Inspiring Minds, Brighter Futures

Collingwood Park State Secondary College

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

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Principal Name: Ben Jack	
Principal Signature:	
Date: 4/9/2024	

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

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Purpose

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

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

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

Principal's Foreword

Collingwood Park State Secondary College is committed to providing a caring, safe, supportive, and disciplined learning environment where all of its members are valued, and where social and academic learning outcomes are maximised through quality and engaged teaching, positive relationships and a highly developed curriculum.

The school recognises the close relationship between effective teaching, quality learning, high achievement, and responsible and respectful behaviour. Collingwood Park SSC is committed to:

- Delivering the highest quality curriculum, teaching, learning and assessment practices.
- Providing a whole school approach to achieve high standards in literacy and numeracy for all students.
- Providing a safe and caring environment where all students and staff learn about and value our positive and nurturing learning culture within the school.
- Maintaining a school climate where high standards of behaviour, performance and participation, are the foundation for students to achieve their potential.
- Embedding our 4 core values into everyday student life: Perseverance, Achievement, Respect, and Kindness, known as our PARK values.

The Student Code of Conduct provides a framework for teaching responsible and respectful behaviour. It affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It affirms that parents have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner. The Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank those involved for their contribution to the Collingwood Park State Secondary College Code of Conduct. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Ben Jack
Principal

Learning and Behaviour Statement

All areas of Collingwood Park State Secondary College 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 academic education programs. Our school-wide framework for managing behaviour is based on preventative, differentiated model grounded in practical strategies.

The Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviours and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are clear to everyone, assisting Collingwood Park State Secondary College to create and maintain a positive and productive learning and teaching environment. This ensures all school community members have clear and consistent expectations and understandings of their role in the educational process. For this reason, all policies and procedures in this Student Code of Conduct aim to build and strengthen relationships between all members of the school community (students, parents, staff and other local community stakeholders).

Student behaviour is guided by our school vision. The school vision and values assist us 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. Our teaching and learning environment at Collingwood Park State Secondary College is underpinned by the following values of: Perseverance, Achievement, Respect and Kindness.

Our school motto inspires our daily work: Inspiring minds, brighter futures. We believe every student will succeed through high levels of teacher efficacy, high expectations, high student engagement, and a sense of belonging to maximising learning. We fundamentally believe our students do have bright futures, and will be presented with opportunity. The college not only provides high quality, engaging education, and instilling values to nurture well rounded students, but inspiring students to become the best versions of themselves, who will be ready to make a positive impact on the world. Our motto encapsulates the aspiration to motivate and drive positive change, growth, and progress in various aspects of student life.

Student Wellbeing

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

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

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding personal and social capabilities (self-awareness, self-management, social awareness and social management) in the implementation of the P–12 curriculum, assessment and reporting framework.

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Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Collingwood Park State Secondary College, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

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

Drug education and intervention
Collingwood Park State Secondary College implements drug intervention measures for students involved in drug related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider
community.

Specialised health needs
Collingwood Park State Secondary College works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.
This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Collingwood Park State Secondary College requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms. For students with a long-term health condition requiring medication, parents need to provide the school with a Request to administer medication at school form signed by the prescribing health practitioner.

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

Suicide prevention
Collingwood Park State Secondary College staff who notice suicide warning signs in a student should seek help immediately from the school Guidance Officer, Senior Guidance Officer or other appropriate staff. When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of the student in the first instance, and where necessary provide first aid. In all other situations, Collingwood Park State Secondary College staff follow suicide intervention and prevention advice by ensuring:

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

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Suicide postvention
In the case of a suicide of a student that has not occurred on school grounds Collingwood Park State Secondary College enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Collingwood Park State Secondary College staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Support Network

Collingwood Park State Secondary College is proud to have a student services 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 school staff member at Collingwood Park State Secondary College 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 services team.

Students at Collingwood Park State Secondary College are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents/Carers
- Teachers
- Support Staff
- Heads of Department
- Head of Department-Student Engagement
- Youth Support Coordinators
- Social Worker
- Administration Staff
- Guidance Officer
- Senior Guidance Officer
- Community Education Counsellor
- Community Liaison Officer
- School Based Youth Health Nurse.

External support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council
- Neighbourhood Centre

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Whole School Approach to Discipline

Collingwood Park State Secondary College has a multi-tiered system of support for discipline in the school informed by the principles of Positive Behaviour for Learning, however is referred to as PE4L, Positive Engagment for Learning. A whole-school approach is then used in all classrooms and programs offered through the school, including sporting activities and excursions.

PBL (PE4L) is an evidence-based framework used to:

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

At Collingwood Park State Secondary College we believe discipline is about acknowledging appropriate behaviour, and correcting inappropriate behaviour with appropriate consequences. This approach reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff make their expectations clear, provide supportive instruction about how to meet these expectations and use behavioural incidents as opportunities for learning.

