](mailto:ict.services@newfarmss.qg.edu.au) or calling (3358 7333) to make an appointment.
- Attend parent information sessions; notifications will be sent via Schoolzone
- Call Apple Support on 1300 321 456 or visit the City Apple Store.

#### I UNDERSTAND THAT IF I DO NOT MEET THESE CONDITIONS THE FOLLOWING MAY OCCUR:

- My parents may be notified by my classroom teacher.
- I may lose the privilege of using the school iPad for the session, day, week or longer.
- I will be required to complete my usual work using alternative strategies.
- I may be subject to disciplinary action according to the Student Code of Conduct.

#### BYOD IPAD TERMS OF USE AND PARTICIPATION AGREEMENT



Instructions on how to set up your child's iPad ready for New Farm State School can be found at:



Please read through this agreement with your child and return the signed section.



## PREVENTING AND RESPONDING TO BULLYING

New Farm State School uses the Second Step well-being program is **research-based, teacher-informed, and classroom-tested** to promote the social-emotional development, safety, and well-being of children.

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.

### 1. Leadership

Our school leaders play 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 participate 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. Student representation on the PBL committee is encouraged.

### 4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing. Parent representation on the our pillar committees; well-being, PBL, curriculum, inclusion and innovation is encouraged.

### 5. Support

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

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.

These conflicts are still considered serious and need to be addressed and resolved. At New Farm State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

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

## New Farm State School - Bullying Response

<b>On the Day - Listen</b>	<ul style="list-style-type: none"> <li>• Provide a safe, quiet space to talk</li> <li>• Reassure the student that you will listen to them</li> <li>• Let them share their experience and feelings without interruption</li> <li>• If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance, is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours</li> </ul>
<b>Day 1 Document</b>	<ul style="list-style-type: none"> <li>• Ask the student for examples they have of the alleged bullying (e.g. handwritten notes or screenshots)</li> <li>• Write a record of your communication with the student</li> </ul>
	<ul style="list-style-type: none"> <li>• Check back with the student to ensure you have the facts correct</li> <li>• Enter the record in OneSchool as a contact.</li> <li>• Notify parents of both students that a bullying allegation is being investigated and date for follow up communication.</li> </ul>
<b>Day 2 Collect</b>	<ul style="list-style-type: none"> <li>• Gather additional information from other students, teaching staff, ESOs, G.O. etc.</li> <li>• Review any previous reports or records for students involved</li> <li>• Make sure you can answer who, what, where, when and how</li> <li>• Clarify information with student and check on their wellbeing</li> </ul>
<b>Day 3 Discuss</b>	<ul style="list-style-type: none"> <li>• Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue</li> <li>• Make a time to meet with the student to discuss next steps</li> <li>• Ask the student what they believe will help address the situation</li> <li>• Engage the student as part of the solution</li> <li>• Report back to both parents about outcome of investigation.</li> <li>• Provide the student and parent with information about support available</li> <li>• Agree to a plan of action and timeline for the student, parent and yourself</li> </ul>
<b>Day 4 Implement</b>	<ul style="list-style-type: none"> <li>• Document the plan of action in OneSchool</li> <li>• Complete all actions agreed with student and parent within agreed timeframes</li> <li>• Monitor student and check in regularly on their wellbeing</li> </ul>
<b>Day 5 Review</b>	<ul style="list-style-type: none"> <li>• Meet with the student to review situation</li> <li>• Discuss what has changed, improved or worsened</li> <li>• Explore other options for strengthening student wellbeing or safety</li> <li>• Report back to parent</li> <li>• Record outcomes in OneSchool</li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>• Continue to check in with student on regular basis until concerns have been mitigated</li> <li>• Record notes of follow-up meetings in OneSchool</li> <li>• Refer matter to specialist staff as soon as possible if problems escalate</li> </ul>

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:** Class Teacher, Deputy Principal, Guidance Officer and Principal

## **ANTI BULLYING CONTRACT (Included in enrolment pack)**

We agree to work together to improve the quality of relationships in our community at New Farm 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

## Cyberbullying

Cyberbullying is treated at New Farm 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 their regular class teacher. There is also a dedicated senior leadership officer, Deputy Principal, Kay Bradley who can 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](https://www.esafety.gov.au/) <https://www.esafety.gov.au/> or the Queensland Police Service.

Students enrolled at New Farm State School may face in-school disciplinary action, such as Reflection Room 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 Deputy Principal, Kay Bradley.

