



Success with Honour

Everton Park
State School



Student Code of Conduct

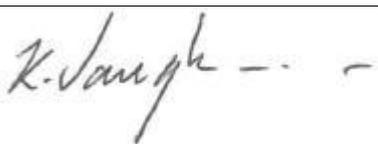
2025 - 2028

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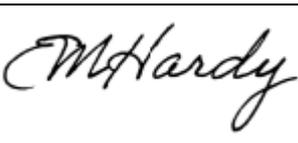
Endorsement

Principal Name:	Kylie Vaughan
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Principal Signature:	
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Date:	14/11/2025
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P&C President Name:	Ellie MacPherson Hardy
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P&C President Signature:	
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Date:	14/11/2025
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1. Purpose

Everton Park State School believes children need to feel valued and that they belong. They have a right to opportunities to learn and grow into socially responsible young adults. We have the responsibility to ensure we provide a safe, welcoming and engaging learning environment.

This Student Code of Conduct 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.



Everton Park State School

I am responsible

I am respecting

I am caring

I am collaborating

I am achieving

Our school belief statement – Creating quality

We believe all children have the right to learn in a fun, safe, supportive and engaging environment. We know our children and value their individual qualities. We embrace and employ evidence-based teaching and learning practices to meet their needs. We advocate for children to become self-actualized and socially responsible. We empower them to engage with a global, solution focused mindset so that they are prepared for their future.

I am kind



2. Principal's Foreword

At Everton Park, we believe in quality - quality in our relationships and quality in our work. We celebrate every individual for who they are and support each person, staff and students alike, to reach their full potential. We know our learners deeply and value the unique strengths, talents, and perspectives they bring to our community. Grounded in evidence-based practice, our teaching is responsive to each student's needs and focused on their growth.

We believe all children have the right to learn in a fun, safe, supportive and engaging environment. Our Student Code of Conduct, developed with input from students, staff and families, outlines our shared expectations for behaviour.

At Everton Park State School, we are committed to empowering students to take responsibility for their actions and advocate for themselves as they grow into self-aware, socially responsible individuals. We explicitly teach our behaviour expectations and support

students to reflect on their choices, take ownership of the things they say and do, and make decisions that align with the kind of person they want to be.

At Everton Park State School, we strive to embody these six core values in all that we do - **Responsibility**, **Respecting**, **Caring**, **Collaborating**, **Achieving**, and **Kindness**. These values form the foundation of our Student Code of Conduct and underpin every expectation, decision, and action outlined within it.

Responsibility – Each of us is responsible for the choices we make in our lives. While we can't control others' behaviour, we *can* control our own. Everything we do, our actions, thoughts, emotions, and body language reflects our efforts to meet our personal needs and feel fulfilled. Our role is to learn how to meet these needs in positive, respectful, and responsible ways.

Respecting – We support ourselves and others by creating an environment where everyone is encouraged to do and be their best. We recognise that each person is on their own unique journey, and we approach differences with respect, empathy, and a commitment to resolving conflicts in respectful ways. We listen openly, offer encouragement, and trust that others can make the choices that are right for them.

Caring – We care for ourselves, others, our learning, and the environment. We recognise when our needs aren't being met and make conscious choices that support our wellbeing and growth. We understand that being healthy involves self-awareness and using strategies to manage our emotions and actions. We value the importance of caring for both our body and mind to be the best version of ourselves, and we know that meaningful connections with others are essential to our overall wellbeing.

Collaborating – We work together to achieve shared goals, taking on responsibilities that are appropriate for our age and stage of development. We understand that positive, supportive environments help us grow and learn more effectively than those that focus on mistakes or negative behaviour.

Achieving – Our staff foster learning through strong classroom management, effective use of evidence-based teaching practices, and active involvement of parents and caregivers. We believe every student has the potential to learn, grow, and succeed. We take ownership of our learning by giving and receiving feedback throughout the process, helping us reach our full potential. Through thoughtful choices and purposeful actions, we work towards achieving our goals.

Kindness – Building quality, meaningful connections is central to everything we do. We are fully present and truly listen to one another. We believe everyone belongs and plays a valuable role in our school community. We practice compassion by being thoughtful and calm, considering how others feel and think, and expressing gratitude in everyday moments. Through courage and trust, we show awareness of ourselves, others, and the world around us. We hold the belief that one person's kindness can make a powerful difference.

I would like to sincerely thank the students, staff, parents, caregivers, and members of the wider community for their contributions to the development of the Everton Park State School Student Code of Conduct. Your insights, feedback, and support throughout this process have been invaluable.

This document clearly outlines our expectations for student behaviour and how we will work together to support every student in meeting them, with the goal of helping each individual grow into a self-aware, socially responsible member of our school community.

3. P&C Statement of Support

As President of the Everton Park State School P&C Committee, I'm proud to support the new Student Code of Conduct, which has been developed through a comprehensive and inclusive consultation process. This collaborative approach has provided parents and caregivers with many opportunities to share their feedback, ensuring that the final document reflects the values and priorities of our whole school community.

The involvement of families in this process is essential. It helps create a shared understanding of the expectations for our students and empowers us all to work together to support their success, both in the classroom and beyond.

We encourage all parents and caregivers to take the time to read the Student Code of Conduct and discuss it with their children. It's important that students are aware of what is expected of them and that they feel supported in meeting those expectations. These conversations will help ensure that our students understand the values of respect, responsibility, and resilience that underpin the Code of Conduct.