Our plan respects the rights and responsibilities of all members of our school community and outlines their role in the educational process whilst ensuring consistency and fairness for all. The development of the Collingwood Park State Secondary College Code of Conduct is an opportunity to explain the PBL blended framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL can be used in any environment including the home setting for students. Doing everything we can do to set students up for success is a shared goal of every parent and school staff member. We refer to our behaviour/engagement framework as our **Positive Engagement for Learning Framework.**

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with a member of the school's administration team.

The following document outlines Collingwood Park State Secondary College's community Rights and Responsibilities.

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RIGHTS	RESPONSIBILITIES
All members of our school community have the right to: • Be respected and recognised as an individual. • Be treated with fairness, courtesy and respect. • Work in a clean, safe and respectful environment. • Be guided and supported through opportunities to improve their skills, abilities and experiences. • Feel safe, respected, healthy and valued. • Be proud of their individual and collective achievements. • Have personal property respected by others.	***All members of our school community are expected to:*** • Value difference and diversity, recognising the unique attributes, skills and abilities of others. • Treat others with fairness, courtesy and respect. • Demonstrate personal actions that contribute to a clean, safe, respectful and responsible school environment. • Participate fully in all learning opportunities and strive to develop their skills, abilities and positive behaviours. • Act in a safe, non-threatening and non-violent manner. • Respect the property of others and the school. • Follow all school policies and procedures.
STUDENTS	
Students have the right to: • Receive high quality teaching and learning. • Learn without disruption. • Be informed about their progress and receive constructive feedback to improve their skills, abilities and behaviours. • Respectfully raise concerns in an appropriate forum and at an appropriate time.	***Students are expected to:*** • Attend school every day and participate fully in their educational program. • Respect all staff by following directions. • Show initiative and take ownership for their own learning and behaviour. • Participate in a manner that respects the rights of others to learn and teach. • Behave and dress in a way that displays pride in their appearance, uniform and shows respect for themselves and their school. • Seek and act on feedback to continually improve their skills, abilities and behaviours.
PARENTS/CAREGIVERS	
Parents/caregivers have the right to: • Expect quality education for their student(s). • Be informed about their student's social and academic progress at school. • Be notified of absences from school. • Expect that their student will have the opportunity to participate fully in their educational program. • Be informed of any educational or behavioural difficulties. • Be afforded the opportunity to engage appropriately in their student's education and decision making. • Raise school related concerns in an appropriate manner with administration.	***Parents/caregivers are expected to:*** • Monitor and commit to their student's academic and social performance, growth and development. • Ensure that their student attends on every school day; provide a note/telephone call to explain each absence and provide medical certification for missed assessment. • Ensure that their student brings appropriate materials required for learning. • Actively participate in their student's education and learning, working collaboratively with the school to achieve the best outcomes for their student. • Initiate and maintain constructive communication and relationships with school staff regarding their student's learning and wellbeing behaviours.
STAFF	
Staff have the right to: • Provide quality education in a safe, supportive and respected environment. • Be supported to develop their personal and professional skills and abilities. • Feel valued and supported as a professional within the school community. • Cooperation and support from students and parents/caregivers.	***Staff are expected to:*** • Ensure high quality organisation and planning to provide relevant and challenging educational opportunities and programs to students that align with the school's pedagogical framework. • Assess, report constructively and provide feedback on student learning. • Create and maintain safe, supportive and respectful learning environments. • Foster positive and productive relationships with students, families and communities. • Commit to professional growth and development whilst supporting other staff with their learning. • Model professional behaviour and attire at all times. • Adopt school wide practices to promote consistency across the school.

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Positive Engagement for Learning (PE4L) Expectations Matrix

COLLINGWOOD	All Settings	Learning Environment	School Grounds	Community
P Perseverance	• Continuously strive to do your best. • Adapt to changes and challenges. • Manage time effectively. • Bounce back from setbacks.	• Engage actively in class discussions and activities. • Maintain focus and concentration. • Set academic goals and work towards them. • Seek help when needed.	• Adhere to school rules. • Demonstrate leadership by motivating peers. • Resolve conflicts constructively. • Show resilience in extracurricular commitments.	• Represent the school positively in the community. • Stay informed and involved in community issues. • Build and maintain positive relationships with community members.
A Achievement	• Set personal goals and work diligently to achieve them. • Celebrate and recognise the achievements of others. • Take pride in your work. • Continuously improve and seek opportunities for growth.	• Aim for academic excellence. • Complete assessment with dedication and quality. • Participate in extracurricular academic activities. • Continuously seek ways to improve academic performance.	• Participate actively in school activities and events. • Take on leadership roles. • Recognise and celebrate school achievements.	• Achieve a positive impact through community involvement. • Strive for excellence in community projects and initiatives.
R Respect	• Treat everyone with courtesy and politeness. • Respect the personal space and property of others. • Honour the rules and policies of the school.	• Show respect to teachers, classmates, and the learning process. • Respect differing opinions and viewpoints. • Take care of classroom materials and resources. • Arrive on time and be prepared for class.	• Show respect to all school staff and fellow students. • Respect the school property and facilities. • Follow the school's dress code and behavioural expectations. • Use polite language and gestures.	• Show respect to all community members and their property. • Participate respectfully in community events.
K Kindness	• Show empathy and support to peers and staff. • Offer help to those in need. • Be inclusive and welcoming to everyone. • Use kind words and actions in all interactions.	• Encourage and motivate classmates. • Celebrate the successes of peers. • Be patient and understanding with others' learning processes. • Share knowledge and resources with others.	• Help maintain a clean and safe school environment. • Be friendly and approachable to everyone. • Support and include new students and visitors. • Be mindful of others' feelings and well-being.	• Engage in acts of kindness within the community. • Volunteer for community service projects. • Be a positive role model for others. • Show compassion and support for community members in need.
WAY				