# 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](#).

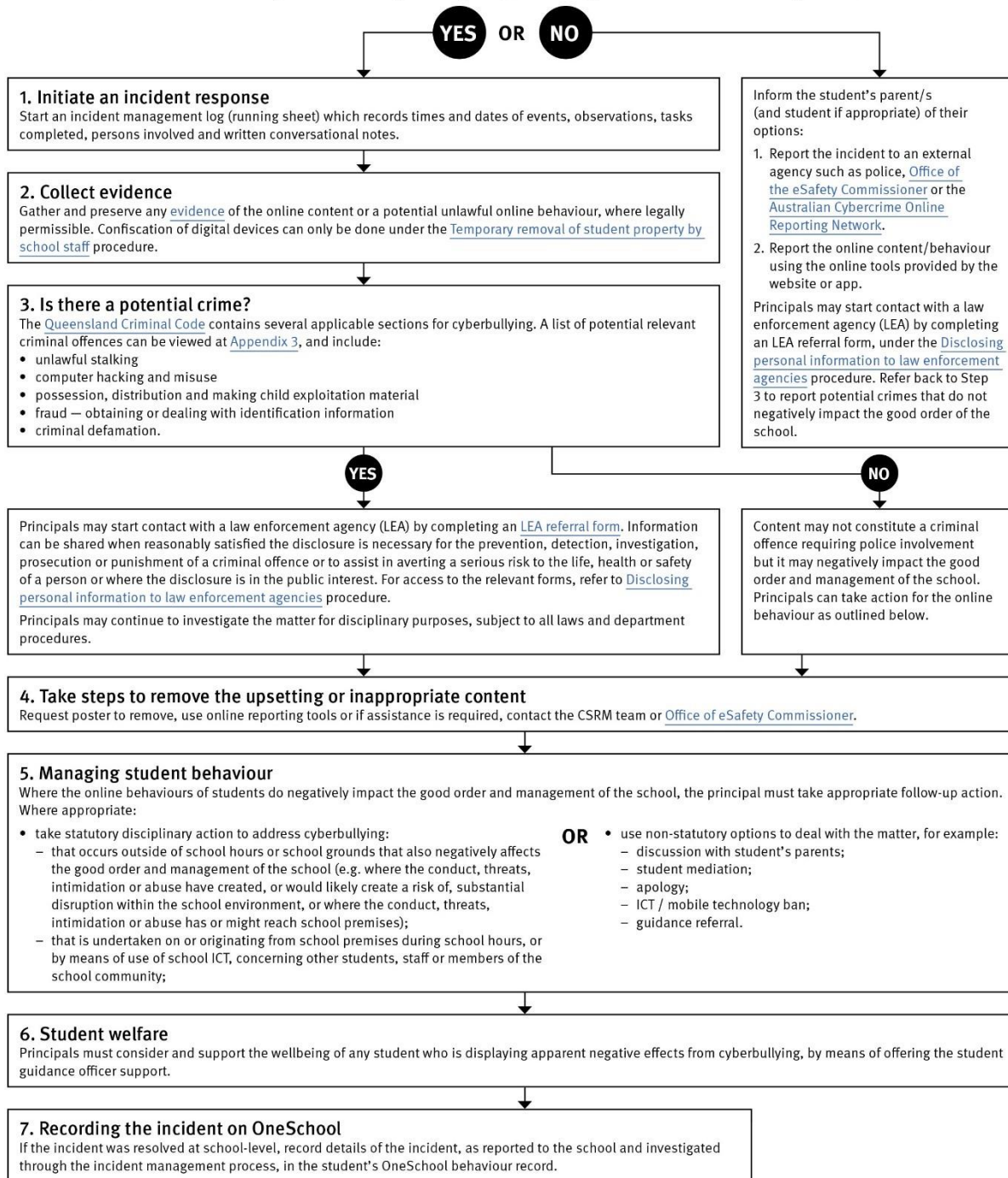
## Explicit images

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](mailto: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**

New Farm 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 New Farm 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.

## Appropriate use of Social Media for Parents

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.
- Previously 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.

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 New Farm 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 such as physical restraint or seclusion.

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 or 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 always observe the student 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, including the development of an Individual Behaviour Support Plan and/or Individual Safety Plan and/or Individual Risk Assessment.

## 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 reescalation, 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

## Uniform Policy

We expect all our students to wear their sunsafe, school uniform with pride, travelling to and from school, at school and when representing New Farm on excursions and special events.

It is an expectation that students will wear:

- closed in shoes that are predominately black in colour.
- plain socks; black, blue or white.
- polo shirt with school logo.
- shorts, skorts or school dress. Shorts, skirts and dresses are to be of an appropriate and modest length for a school environment, ensuring students can participate comfortably and safely in all learning and play activities.
- a school hat, for all outdoor activities.
- short nails with no polish, acrylics, gel etc.
- hair, that is shoulder length or longer, tied up or back using a plain hair band or hair tie with no cosmetic hair colour added.

No make up is permitted to be worn at school.

The following jewellery is permitted at school:

- plain studs or small hoop earrings only.
- jewellery of personal religious significance only.
- a digital or analogue watch, for timekeeping and step monitoring only.

On cooler days students may wear:

- maroon zip top with school logo, maroon vest, long sleeve tees, blue or black tights, maroon track pants or bootleg pants.

This Uniform Policy is part of our enrolment agreement and is approved by our P&C.