One area where we all need to be especially vigilant is bullying. It's a serious issue that can affect students in many ways, whether it happens in person or online. We want every parent, caregiver, and student to know what steps to take if they encounter bullying, and how to reach out for support if needed.

Our school has clear systems in place to help students who are affected by bullying, including those who experience cyberbullying through social media or text messages. The flowchart included in the Code of Conduct provides helpful guidance on how to approach the school about these concerns, and we encourage everyone to review it.

Parents and caregivers play a vital role in reinforcing the values and expectations outlined in the Student Code of Conduct. By working together with the school, we can ensure that all students feel safe, supported, and able to reach their full potential.

If you have any questions about the Code of Conduct or would like to learn more about how you can support your child, please don't hesitate to reach out. We also invite you to join the P&C Association to further strengthen our community and help us create an environment where all students can succeed.

Thank you for your ongoing support and commitment to our school community

4. Student Body Voice Statement

At our school we believe everyone should feel safe, respected and supported. Our Student Code of Conduct helps us make good choices, care for each other and take responsibility for our actions. When we follow these expectations, we create a school where every student can learn, grow and succeed.



School Creed

We believe that to achieve we should be respectful and honest, have pride in our uniform and school and take an interest in school activities.

Always try our best and not be satisfied with less. If we do this, we are sure to achieve – Success with honour.



5. Consultation

The consultation process used to inform the development of the EPSS Student Code of Conduct involved a number of carefully planned phases with students, staff and the wider school community. This process focused on raising awareness and understanding about current best practice and building knowledge and capability across key elements including the school wide pedagogical framework, the theory underpinning needs driven behaviour and a rich and shared understanding of our school values.

The consultation process used to inform the development of the Everton Park State School Student Code of Conduct included a series of internal meetings with staff between May and October 2025. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

We provided opportunities to students, parents, caregivers and staff to revisit the school values to ensure a shared understanding and delivered explicit wellbeing and engagement

universals to further deepen that shared understanding of expectations and common language. This Student Code of Conduct was endorsed by the Principal, the President of the P&C and School Supervisor as required by legislation.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in October 2025, and the finished version was sent to the P&C Association meeting in November 2025 for endorsement. The P&C Association unanimously endorsed the Everton Park State School Student Code of Conduct for implementation in December 2025.

Review Statement

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

6. Data Overview

Our wellbeing goal at EPSS is to create a safe, supportive and inclusive school community that respects and celebrates difference, enabling positive outcomes that foster social and emotional growth using a proactive, strengthening approach to supporting student needs and behaviour. This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents/caregivers and staff about school climate, attendance and school disciplinary absences.

OneSchool Record Keeping

OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in student management, curriculum and assessment management.

OneSchool provides extensive guidance on recording behaviour incidents, school actions and school disciplinary absences (SDA).

OneSchool can be used to record a:

- contact with a parent
- contact with a student
- behaviour incident
- 1-10 day suspension
- 11-20 day suspension
- charge-related suspension
- suspension pending exclusion
- cancellation of enrolment
- positive behaviour (student of the week etc)

7. Learning and Behaviour Statement

At Everton Park State School, we know that student learning and wellbeing are inextricably linked and that they learn best when their wellbeing is optimised. When a student develops a strong sense of wellbeing and belonging, they will experience greater success in learning and demonstrate more effective personal and social functioning.

Everton Park State School supports student wellbeing by providing challenging, interactive and engaging learning experiences and by nurturing relationships with families and the wider community. The Learning and Behaviour Statement is used as a guide in the development of a school-wide positive learning culture that enhances student physical, psychological, social, personal and cognitive wellbeing.

Our Student Code of Conduct outlines our system for facilitating positive behaviours and responding to inappropriate and unacceptable behaviours. Through our Student Code of Conduct, shared expectations for student behaviour are clear to everyone, assisting Everton Park State School to maintain a positive and productive learning and teaching environment, where all school community members have clear and consistent expectations and understandings of their role in the educational process.

Students who effectively work within our school rules demonstrate a knowledge and understanding of our agreed set of school values.



Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour. Our school rules have been agreed upon and endorsed by all staff and our school P&C.



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

Multi-Tiered Systems of Support

Everton Park State School uses a Multi-Tiered Systems of Support (MTSS) as the foundation for our integrated approach to learning and behaviour. A MTSS is a systematic improvement framework in which continuous data-based problem-solving and decision making is practiced across all levels of the school.

MTSS is a way of thinking and doing that utilises high-impact, evidence-based pedagogical practices to ensure every student receives the appropriate level of support, instruction and adjustments to be successful and focuses on the positive educational experiences and outcomes of all students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Everton Park State School expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. • fortnightly Wellbeing and Engagement focus lessons
2	<p>Focussed or targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1 and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Everton Park State School expectations. School based staff can include the Social Worker, Chappy and/or Inclusion Teacher. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (evidence-based) interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Intensive or individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour by proactively teaching the Everton Park State School Wellbeing Framework • TEACH the student an acceptable replacement behaviour – support student to understand why they are choosing the problem behaviour (What are they trying to access or avoid? What do they want? What do they need?) • REINFORCE the student's use of the replacement behaviour (use Essential Skills for Classroom Management {ESCM})

Tier	Prevention Description
	<ul style="list-style-type: none"> • MINIMISE the payoff/outcome for problem behaviour (Support student to identify what are they trying to access or avoid/discuss what they want or need) <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem-solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports, and organisation is recommended.</p>

Each tier has its own set of systems and practices, but some key components appear across every level. Each of these features needs to be present in order for MTSS to be implemented with fidelity:

- Practices are based on evidence to be effective in a similar context with similar populations.
- Practices are organised along a tiered continuum beginning with strong universal supports followed by intensified interventions matched to student needs.
- Data is collected and used to screen, monitor, and assess student progress.
- Resources are allocated to ensure systems and practices are implemented with fidelity over time.

