

Cannonvale State School

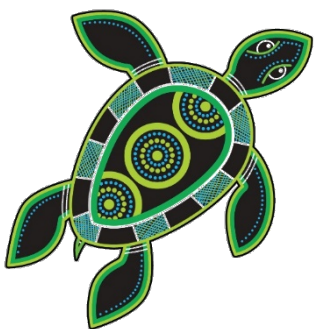


Student Code of Conduct

2024-2027

Equity and Excellence

Realising the potential of every student

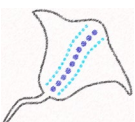


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Contact Information

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Contact Person:	Nicholas Shirley (Principal)

Endorsement

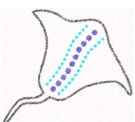
Principal Name:	Nicholas Shirley
Principal Signature:	
Date:	21/05/2024
P/C President and-or School Council Chair Name:	Sabrina Mitchell
P/C President and-or School Council Chair Signature:	
Date:	18/05/2024



Purpose

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

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviour. Shared expectations for student behaviour are clear and transparent, enabling a positive and productive learning environment.



Principal's Forward

Cannonvale State School is a Positive Behaviour for Learning school with four key expectations that guide our philosophy: Be Respectful, Be Friendly, Be a Learner, Be Safe.

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

I thank the students, teachers, parents and other members of the community for the work they have contributed in formulating this Student Code of Conduct. Your feedback during the development process was invaluable. This Code of Conduct will provide a clear explanation of what we expect from students and how we will support them to meet those expectations.

Nicholas Shirley
Principal

P&C Statement of Support

I am proud to support the Student Code of Conduct. This document is a critical tool for assisting parents and caregivers in supporting the students of the school to meet set expectations.

We encourage all parents & caregivers to familiarise themselves with the Cannonvale State School Student Code of Conduct, and to take time to discuss the outlined expectations with their children.

Any parent wishing to discuss the Cannonvale State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact the Principal and/or join the Cannonvale State School P&C Association. It is with your involvement that we can work with school staff to ensure all students are safe, happy and appropriately supported to meet their individual social and learning needs.

Sabrina Mitchell
P&C President



Whole School Approach to Discipline

Positive Behaviour for Learning (PBL) Expectations

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

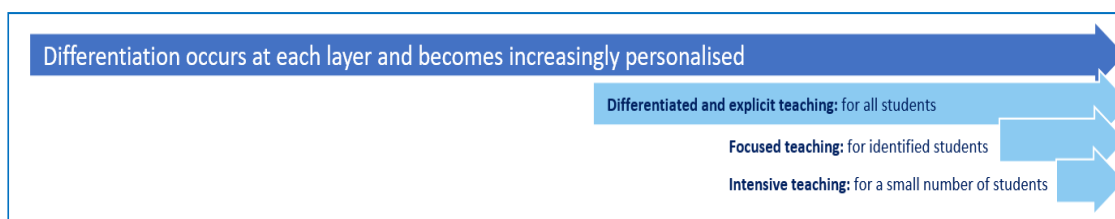
All areas of Cannonvale State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of education programs.

Our school community has identified school expectations to teach and promote our high standards of behaviour. Staff ensure expectations are clear, and provide support to meet these expectations. The language and expectations of PBL can be used in any environment, including the home setting for students. Students achieving their potential is a shared goal of every parent and school staff member.

Differentiated and Explicit Teaching

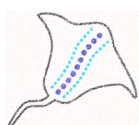
Cannonvale State School provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

There are three main layers to differentiation, as illustrated in the diagram below.

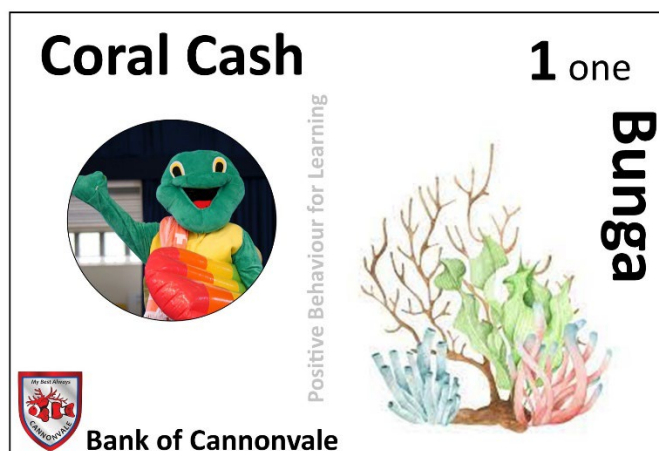


In the PBL framework, Tier 1 is differentiated and explicit teaching for all students. Tier 2 is focussed teaching for identified students. Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised support for students.