To support the Expectations Matrix, key processes are implemented to teach, reinforce and manage student behaviour on an ongoing basis. The intent of the key processes is to ensure that students are provided a transparent and consistent approach to the management of their behaviour within the classroom and school community. These processes include:

Effort and Engagement Matrix

COLLINGWOOD	A – Very High	B – High	C – Satisfactory	D – Needs Attention	E - Unacceptable
	EFFORT				
P Perseverance	• Always goes above and beyond • Seeks out challenges and overcomes them with unwavering determination • Never gives up	• Consistently works hard • Faces challenges head-on • Rarely gives up	• Puts in consistent effort • Sometimes needs encouragement to overcome difficulties	• Often gives up when faced with challenges • Requires frequent encouragement	• Frequently gives up • Avoids challenges • Lacks determination
A Achievement	• Consistently meets learning goal • Consistently works to the best of their ability	• Regularly meets and often exceeds learning goals • shows commitment to their learning	• Meets most learning goals • Shows adequate commitment to their learning	• Frequently falls short of learning goals • Displays an inconsistent performance	• Rarely meets learning goals • Displays poor performance and initiative
	ENGAGEMENT				
R Respect	• Always treats others with the highest level of respect • Actively listens • Shows empathy and understanding	• Consistently shows respect and understanding towards others • Listens well	• Generally respectful • Sometimes needs reminders about empathy	• Occasionally disrespectful • Needs frequent reminders about listening and empathy	• Often disrespectful • Shows lack of empathy and understanding
K Kindness	• Goes out of their way to help others • Shows exceptional compassion and generosity	• Consistently kind and considerate • Helps others regularly	• Usually kind and considerate • Helps others when asked.	• Sometimes inconsiderate or unkind • Needs reminders to show kindness.	• Frequently unkind or inconsiderate • Rarely helps others
WAY					

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The Universals

Universal behaviours outline to students how to act aapprorpriatley when:

Entering and exiting the classroom

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CPSSC Routines

Entry – Welcome Everyone!
Arrive on time for class
Have your materials out ready and place bags in the bag rack
Line up in two straight lines, greet your teacher and enter the room quietly
Stand behind your chair until instructed to sit
Open QLearn and read the Learning Intention and Success Criteria
Begin your Warm-Up Activity
Exit – Have a Great Day
Assess yourself against the Success Criteria
Complete the Exit Activity
Ensure your area is neat and tidy
Stand behind your chair and wait to be dismissed
Say farewell to your teacher

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Engagement Process for Students

Continuum	Expectations	Outcomes
Driving / Investing / Participating / Withdrawing / Avoiding / Disrupting	**I'm engaged in the learning,** displaying: Perseverance Achievement Respect Kindness **I'm following the CP Way**	**My teacher will:** • Acknowledge and encourage my engagement • Award Merit Points • Send CPSSC Postcard home • Phone home
	Level 1	
	I've chosen not to engage in learning and **I'm** at risk of escalating my disengagements that prevent learning for myself and/or others OR **I'm** demonstrating inappropriate disengagement within the school grounds withdrawing from the CP Way.	**My teacher will:** • Warn me that I'm displaying Level 1 disengagement • The teacher will redirect my engagement to the learning (using ESCMs) • I'll be given a **Re-engagement Card** • I will reflect on my engagement OR **My teacher** will discuss the **CPSSC *all settings*** engagement expectations with me.
	Level 2	

	Despite intervention **I've** chosen not to engage in learning.
	
	I've chosen to escalate my disengagement so that **I'm** disrupting another student's right to learn.
		My teacher will:
		• Warn me that I'm displaying Level 2 disengagement
		• My teacher will address my disengagement in line with the Student Code of Conduct by:
		  • Issuing a detention and/or
		  • Directing me to a buddy class with work
		  • Calling my parent/guardian
		
		My disengagement will be referred to the Curriculum HOD who will address my engagement by:
		• Phone call home
		• Lunch Detention and/or
		• Afterschool Detention
		• Referral for escalation to DP

	Level 3	
	I have chosen not to improve my engagement after two consecutive Buddy Class referrals.	**My engagement** will be referred to the Curriculum HOD who will address my engagement by: • Referral to HOD • Other consequences outlined in the CPSSC Student Code of Conduct.
	Level 4	
	I've chosen to refuse to go to buddy class as directed **I've chosen to disrupt another student's right to learn in buddy class** OR **I've chosen to disengage which is considered a major breach of CPSSC Student Code of Conduct** e.g., Physical misconduct, Deliberate verbal misbehaviour directed at teacher, Issues involving safety, etc. as per the **CPSSC Student Code of Conduct**	