Consideration of Individual Circumstances

Staff at Everton Park 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 disciplinary consequence.

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

Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents/caregivers to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. You can be assured that school staff take all

matters, such as bullying, very seriously and will address them appropriately. We expect that parents/caregivers and students will respect the privacy of other students and families.

Student Support Network

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

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

Parents/caregivers who would like more information about the student support roles and responsibilities are invited to contact the principal.

Role	What they do
Classroom Teacher	<ul style="list-style-type: none"> responsible for student welfare at each class. provides continuity of contact for students and their families. ensures students feel safe and comfortable and want to come to school. nurtures a sense of belonging to the year level and school. teaches Choice Theory through resources such as the 'The Get Happier Project' to ensure children know how and why they behave. Wellbeing and Engagement lessons with a fortnightly focus.
School Chaplain	<ul style="list-style-type: none"> provides individual and group support to students to assist their engagement with education. provides pastoral care and social and emotional support for students and their families.
Teaching Assistants	<ul style="list-style-type: none"> provides individual and group support to students to assist their engagement with education. ensures students feel safe and comfortable and want to come to school.
Guidance Officer	<ul style="list-style-type: none"> monitors and supports the social and emotional wellbeing of students. provides a student support program within the school environment offering short-term counselling with students on a one-on-one basis or in a group setting. assists students with specific difficulties, acting as a mediator or providing information on other life skills. liaises with parents/caregivers, teachers, or other external health providers as needed as part of the counselling process.
Speech Language Pathologist	<ul style="list-style-type: none"> provides early intervention, testing and support for students with identified speech language needs.
Head of Special Education Services (HOSES) and Inclusion Teacher	<ul style="list-style-type: none"> provides leadership to promote an inclusive, positive school culture. leads inclusion across the school. provides support for students, staff and parents/caregivers in order to enhance the educational experience for students. monitors attendance, behaviour and academic data to identify areas of additional need.

Role	What they do
	<ul style="list-style-type: none"> monitors social and emotional wellbeing of students. monitors and supports students with disabilities. monitors and supports students, staff and parents/caregivers working on Individual Curriculum Plans. provides support to students, staff and parents/caregivers to enable differentiation to support all students.
Leadership Team	<ul style="list-style-type: none"> provides leadership of Student Support Network to promote an inclusive and positive school culture. provides support to students, staff and parents/caregivers to assist with engagement in education. nurtures a sense of belonging in the school. provides social and emotional support for students, staff and parents/caregivers.
Social Worker	<ul style="list-style-type: none"> provides support (groupwork, prevention and early intervention programs) to students and their families who have been referred for support and intervention for mild-moderate mental health needs. provides parent education and coaching. Coordinates, advocates and liaises with external agencies on behalf of students and families.
First Australians Support Committee	<ul style="list-style-type: none"> provides support and advice for students, staff and parents/caregivers to enhance the educational experience for First Australian students.

8. Whole School Approach to Discipline

Everton Park State School uses the multi-tiered system of support (MTSS) for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities, excursions and incursions.

We use an evidence-based framework 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 Everton Park State School, we believe discipline is about more than consequences or punishment. Discipline is a word that reflects our belief 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 development of the Everton Park State School Student Code of Conduct is an opportunity to explain the MTSS framework with parents/caregivers and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations can be used in any environment, including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member.

BEHAVIOUR INCIDENT RESPONSE FLOWCHART

Behaviour incident occurs.
(observed or reported)

Is the behaviour safe and/or manageable?

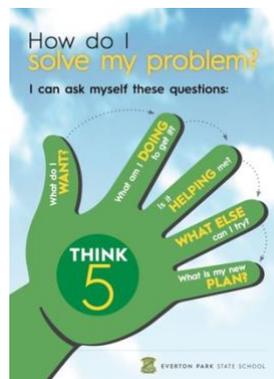
Yes - Conference with student/s involved.

Use universals, including '4C Model for Regulation' and 'Helping Hands'.

No - Move away and call for support.

Is the behaviour safe and/or manageable?	
YES	
Classroom	Playground
<ul style="list-style-type: none"> Essential Skills for Classroom Management (ESCM) 	<ul style="list-style-type: none"> Active supervision
<ul style="list-style-type: none"> 4C Model for Regulation 	<ul style="list-style-type: none"> 4C Model for Regulation
<ul style="list-style-type: none"> Helping Hands 	<ul style="list-style-type: none"> Helping Hands
<ul style="list-style-type: none"> Record on OneSchool as a minor behaviour if necessary and inform classroom teacher and parents/caregivers. 	<ul style="list-style-type: none"> Record on OneSchool as a minor behaviour if necessary and inform classroom teacher and parents/caregivers.

THE 4C MODEL FOR REGULATION



Is the behaviour safe and/or manageable?