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



Teachers use Bunga Bucks to positively reinforce targeted behaviours. Once students achieve a target number of Bunga Bucks, they are able to obtain a reward from a negotiated reward menu.



Encouraging Systems

At Cannonvale State School, we encourage and support appropriate behaviour in all settings. The systems in place are implemented by all staff members, as well as Whitsunday Transit as our school bus service.

Bunga Bucks	Bunga Bucks are awarded to students in all areas of our school. These acknowledge and encourage good behaviour choices through immediate recognition. These are tallied within the classroom and added to a house tally to determine the top house.
Bungaroo Boost	Each week, one student from each year level is presented with a Bungaroo Boost award by a member of the leadership team. This award is worth 10 Bunga Bucks.
Classroom Menus	Each classroom has a menu of rewards or encouragers. The menus are co-constructed with students and are revisited each term. When a certain number of Bunga Bucks have been earned, the student can pick from the reward menu.
Student of the Week	Teachers select a student to receive a certificate at assembly each week. This student is presented with a certificate by the principal, and receive school wide acknowledge for their great work.
Positive Postcards	Staff write postcards and send to families via Australia Post.
House Spirit Cup	This cup combines events throughout the year, including Bunga Bucks totals for each house. The winning house will be awarded the cup which will proudly display the house name and colour for the following year.



MY BEST ALWAYS

Be Respectful

- I am respectful and accepting of others
- I will do what I am told to do when I am told to do it
- I will speak respectfully and use manners at all times
- I respect all people, all property and the environment
- I value the rights of others in teaching and learning time
- I am cooperative and considerate

Be a Learner

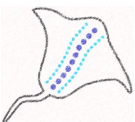
- I am ready to learn every day
- I listen to others and follow instructions quickly
- I always participate and try new activities
- I move around the school quickly and quietly
- I use the toilet at the correct time.

Be Friendly

- I use my manners and friendly words at all times
- I share with others and take turns
- I include and encourage others
- I celebrate the success of others
- I consider how my actions and words can affect others

Be Safe

- I keep myself safe by following directions and school expectations
- I am mindful of other people's personal space by keeping my hands and feet to myself
- I use all equipment appropriately



Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching.

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.

Each week, a whole school behaviour focus is selected from the school matrix using data recorded on OneSchool. The students are explicitly taught expected behaviours, and these are revisited throughout the week across all settings.

Intensive Teaching / Complex Case Management

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, to develop mastery of basic behavioural concepts, skills and knowledge. Decisions about the approach will be made based on data collected, following consultation with the student's family e.g., check in / check out, individual reward charts.

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment and support plans and multi-agency collaboration may be provided to support the student.

Functional Behaviour Assessment (FBA) should include strategies to:

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

The FBA identifies unique strategies to help the student achieve success, and is recorded on a School Engagement Plan (SEP).



Disciplinary Consequences

Consideration of Individual Circumstances

Natural Justice is the right to be made aware of, and respond to, information which will be used in the course of a decision that will negatively affect the person. The student who might be adversely affected by a decision is given a 'fair hearing' before the decision is made. Generally, a fair hearing involves disclosure of the information used to make any disciplinary decision, a reasonable opportunity to respond and impartiality.

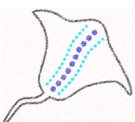
Each situation needs to be dealt with and given due consideration. Staff at Cannonvale State School take into account students' individual circumstances when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

Individual circumstances that are considered include:

- religious and cultural beliefs
- learning and/or impairment needs
- previous behaviour record
- severity of the incident
- amount of reliable evidence
- degree of provocation
- intent of the action
- honesty and perceived level of remorse

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.

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



Minor and Major Behaviours

When responding to behaviour, the staff member first determines if the behaviour is minor or major, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the Student Engagement Officer.

Minor behaviours are those that:

- are minor breaches of the school expectations
- do not seriously harm others
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviour
- do not require the involvement of the Student Engagement Officer or leadership team

Minor behaviours may result in a re-direction or a minor consequence, logically connected to the problem behaviour.

Major behaviours are those that:

- significantly violate the rights of others
- put others/self at risk of harm
- require the involvement of the Student Engagement Officer and/or leadership team

Major behaviours result in an immediate referral to the Student Engagement Officer because of their seriousness.