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Engagement Process for Teachers

Continuum	Expectations	Outcomes	Teacher Actions / Referral Process
Driving / Investing	**I'm engaged in the learning**, displaying: Perseverance Achievement Respect Kindness **I'm following the CP Way**	**My teacher will:** • Acknowledge and encourage my engagement • Award Merit Points • Send CPSSC Postcard home • Phone home	**Student on Task:** • Establishing expectations • Body language encouraging • Descriptive encouraging • Language of acknowledgement **Positive Engagement Process:** • Positive process – HP Cup Points, Postcards, Verbal acknowledgement, One School Positive Behaviour Record
			Level 1
Participating / Withdrawing	**I've chosen** not to engage in learning and **I'm** at risk of escalating my disengagement that prevents learning for myself and/or others **OR** **I'm** demonstrating inappropriate disengagement within the school grounds withdrawing from the CP Way.	**My teacher will:** • Warn me that I'm displaying Level 1 disengagement • The teacher will redirect my engagement to the learning (using ESCMs) • I'll be given a **Re-engagement Card** • I will reflect on my engagement **OR** **My teacher** will discuss the **CPSSC** ***all settings*** engagement expectations with me	**Student off task/not engaged:** **Strategies to Manage Engagement:** • Reinforcing expectations • Giving instructions • Proximity • Pause in talk • Curriculum refocuses • Verbal redirection to the learning • Expectations clarified (curriculum) • Waiting and scanning (giving take up time) • Cueing with parallel acknowledgement • Selective attending • Individual close talk • Indicate a post lesson discussion • Call students name • Redirecting to the Learning • Giving a choice **Time Out and Restorative Chat (Student engages in the process)**
			Level 2
Withdrawing / Avoiding	Despite intervention **I've** chosen not to engage in learning.	**My teacher will:** • Warn me that I'm displaying Level 2 disengagement • My teacher will address my engagement in line with the Student Code of Conduct by: * Issuing a detention and/or * Directing me to a buddy class with work * Calling my parent/guardian	**Student not engaged/escalating post Time Out:** • Following through • Detention Issued OR Direction to Buddy Class **Referral Process:** Option #1 Detention by teacher: • Time and location of detention verbally stated • Teacher supervises detention • Non-completed/missed work completed on detention under teacher supervision • OneSchool (minor) behaviour incident with parent contact for repeated detention • Detention completed – next lesson student engagement resets • Detention not completed – OneSchool referral to curriculum HOD – HOD may issue Lunch Detention. Next lesson next lesson student engagement resets
	I've chosen to escalate my disengagement so that **I'm** disrupting another student's right to learn.	**My engagement will** be referred to the Curriculum HOD who will address my engagement by: • Phone call home • Lunch Detention and/or • Afterschool Detention • Referral for escalation to DP	Option #2 Buddy Class Referral: • Buddy Class Referral form completed • OneSchool entry completed, parents contacted, **contact entry is referred to HOD for awareness/support** • Student sent with curriculum work to complete and their school bag • Student attends buddy class – teacher reconnects next lesson by reinforcing expectations with a positive focus • Failure to attend Buddy Class will trigger a **Level 4 Outcome**
			Level 3
Disrupting	**I have** chosen not to improve my engagement after two consecutive Buddy Class referrals.	• Referral to HOD • Other consequences outlined in the CPSSC Student Code of Conduct.	Two Consecutive Buddy Referrals in same subject: • Referral to HOD via OneSchool, parent contacted by teacher • HOD scans wider disengagement of student • HOD contacts parent if wider issues exist or buddy referrals continue. • HOD closes feedback loop to teacher.
			Level 4
	I've chosen to refuse to go to buddy class as directed **I've** chosen to disrupt another student's right to learn in buddy class **OR** **I've** chosen to disengage which is considered a major breach of the **CPSSC Student Code of Conduct** e.g., Physical misconduct, Deliberate verbal misbehaviour directed at teacher, Issues involving safety, etc. as per the **CPSSC Student Code of Conduct**		**Referral Process:** • Teacher refers to HOD • HOD refers to DP via OneSchool (major) behaviour entry • Teacher contacts home to disclose disengagement • Deputy Principal actions consequences in line with **CPSSC Student Code of Conduct** • DP actions OneSchool referral • DP closes feedback loop to teacher and HOD