NO

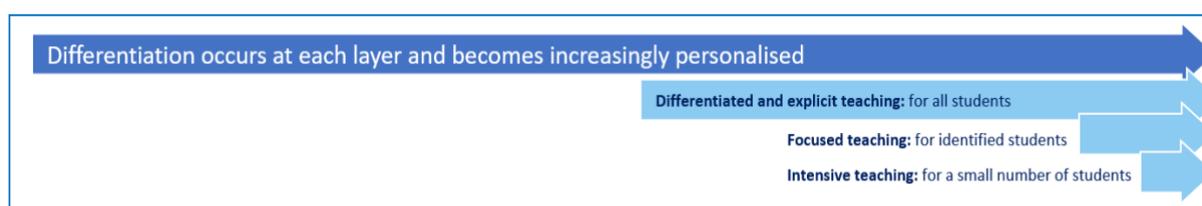
During incident
1. Move yourself and/or other students away.
2. Call for support
3. Maintain active supervision from a safe distance (remove trigger if possible).
4. If possible, conference with student/s involved (Use 4C Model for Regulation and Helping Hands).
5. If conferencing is not possible, reduce language by not engaging in secondary behaviours and maintain active supervision from a safe distance. Adjust tone of voice – focus is on being calm.
6. Hand over situation to Sector Leader/Leadership Team support person.
After incident
7. Work with Sector Leader/Leadership Team support person to determine timeline of actions and outcomes. Sector Leader/Leadership Team support person to inform parents/caregiver/s of incident and consequences. Debrief with class if required.
8. Work with Sector Leader/Leadership Team support person to record the behaviour as a major incident on OneSchool (refer all appropriate staff). If necessary, complete relevant school-based processes (e.g, MyHR report, self-care – seek support if required – at school or via Employee Assistance Program.
9. Review relevant plans for student involved (e.g., Individual Behaviour Support Plan, Supported Play/Eating Plan and/or Risk Management Plan as appropriate) or complete STEP referral. Support student to restore relationships (when appropriate).

Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour statement. For example, in the MTSS 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 our school rules as a basis for developing their behaviour standards. Using this framework, 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 poster 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.

Rules

BE SAFE by keeping hands, feet and objects to yourself; following directions and instructions; thinking first before acting.

BE RESPECTFUL by remaining on task; raising your hand to speak; taking care of yourself and your property; taking care of others and their property; using your manners; making your own choices; accepting the consequences of your choices.

BE AN ACTIVE LEARNER by being organised and ready to work; having a go even when you're unsure; making the most of every opportunity; thinking positively; trying hard when things are tricky; being flexible.

Consequences

- NON-VERBAL REMINDER** (an example may be - teacher may raise their hand to remind student to put their hand up)
- VERBAL REMINDER** (an example may be - teacher may say, 'a reminder it's maths time at the moment')
- REDIRECTION TO LEARNING** (an example may be - teacher may say, 'we are working on our maths at the moment, not talking to our table buddies')
- PROVIDE A CHOICE** (an example may be - teacher may say, 'you can work on your maths at your desk or you can work on your maths at the table closer to me')
- FOLLOW THROUGH** - Time away (teacher may ask student to complete work in another classroom)
- FOLLOW THROUGH** - Parent/caregiver will be contacted regarding child's choices)

Whole school approach – School values

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same six values in place for students, being **Responsibility**, **Respecting**, **Caring**, **Collaborating**, **Achieving** and **Kindness**.

We focus on encouraging students to take responsibility for everything they say and do. We actively teach children to become self-aware, self-managed and to make choices that help them be the person they want to be.

Whole school approach – Kagan Cooperative Learning

Collaborative Learning is a major component of our pedagogy at Everton Park State School. It is one of the most extensively researched educational innovations of all time and one of the most proven approaches to increasing academic achievement, engagement, quality of relationships and psychological health. It produces gains across all content areas, all grade levels, and amongst all types of students including special needs, high achieving, gifted, urban, rural, and all ethnic and racial groups.



Focussed Teaching

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

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

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

- Supervised Play
- Identification of Behaviour of Concern
- Student observations

Identification of behaviour of concern

This questionnaire is completed by staff who have had recent ongoing contact with the student. Information gathered from the questionnaire can be used to help formulate an Individual Behaviour Support Plan (IBSP) to better prevent and manage the challenging behaviours displayed and/or prepare a letter to support a specialist appointment.

The questionnaire –

- identifies the Behaviours of Concern and the frequency of those behaviours;
- defines a broad Category of the Behaviour (Disrespectful, Irresponsible, Unsafe, Not Being a Lifelong Learner, Resilience);
- identifies the purpose of the Behaviour of Concern (what the student is trying to access (get) or avoid (get out of) by choosing the behaviours)

Student observations

Student observations are conducted by a member of the Support Team Everton Park (STEP). An observation will capture information from a 20-30 minute period, that includes the modelled-shared-guided phase of a lesson. The information gathered will be presented in a feedback session with the classroom teacher and can be used to support completion of identification of behaviour of concern, letter to support a specialist appointment and Individual Behaviour Support Plans.

Intensive Teaching

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

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

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

Everton Park State School is committed to educating all students, including those with intensive needs. We recognise that students with complex and challenging behaviours may need comprehensive systems of support that require regular reviews in consultation with parents/caregivers and other relevant specialist staff.