Differentiated and Explicit Teaching

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

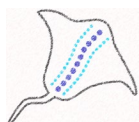
The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Teachers utilise the Essential Skills for Classroom Management (ESCM) to respond to low-level or minor problem behaviours.



Essential Skill	Description
1. Establishing expectations	Making rules
2. Giving instructions	Telling students what to do
3. Waiting and scanning	Stopping to assess what is happening
4. Cueing with parallel acknowledgment	Praising a particular student to prompt others
5. Body language encouraging	Smiling, nodding, gesturing and moving near
6. Descriptive encouraging	Praise describing behaviour
7. Selective attending	Not obviously reacting to some bad behaviour
8. Redirecting to the learning	Prompting on-task behaviour
9. Giving a choice	Describing the student's options and likely consequences of their behaviour
10. Following through	Doing what you said you would

Some students will need additional support, time and opportunities to practise expected behaviours. The teacher may use some of the following responses:

- Class incentives (e.g. Bunga Bucks, rewards menu)
- Individual positive reinforcement for appropriate behaviour
- Reminders of incentives or class goals
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Break down tasks into smaller chunks
- Reduce verbal language
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what the next step is, who can help me?")
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Pre-correction (e.g. "Remember, walk quietly to your seat").
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Private discussion with student about expected behaviour
- Redirection
- Warning of more serious consequences (e.g. removal from the classroom)
- Detention (class teacher)
- Revised seating plan and relocation of student/s.



A continued pattern of low-level behaviour can interfere with the teaching and learning

Consequences Flow Chart

Minor Behaviours



STEP 1

Friendly reminder: Rule reminder, prompt, redirect, reteach (teacher interventions ESCM's)

If behaviour continues.....

STEP 2

1st Warning

STEP 3

2nd Warning

STEP 4

Time out: in class / play (teacher actions—change/correctional strategies)

- Restorative chat.
- OneSchool recorded and parent contacted.

STEP 5

Make up time / missed work

STEP 6

If behaviour continues, call Student Engagement Officer.



Focussed Teaching

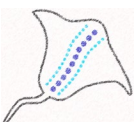
For a small number of students, a high level of differentiated support is required to enable them to meet the behavioural expectations. The class teacher is supported by other staff to address in-class problem behaviour. This may include:

- Social story
- Individual reward system
- Targeted skills teaching in small group
- Individual playtime timetable
- Morning or after play check-in with staff
- Check-in / Check-Out strategy
- Sensory profiling to inform Personalised Learning
- Functional Behaviour Assessment and Risk Assessment
- Individual student behaviour support strategies (e.g. Student Engagement Plan)
- Classroom Behaviour Profile
- Detention (class teacher or Student Engagement Officer)
- Referral to Student Services Meeting
- Stakeholder meeting with parents
- Support from Chaplain or Guidance Officer

Intensive Teaching

A very small number of students may require increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. This may include:

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



School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland State School, applied by the Principal as a consequence to address 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 Cannonvale State School, the use of any SDA is considered a very serious decision. Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

Re-entry following suspension

Students who are suspended attend a re-entry meeting on the day of their scheduled return to school with their parent/carer. It is not a time to review 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 to set the student up for future success and strengthen home-school communication. Re-entry meetings are short, taking less than 10 minutes.

Possible re-entry agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Discuss strategies and supports to help the student for future success
- Thank student and parent/s for attending



School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school. The **Temporary removal of student property by school staff procedure** outlines the processes, conditions and responsibilities for state schools,

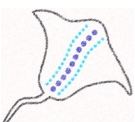
In determining what constitutes a reasonable time to retain student property, the school staff will consider:

- 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.

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 Cannonvale 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 and medication (including cigarettes/tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).
- Vapes



Responsibilities regarding student property

Staff at Cannonvale State School:

- do not require the student's consent to search school property such as desks or laptops
- may seize a student's bag where there is suspicion that the student has a dangerous item 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. There may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Cannonvale State School

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Cannonvale 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 school staff that the property is available for collection.

Students of Cannonvale 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 Cannonvale 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 school staff it is available for collection



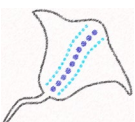
Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Students who bring personal technology devices to school must sign them in to the office before school each day. These devices can be collected on the student's departure from school. If a student needs to access a technology device for learning purposes, these will be provided by the school.