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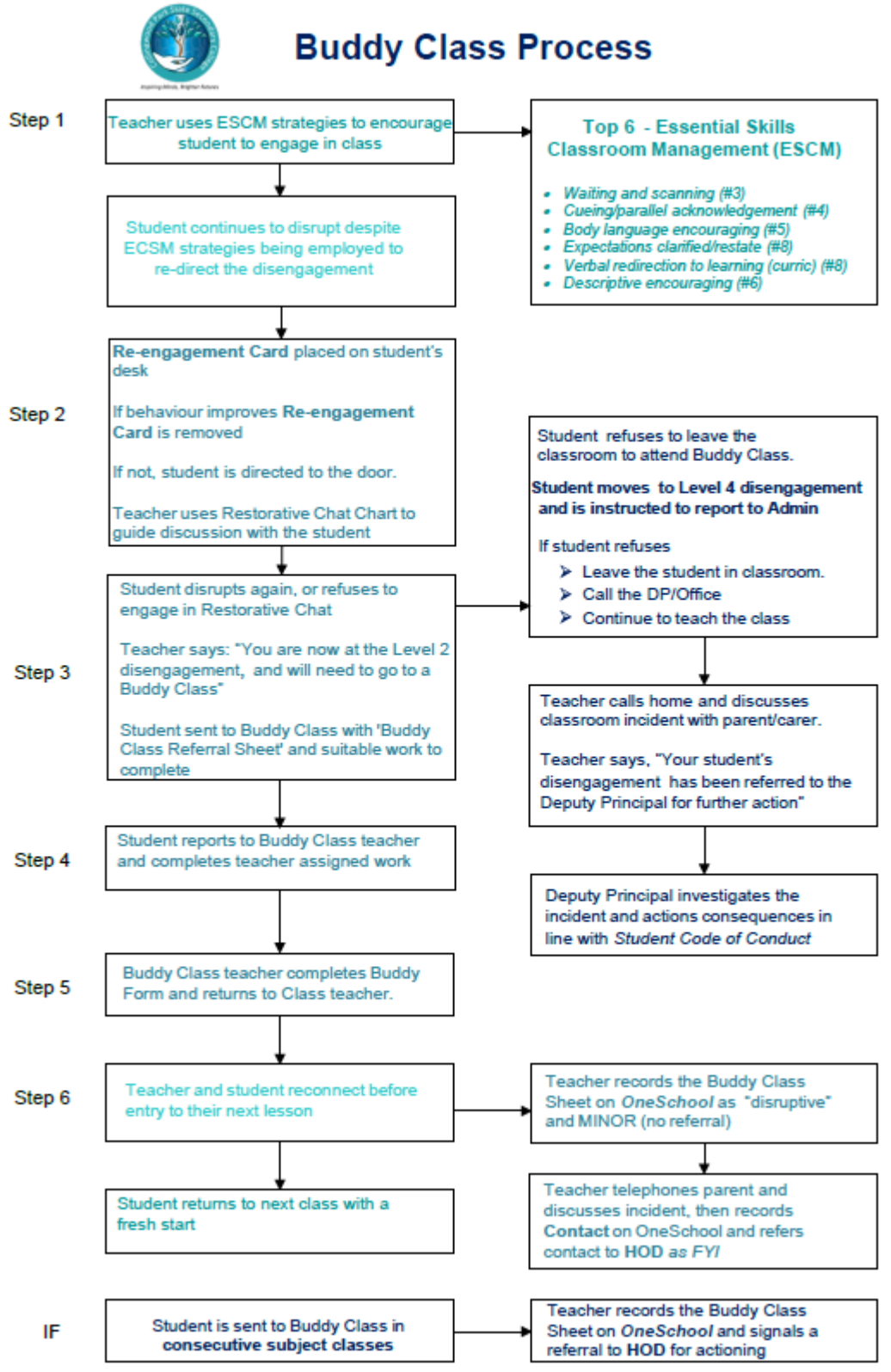
Buddy Class Process



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Re-engagement Card

Stop, Think and Re-engage

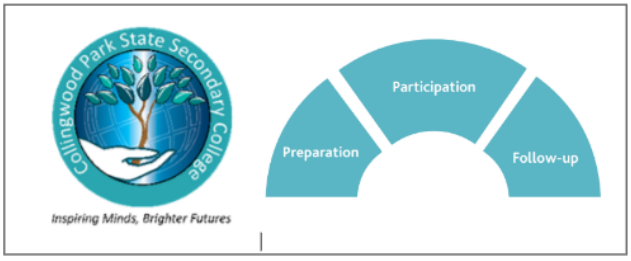
Did you know you are at Level 2 Disengagement?

It's time to STOP, THINK and RE-ENGAGE.

1. **What happened?**
2. **What are our values**
3. **What needs to be done to re-engage?**

RESTORATIVE CHAT

Collingwood Park State Secondary College



Entry / Post Lesson Discussion Questions:

1.What happened?

2.What are our values?

3.What needs to be done to re-engage?

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The engagement process for students

This explicit model consistently guides both students and staff through the reinforcement and management of expected behaviours. Students are expected to demonstrate respectful and responsible behaviour and remain engaged in the learning process. When a student exhibits withdrawing and disrupting choices, staff refer to the engagement continuum, supporting the student to take responsibility for their actions and change their behaviour so that it aligns with the college's expections and students re-engage.