This school-based approach has a referral system in place. Following the initial referral, parents/caregivers are contacted, and any relevant staff members, to form a team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and Support Team Everton Park (STEP).

Students who require intensive teaching will be assigned a staff member, the year level sector leader, who will oversee the coordination of their program or plan, communicate with stakeholders and directly consult with the student. In most cases their behaviour is not regarded as severe, but the frequency of the behaviour may put the child and other students learning and social success at risk.

The following programs have been developed to respond to these needs. These programs increase the student's opportunities to receive positive contact with adults, and allow for the delivery of intensive social skill training and/or adult mentoring. The programs are coordinated by a team that includes the Principal, Deputy Principal, Leadership team, Teachers and the Guidance Officer. All members of the team are involved in continuous professional development to develop the programs and reporting responsibilities.

Students attend their normal classes and activities with appropriate adjustments if required. They have increased daily opportunities to receive positive contact with adults, additional support to check-in/check-out and increased opportunities to receive positive reinforcement. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Students whose behaviour does not improve after participation in intensive teaching, may require specialised intervention.

The Leadership team:

- works with other staff members to develop appropriate behaviour expectations and strategies
- monitors the impact of support for individual students through continuous data collection
- provides consistent strategies and adjustments outlined within the Individual Learning Plan (Individual Behaviour Support Plan {IBSP}) and
- works with the School Administration to achieve continuity and consistency.

Programs or plans that may be implemented include:

- Individual Behaviour Support Plans (IBSP)
- Supported Play Plan (SPP)
- Risk Management Plan (RMP)

Individual Behaviour Support Plans

An Individual Behaviour Support Plan (IBSP) documents the evidence based, proactive and positive behaviour supports implemented by school staff to shape and promote productive student behaviours. They are typically developed as a structured, systemic response to assist students with complex behaviours or unproductive behaviours which are frequent and or intense. The plan will identify a behaviour of concern and document the operational - relationship strategies, curriculum changes and organisational strategies that may assist the student to change the behaviour of concern.

Supported Play Plan

If a child is identified as requiring a Supported Play Plan (SPP), the deputy principal adjusts the playground duty roster to manage this support. The assigned supported play support teacher or teaching assistant attends the play area with the student as an additional support person. Teachers supervising these duties model and encourage students to interact appropriately with their peers.

Risk Management Plans

A Risk Management Plan will be completed for students whose behaviour has been identified as presenting such significant risk to themselves or others:

- that the planned use of restrictive practices is being considered; or
- the principal reasonably believes the individual may pose an unacceptable risk to the safety or wellbeing of members of the school community.

The plan documents the likelihood and impact of the behaviour, the level of risk, and the adjustments in place.

9. Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and/or 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.

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 Everton Park 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/caregivers 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.

Re-entry following suspension

Students who are suspended from Everton Park State School may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/caregiver/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 disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/caregivers 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.

10. School Policies

Everton Park State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment.

Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Working Together to Keep Everton Park state school a Safe Place
- Temporary Removal of Student Property
- Use of Mobile Phones and Other Devices by Students
- Preventing and Responding to Bullying
- Appropriate Use of Social Media

Working Together to Keep Everton Park State School a Safe Place

At Everton Park State School:

- Every student has the right to feel safe and be safe at school.
- No knives are allowed to be taken to school by students.
- There is no reason for a student to have a knife at school, and it is against the law for a student to have a knife at school.

We can work together to keep knives out of school. If a student has a knife at school, they can expect serious consequences, such as fines and possibly jail. Longer jail sentences can be given to young people if someone is injured with a knife during an assault.

What kinds of knives are banned?

- 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. A Curriculum Activity Risk Assessment (CARA) is required to be approved.
- 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 principal or deputy can take action against a student who brings a knife to school.

- If a student has a knife at school, principals can inform the police.
- Possessing a knife at school may result in serious disciplinary consequences for example, a long suspension.
- Staff can search a student's bag and their property at school if they suspect a student has a knife.
- A student may be charged with a criminal offence and may face serious consequences if convicted, including a fine or jail.
- School property such as desks or lockers may be searched if staff suspect that a student has a knife on or in school property.
- If staff suspect the student has a knife in their bag, the bag may be temporarily confiscated until police arrive.
- If the student does have a knife at school, it can be confiscated by the principal and given to the police.

How can parents/caregivers help to keep Everton Park State School safe?

- Make sure your child knows what the laws and rules are about knives.
- Do not include knives or knife tools in children's lunch boxes, pencil cases or craft kits.
- Contact your school principal if you believe your child is being bullied or threatened at school.
- If you want to talk about students and knives at school, please contact administration.

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

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- e-cigarettes, pod vapes, vape pens, box mods or vaporizers
- 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 Everton Park State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents/caregivers (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/caregivers should be called to make such a determination.

Parents/caregivers of students at Everton Park State School:

- ensure your children 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 Everton Park State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the principal or state school staff that the property is available for collection.

Students of Everton Park State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Everton Park State School Code of Conduct
 - is illegal

- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the principal or Everton Park State School staff it is available for collection.

Use of Mobile Devices 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, Everton Park State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents/caregivers, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Everton Park State School to use mobile devices for:

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents/caregivers or experts in relation to school work as directed by the supervising teacher
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
 - be courteous, considerate and respectful of others when using a mobile device
 - switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
 - seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Everton Park State School to use a mobile device to:

- communicate with people outside the school
- use a mobile phone, cellular device or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language

- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions regarding 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 device (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 Information Communication Technologies (ICT) facilities and devices supplied by the school, will be required to act in line with the requirements of the Everton Park State School Student Code of Conduct.