While using ICT facilities and devices supplied by the school, students will be required to act in line with the requirements of the Cannonvale State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.



Preventing and Responding to 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 occurring
- happening in person or online, via various digital platforms and devices and it can be obvious (overt) or hidden (covert).
- having immediate, medium and long-term effects on those involved, including bystanders.

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

- mutual arguments and disagreements
- 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 will be addressed.

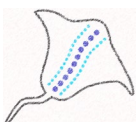
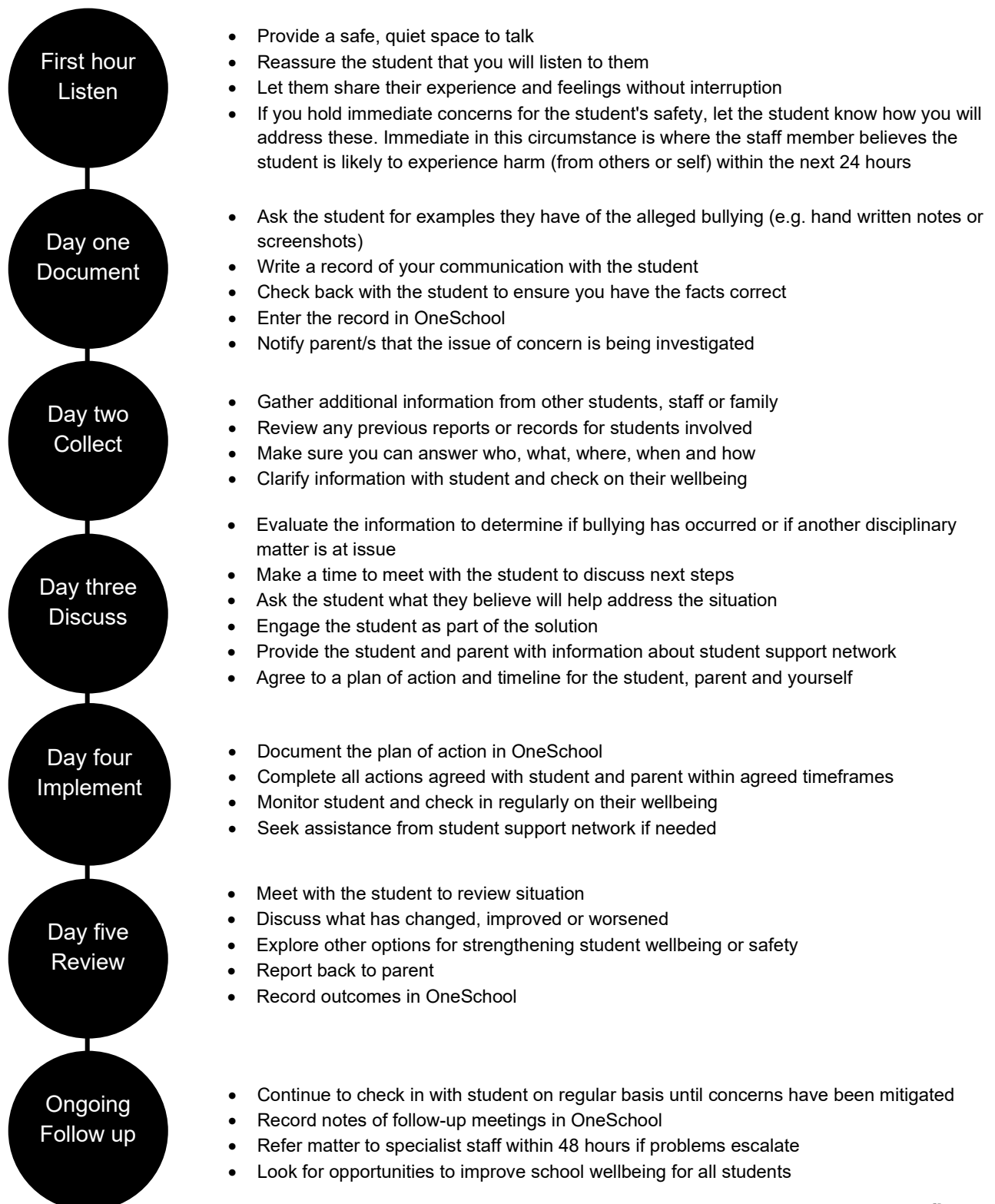


Key contacts for students and parents to report bullying:

- **Class teacher**
- **Principal**



The following flowchart explains the actions Cannonvale State School teachers 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 unique circumstances and risk associated with each situation.