School Wide Positive Recognition Initiative

At Collingwood Park State Secondary College, communication of our key PE4L expectations is supported through reinforcement, which provides students with feedback and recognition for engaging in expected behaviour. A formal recognition system which includes reinforcement initiatives has been implemented. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and recognition. These include:

- Communication with parent/carer
- Verbal and nonverbal acknowledgement
- Positive Postcards home
- Reward Days
- Attendance Awards
- Semester Academic Awards
- Student Achievement Awards
- Leadership Roles

At CPSSC, we reward students who demonstrate the CP Way. Students who demonstrate above average Effort (EPA) and Behaviour (BPA) are recognised biannually at our CP Way Award Ceremonies. Parents and guardians are invited to celebrate this achievement, and students are given certificates during the ceremony.

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Consideration of Individual Circumstances

Staff at Collingwood Park State Secondary College 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 fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practice a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

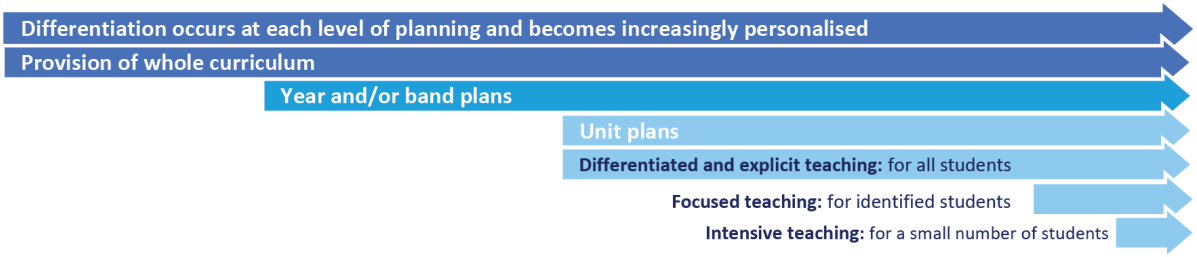
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

Collingwood Park State Secondary College 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 practice these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practice.

Teachers at Collingwood Park State Secondary College 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.



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These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PE4L framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PE4L Expectations Matrix, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

Each year a small number of students at Collingwood Park State Secondary College are identified through data analysis as needing additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. In most cases the inappropriate or unacceptable behaviour may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner. These students may have difficulty meeting behavioural expectations at a particular time of day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

Focused behaviour support occurs around a specific setting, issue, student or group of students. Development and implementation of focused support is team based and develops strategies that prevent or minimise the occurrence. 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. Where focused or individual support occurs in the classroom setting this support is in alignment with our *Postive Engagement for Learning Matrix.*

Some students in this targeted group are case managed. These students attend their normal scheduled classes and activities with appropriate adjustments as required. However, they have increased opportunities to receive positive contact with adults and additional support strategies implemented consistently in the school environment. Where required, adjustments are made to the program through academic support, adult mentoring or intensive social skills training.

Student support is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with ongoing professional development consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support. For more information about these programs, please contact a Deputy Principal.

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Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

In this section of the Collingwood Park State Secondary College 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)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *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)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

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Delegations

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

The Principal may authorise a Deputy Principal, Head of Year, Dean of Students or Head of Campus to tell a student and parent of the Principal's decision to suspend / exclude.

The Principal will use the Instrument of Authorisation to record any authorisation/s given to the Deputy Principal, Heads of Year, Deans of Students and/or Head of Campus to tell students and parents of suspension or exclusions decisions made by the Principal.

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

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Disciplinary Consequences

The disciplinary consequences model used at Collingwood Park State Secondary College 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 re-teaching, expectation reminders, corrective feedback and sanctions 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, expectation reminders, in-class corrective feedback and sanctions, 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 their Curriculum HOD or Deputy Principal for determination of a disciplinary consequence.

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives

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- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy / Monitoring Cards
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Discipline Improvement Plan

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary

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 Collingwood Park State Secondary College, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

Re-entry following suspension

Students who are suspended from Collingwood Park State Secondary College may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

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

Possible agenda:

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

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

Defining Behaviours

Collingwood Park State Secondary College takes systematic steps to prevent problem student behaviour, however when unacceptable behaviour occurs, our college seeks to ensure students receive consistent consequences that are proportionate to the nature of the behaviour.
When responding to behaviour, the staff member first determines if the problem behaviour is Major or Minor, with the following agreed understanding:

- **Minor** problem misbehaviours are *handled by the staff member*, usually at the time of the incident.
- **Major** problem misbehaviours are those which *require further direct action* by other staff such as a Head of Department (HOD) or Deputy Principal (DP). All major misbehaviours should be recorded on OneSchool.

Minor misbehaviours are those that:

- are minor breaches of the college rules;
- cause disruption for short periods of time;
- are behaviours that you will encounter multiple times a day, every day;
- do not violate the rights of others in any serious way;
- do not pose a risk of significant harm to others or property;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Persistent minor behaviours are those that:

- are teacher managed;
- are repeats of the same type of behaviour over several days;
- are recorded on OneSchool as Minor behaviours;
- require careful use of the Classroom Management Intervention Flowchart to deal with.