In addition, students and their parents/caregivers 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.

BYO iPad is an optional program that students and parents choose to participate in. Participation in the Program is dependent on a signed Responsible Use of iPad agreement by both students and parents. Students adhere to the rules outlined in the iPad Handbook.

Please Note:

No students are to use iPads before or after school or during lunch times without being directed to do so by a staff member.

iPads are to be locked in classrooms at all times.

No student is to handle another student's iPad.

Confiscation

Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent or caregiver.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents/caregivers will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the principal.

Personal technology device etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if approved devices are brought to school, they must be turned off and school policy followed unless under the direction of a staff member. Personal technology devices are handed into the office before school and collected after the last bell of the day.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Everton Park State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) to disseminate to others (including distribution by phone or internet posting) build a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).

Recording of events in class is not permitted unless express consent is provided by the class teacher.

A school student who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy. Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying¹, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

¹ Education Queensland does not tolerate bullying behaviour at schools. This includes bullying conducted by electronic means.

Students involved in any of the below listed:

- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc.); and/or,
- knowingly being a subject of a recording will be in breach of this policy and may be subject to discipline (including suspension and proposal/recommendation for exclusion).

Text communication

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children), is against the law and if detected by the school will result in a referral to the Queensland Police Service (QPS).

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and/or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should keep the message as evidence and immediately bring the matter to the attention of the Principal or Deputy Principal.

Assumption of cheating

Personal technology devices must not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Recording classroom lessons or activities, parent/caregiver teacher interviews - Special circumstances arrangement

Students who require the use of a personal assistive technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the deputy principal or principal.

Inappropriate behaviour outside of school hours

Students may receive disciplinary consequences for bullying or cyber bullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.



Success with Honour

Everton Park State School

Dear Parents/Caregivers

Permission to have a mobile phone or device at school

It is understood that some students are issued with mobile phones or devices by their parents and caregivers for safety when travelling to and from school. If you require your child to have a mobile phone at school, please sign and return the following permission form, accepting the following policy:

1. All students who bring a mobile phone are required to have a signed permission note from their parent or carer.
2. Mobile phones must be switched off and handed in at the office to be stored securely in the school's strong room.
3. The school accepts no responsibility for loss/damage of valuable items.
4. Under no circumstances are students permitted to access or use the mobile phone during school time (8:45-3:00).
5. Students determined to be in breach of the policy will have their mobile phones held at the office for parent or carer collection at or after 3:00pm.

For safety reasons it is imperative that all contact to students during the school day is done through the office. We ask parents not to call or send messages to students on their mobile phones during the school day.

Kind regards

Kylie Vaughan | **Principal**
Everton Park State School | 35502222
Responsibility | Respect | Caring | Cooperating | Achieving

PERMISSION TO HAVE A MOBILE PHONE OR DEVICE AT SCHOOL

I give permission for my child _____ in class _____ to have a mobile phone or device at school. I understand and accept the policies that are stated above. The mobile device details are:

Make: _____ Model: _____

Parent/caregiver signature _____ Date _____

Deakin Street, Everton Park, QLD 4053
Tel: 07 3550 2222 Fax: 07 3550 2200
Email: info@evertonparkss.eq.edu.au
Website: www.evertonparkss.eq.edu.au

Preventing and Responding to Bullying

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

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

Bullying

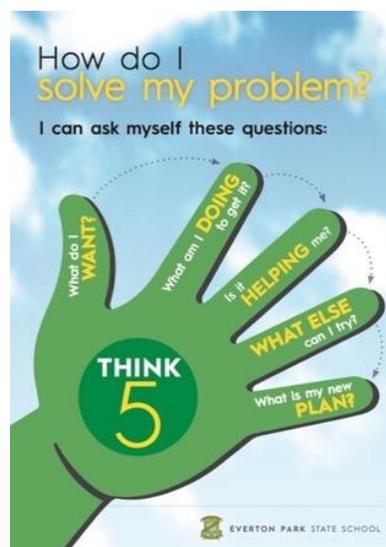
The agreed national definition for Australian schools describes bullying as:

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

Behaviours that **do not** constitute bullying include:

- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

However, these conflicts are still considered serious and need to be addressed and resolved. At Everton Park State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents/caregivers.