Cyberbullying

Cyberbullying is treated with the same level of seriousness as in-person bullying. In the first instance, students or parents who wish to make a report about cyberbullying should approach the class teacher.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.



*Cannonvale 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](#).

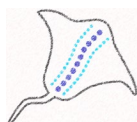
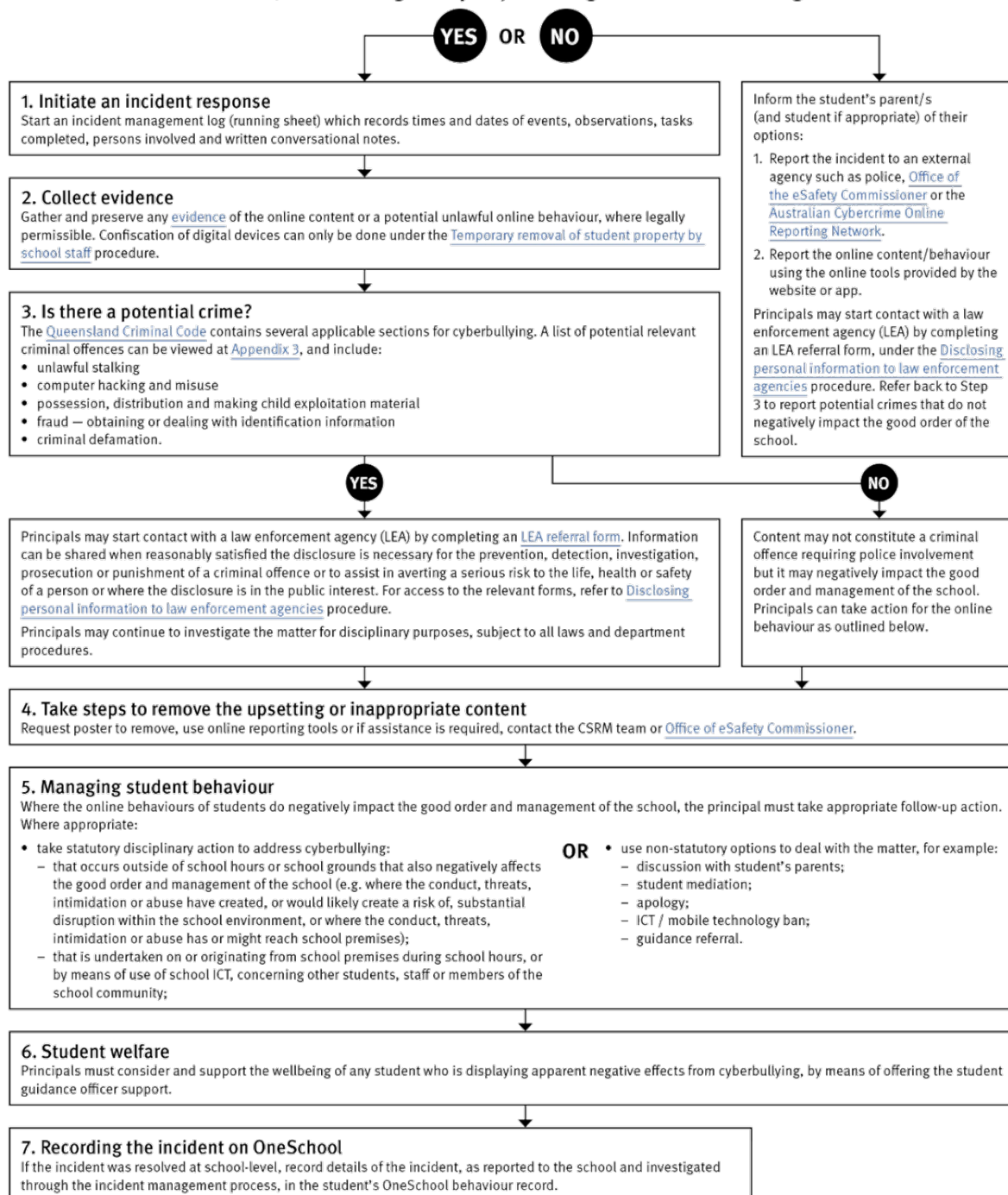
Explicit images

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?**



Cybersafety and Reputation Management (CRM)

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

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



Student Intervention and Support Services

Cannonvale State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying. Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school.