Minor problem behaviours usually result in consequences logically connected to the

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problem behaviour.
Examples include (but not limited to):

- re-direction to task
- apology
- detention
- litter duty
- extra work given
- removal from an activity or event for a specified period of time
- partial removal from activity/event as appropriate
- temporary removal of property
- individual meeting with the student

Major misbehaviours are those that:

- significantly violate the rights of others;
- pose a risk of harm to people or property;
- involve any breach of law or possession of a prohibited item or substance at school;
- are persistent minors where the student has not responded to use of the flow chart;
- require intervention by school Administration e.g. HOD or DP.
-

Major behaviours result in a referral to Administration (HOD or DP) because of their seriousness. When major problem behaviour occurs, staff members calmly state the behaviour to the student and remind them of the school expectations. Dependant on the behaviour, staff then either refer the student through OneSchool for follow-up, contact HOD/DP for support, or escort the student to Administration, as appropriate to the situation.

Major problem behaviours result in consequences, dependent on the nature and severity of the problem behaviour.
Examples of consequence to major incidents include:

- formal apology
- restitution
- contact home
- Admin Detention
- after school detention
- loss of privilege(s)
- warning regarding future consequence for repeated offences
- temporary removal of property as appropriate
- time away from class in a specific location e.g. at HOD office, or Administrative Services
- community service, e.g. litter duty, wedding, other organised community service
- short or long suspension
- suspension with recommendation for exclusion

The following table outlines some examples of Minor and Major problem behaviours:

This list of examples aligns to the behaviour categories on OneSchool. It is not exhaustive, merely a guide for staff decision making.

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One School Behaviour Category	DEFINITION	MINOR	MAJOR	NON-EXAMPLES
Abusive language	Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.	• Low level swearing around adults or in conversation with adults • Swearing as a reaction, not directed at anyone in particular	• Swearing directly at a teacher • Swearing in response to being given an instruction	• Swearing at another student *(see Bullying/ Harassment)*
Academic misconduct	Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.	• Breach of assessment policy at draft stage • Plagiarism at draft stage	• Significant breach of assessment policy including plagiarism at final assessment stage	• Accidental use of resources to complete assessment
Bomb Threat/False Alarm	Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.		• Message or messages, either written or verbal, which threaten explosives or possible explosives	• Making off-hand comments during conversation
Bullying	Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.		• Systematic, targeted, ongoing abuse; actions, words, texts or online • Ongoing threats of physical violence • Constant harassment • Intent to cause distress • Malicious in nature • Encouraging and supporting bullying behaviour of others	• Conflict between friends • An argument • Swearing at an adult (see *Abusive Language*)
Defiance	Student refuses to follow directions given by school staff.	• Failure to follow any reasonable request by a staff member	• Students refusing to follow instructions that affect the safety of others • Repeated minor defiance despite variety of strategies implemented	• Disengaged from curriculum (see *Refusal to participate in the educational program of the school*)
Disrespect	Student intentionally delivers socially rude or dismissive messages to adults or students.	• Inappropriate comments towards staff members and students • Comments related to race, religion, gender or sexuality	• Disrespect in front of a large audience • Consistent inappropriate comments towards staff and/or students • Persistent talking back	• Conflict between friends • An argument • Swearing at an adult *(see Verbal Misconduct)*
Disruption	Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.	• Persistent short interruptions (e.g., talking, yelling, noise with materials)	• Sustained or repeated interruption to the point where teaching and learning is stopped	• Single or infrequent short interruptions
Dress code	Student wears clothing that is not within the dress code guidelines defined by the school.	• Inappropriate footwear for task • Minor or partial infringement which cannot be rectified	• Ongoing refusal to follow dress code	• Uniform infringement rectifiable by student (e.g., removing earrings)
Falsifying documents	Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.	• Forging times, dates and names on school slips	• Forging staff, parent or guardian signatures	• Minor dishonesty
Fighting	Student is involved in mutual participation in an incident involving physical violence.	• Play fighting / sparring	• Mutual participation in a fight between students	• One student striking another student *(See Physical Aggression)* •
Harassment	Student engages in the delivery of harmful messages in any format related to gender identity; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.	• Harassment of other students, usually interpersonal conflict • Isolated disrespectful comments towards students	• Sustained, repeated or extreme disrespectful language (e.g., based on race, religion, gender, age, sexual identity or	• Conflict between friends • An argument • Swearing at an adult (see *Abusive Language*)