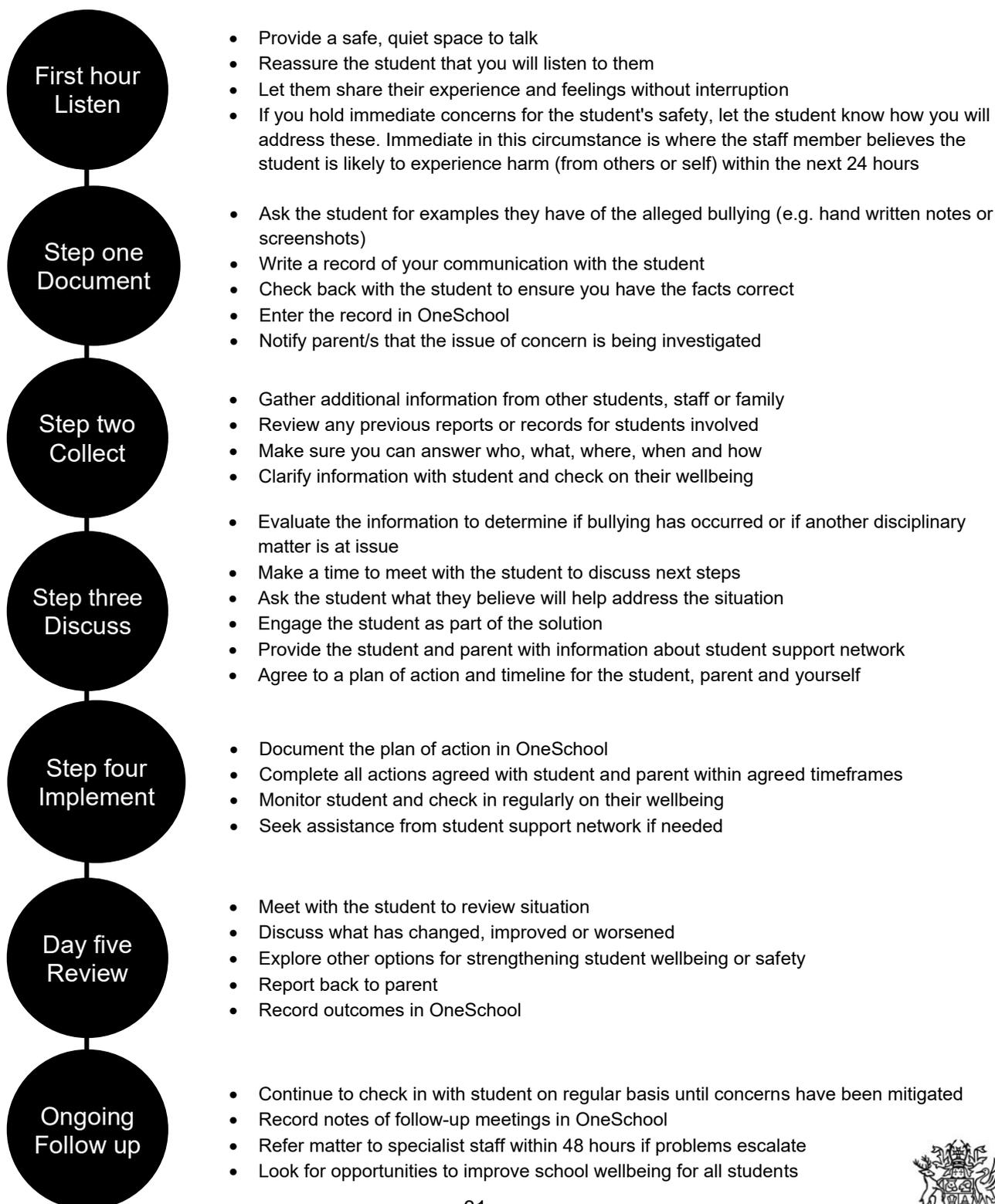


Everton Park State School - Bullying response flowchart for teacher

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

Key contacts for students and parents/caregivers to report bullying:

Prep to Year 6 – Class teacher



Cyberbullying

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

In the first instance, students or parents/caregivers who wish to make a report about cyberbullying should approach the regular class teacher or the sector leader for that year level.

It is important for students, parents/caregivers 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/caregivers 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 Everton Park State School may face in-school disciplinary action, such as 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/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the sector leader or deputy principal.