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. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

Appropriate use of social media

The internet, mobile phones and social media provide positive platforms for sharing ideas, but 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. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

The legal age for having a social media account such as Snap Chat, Tik Tok, Facebook is at least 13 years old.



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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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). Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

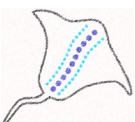
What about other people's privacy?

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

What if I encounter problem content?

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

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



Restrictive Practices

At Cannonvale State School, staff may need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. Most instances can be de-escalated and resolved quickly by using 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 as a disciplinary measure.

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

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

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

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

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

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



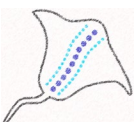
Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action. The aim in these situations is to bring the behaviour of the student under rapid and safe control. It is not a time to try and to punish or discipline the student; it is a crisis management period only.

Staff follow the documented plan for any student involved in regular critical incidents.

For unexpected critical incidents, staff use basic defusing techniques:

- 1. Avoid escalating the problem behaviour.**
- 2. Maintain calmness, respect and detachment.**
- 3. Approach the student in a non-threatening manner.**
- 4. Follow through and remind them of the expected school behaviour.**
- 5. Identify consequences of unacceptable behaviour.**
- 6. Debrief.**



Conclusion

'My Best Always'

At Cannonvale State School, we believe in the right of every student to feel safe, supported and happy. We are committed to providing our students with a nurturing, structured environment in which they can learn and grow into respectful, caring and ethical community citizens. As the saying goes, 'To err is human', and mistakes are an inevitable part of the childhood journey as young minds explore their world and discover their role within it. However, we do not consider mistakes as failures, but rather valuable opportunities to learn and become better. This is the foundation of success – to continue to strive for excellence and consistently reach for the best within. We believe that each student has unique potential and pride ourselves on motivating children to be the best version of themselves with diligence, care and compassion. Working together with parents / caregivers and the community at large, we cast a wide net of support around our children and inspire them to model excellent behaviour not just at school, but everywhere they venture in life.

Cannonvale State School is a Great School!



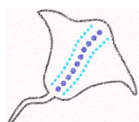
Appredices

Appendix 1 - Student Services

At Cannonvale State School, all staff work together to ensure our school has an inclusive, nurturing environment. Teachers monitor and support the social, emotional and physical wellbeing of each student in their class. The staff members below support teachers and students as needed.

Role	What they do
Student Services Committee (includes the leadership team, curriculum adjustment teachers, GO, S.E.O., AVT and Chaplain)	<ul style="list-style-type: none"> Meet weekly to support teachers to meet the needs of students
Curriculum Adjustment Teachers	<ul style="list-style-type: none"> Work closely with teachers to meet the needs of students. Monitor attendance, behaviour and academic data. Meet with teachers and parents, or other external health providers, as needed
Student Engagement Officer	<ul style="list-style-type: none"> Leads the implementation of Positive Behaviour for Learning (PBL) Works collaboratively with staff to implement proactive strategies that effectively support teaching and learning. Regularly check in with students and their teachers. Works collaboratively to improve learning outcomes, student achievement and attendance. Work with students and their families in cases of school refusal. Works with leadership team member, teacher, curriculum adjustment teacher and parent to create Student Engagement Plans if required.
Guidance Officer	<ul style="list-style-type: none"> Works with parents, teachers, or other external providers via requests from Principal or Student Services Committee
Chaplain	<ul style="list-style-type: none"> Works with students via requests from Principal or Student Services Committee
School Nurse	<ul style="list-style-type: none"> Works with parents and staff to create Individual Health Plans and Emergency Health Plans via referral Provides professional development for staff

In addition to the above mentioned roles, there are regional advisors who support schools including PEO Student Services, Principal Advisor Student Protection, Principal Advisor Autism, Mental Health Coach and Senior Guidance Officers.



Appendix 2 - Legislation and Delegations

Legislation

This section includes 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](#)
- [Disability Standards 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 \(Cwth\)](#)

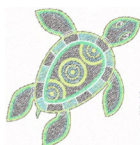
Delegations

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](#)



Appendix 3 - Related Procedures and Guidelines

These are related procedures or guidelines which school staff use to inform decisions and actions around matters associated with students wellbeing, behaviour and learning.

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices
- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

Appendix 4 - Resources

- [Australian Professional Standards for Teachers](#)
- [Behaviour Foundations professional development package](#) (school employees only)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parent and community engagement framework](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