Everton Park State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

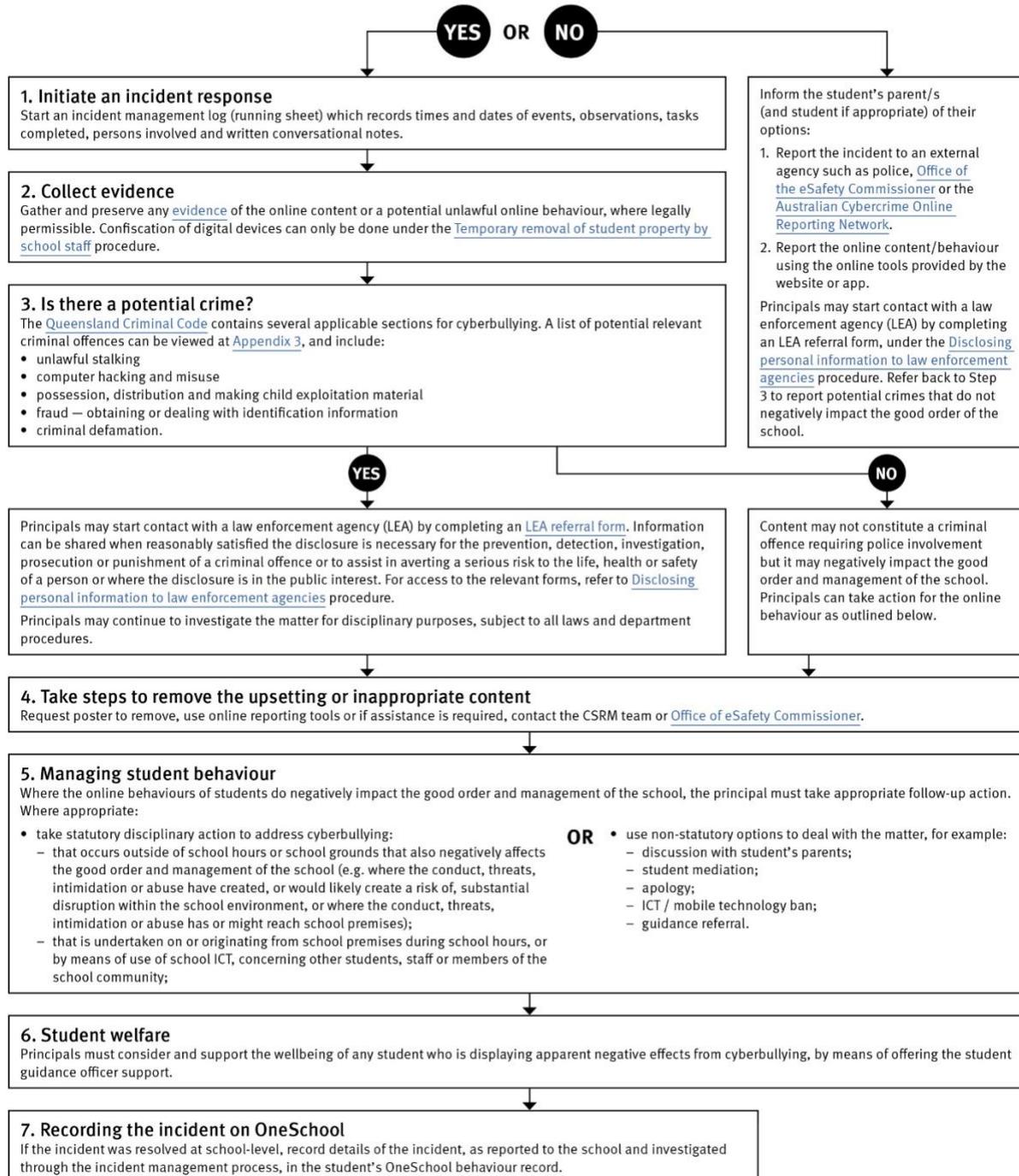
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the 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?



Student intervention and support services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Everton Park State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe consequences such as suspension or exclusion from 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/caregivers 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/caregivers 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/caregivers 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/caregivers of school notices, the department prefers that parents/caregivers 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/caregivers are not. If you are tagging or naming students, consider that other parents/caregivers 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.

11. Restrictive Practices

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

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

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

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

1. Regard to the human rights of those students
2. Safeguards students, staff and others from harm
3. Ensures transparency and accountability
4. Places importance on communication and consultation with parents/caregivers
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.

12. 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 give a consequence/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. Refer also to our 4C model for Regulation:

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.

Appendix 1: Student Dress Code

Everton Park State School Student dress code - Uniform, hair and jewellery

In accordance with section 360 of the Education (General Provisions) Act 2006 (Qld), a principal may develop a student dress code that will apply when students are attending, or representing, the school. When developing a dress code, the principal must ensure it is compliant with guidelines, as described in this procedure.

Dress codes must:

- be developed in consultation with the school community
- be consistent with health and safety considerations
- comply with anti-discrimination legislation
- consider affordability, functionality and durability of uniform items
- provide uniform options, including shorts and pants, in all uniform categories for all students, regardless of gender.

Student dress codes clearly explain and document standards of acceptable dress in relation to clothing worn by students, including headwear, footwear, and other aspects of personal presentation. Student dress codes must incorporate strategies to accommodate the individual needs and circumstances of students and strategies for managing non-complying students.

Wearing of the school uniform has the following benefits:

- it promotes a sense of identity and pride
- children are easily identifiable
- the design affords some measure of sun protection

The Everton Park State School Student dress code stipulates the following standards:

Uniform and hair

All students are required to:

- wear school uniform at all times, unless otherwise stipulated by the principal (such as Free Dress Days) – this includes sporting and cultural activities, excursions, school photos and special assemblies
- wear enclosed shoes/joggers – predominantly black shoes and white socks.
- wear broad brimmed school hats - the 'no hat, no outdoor play' rule is strictly enforced.
- hair colour is to be natural – outlandish coloured hair is not acceptable
- wear appropriate hair ties to ensure hair is out of faces and for safety in the playground and during hands-on learning activities including sport, The Arts, Technologies and Science
- make up and nail polish are not permitted at any time

In addition, all students are required to:

- wear swimming caps and sun protection shirts when participating in swimming activities
- wear a sun safe swimming outfit when participating in swimming activities

Jewellery

The wearing of jewellery is to be kept to a minimum including:

- a watch and plain studs or sleepers in ears
- no other form of jewellery or adornment is to be worn, except for medical, cultural or religious purposes
- for safety reasons students may be asked to remove jewellery for some activities
- no responsibility will be taken should jewellery or other valuables be lost or damaged

- students wearing jewellery of a cultural or religious significance require approval from the principal in writing.

On Free Dress Days, clothing should be of a standard that is deemed safe, appropriate and not likely to cause offence.

Uniform, hair or jewellery breaches

Depending on the circumstances, students in breach of the act may be:

- prevented from attending an activity where they are representing the school
- prevented from participating in an activity where safety is an issue
- required to remove inappropriate clothing or jewellery
- requested to change into school supplied shirts, shorts or jumpers (if available)

Where a child is directed to change into a school supplied uniform and they do not adhere to the direction, consequences can be applied.

Examples of preferred footwear



Appendix 2: Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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