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Other – charge-related suspension	Principal is reasonably satisfied that the student has been charged with a serious offence; or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff.		• Charges that pose risk to the safety of others in the school environment. *Principal or Deputy only to use this*	*Principal or Deputy only to use this*
Physical aggression	Student intentionally engages in actions involving physical contact with others where injury may occur (e.g., hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna.	• Physical actions where unintentional injury may occur (e.g., horseplay, running, etc.)	• Serious and intentional physical contact, causing harm or potential to cause harm to others	• Bullying behaviour *(see bullying)*
Property damage	Student participates in an activity that results in destruction, damage or disfigurement of property.	• Minor damage to property, repairable/cleanable (e.g., pencil graffiti on a desk) • Accidental actions that result in destruction or disfigurement of school or student property	• Graffiti • Intentional actions that result in destruction or disfigurement of school or student property where repair or replacement is necessary	• Borrowing another student's equipment without asking, but returning it at end of lesson
Property misuse causing risk to others	Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury.	• Actions using an object which distracts or interrupts • Accidental actions with an object that causes damage or harm	• Intentional or conscious actions using an object which causes harm or has the potential to harm self or others (e.g., throwing a chair at another person)	• Throwing small objects to a friend
Refusal to participate in the educational program of the school	Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school.	• Refusal to participate in an activity that forms part of the school curriculum • Non-submission of drafts	• Continual and persistent refusal to participate in curriculum activity • Non-submission of assessment • Repeated pattern of non-submission of drafts	• Student who steps outside the learning environment to calm down and self-manages behaviour before returning to work
Substance misconduct involving illegal substances	Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.		• Possession, use, distribution or trading of substances or implements that are deemed illegal	• Cigarettes/tobacco and alcohol *(See below)*
Substance misconduct involving tobacco and other legal substances	Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.	• In the company of others who are using tobacco or alcohol and/or associated objects on school grounds	• Possessing tobacco or alcohol, and/or associated objects on School grounds • Smoking or using alcohol off school grounds in full school uniform • intoxicated on school grounds	• Illicit drugs or substances *(See above)*
Technology violation	Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.	• Technology used for purpose other than learning as directed by staff • Using another student's login • Misuse of computers during classroom time, • Playing music /games aloud	• Use of mobile phone or MP3 player during class • Repeated inappropriate use of technology • Accessing inappropriate web content • Posting images of the school logo/uniform without permission • Illegal actions via telecommunication	• Cyberbullying (see Bullying/Harassment)
Theft	Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.	• Knowledge of or support of concealment of another person's property, • Accidental actions that result in collection or	• Intentional actions that conceal school or student property where repair or replacement is necessary	• Borrowing another student's equipment without asking, but returning it at end of lesson

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		concealment of school or student property		
Truancy (Out of School)	Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e., an unauthorised absence)		• Leaving school grounds without permission	• Refusal to enter classroom *(See Refusal to participate in the educational program of the school)*
Truancy (Out of Class)	Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e., an unauthorised absence)		• Truanting a whole lesson • Leaving class without permission for part of lesson and not returning • Being out of class during class time without a note	• Refusal to enter classroom *(See Refusal to participate in the educational program of the school)*
Use/possession of combustibles	Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g., matches, lighters, firecrackers, petrol, lighter fluid, aerosols).	• Knowledge of and support to conceal low-level banned items	• Knowledge of and/or supporting others to conceal dangerous items • Possession of dangerous items that have the potential to damage	• Possession of items (see Possess Prohibited Items)
Use/possession of weapons	Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.	• Possession of banned item without intent to use (i.e., unaware of potential danger, bike tools, multi-tools etc)	• Knowledge of and/or supporting others to conceal dangerous items • Possession of weapons readily capable of causing harm	• Butter knife for lunch, howewer discourage from bringing again

Items Banned at Collingwood Park State Secondary College

There are some specific items that are considered banned at Collingwood Park State Secondary College. Students can expect these items to be temporarily removed and/or investigated immediately.

Items that are banned at CPSSC include, ***but are not limited to***:

- permanent markers
- white-out pens and liquid (white-out tape is acceptable)
- aerosol cans
- chewing gum
- cigarettes and smoking paraphernalia including e-cigarettes and/or vaping equipment regardless of presence of nicotine
- drugs and alcohol, or those items purported to be drugs or alcohol
- strong chemicals or other items used for chroming
- weapons, including replica weapons
- dangerous or potentially dangerous items such as lighter fluid and firecrackers
- non-college items of clothing (see *CPSSC Dress Code* for further information on this)

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School Policies

Collingwood Park State Secondary College 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
- Mobile Phone "Away for the Day policy
- Digital Media Policy
- Appropriate use of social media
- Preventing and responding to bullying
- Dress Code
- Travelling to and from the college
- Transport Code of Conduct

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 Collingwood Park State Secondary College and will be removed if found in a student's possession:

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

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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

School staff at CPSSC:

- do not require the student's consent to search school property such as desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous or prohibited item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling QPS;
- 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, QPS and the student's parents should be called to make such a determination.

Parents/Carers of students at CPSSC:

- 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 CPSSC Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of your child and/or others at risk
    - does not preserve a respectful, responsible, 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 school staff that the property is available for collection.

Students of CPSSC:

- 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 CPSSC Student Code of Conduct
    - is illegal
    - puts the safety or wellbeing of yourself and/or others at risk
    - does not preserve a respectful, responsible, 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 school staff if it is available for collection.

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“Away for the Day” Policy and Use if mobile phones and other devices by students

Collingwood Park State Secondary College has established an “Away for the Day” policy for mobile phones and other devices following decisions made by the Queensland Government, and supported by the Department of Education.

For the purpose of this document, mobile phones and wearable devices include mobile phones, smartwatches,mp3 players, speakers, personal gaming devices, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet.

This document does not apply to personal or school-owned devices, such as iPads, tablets or laptops, that are approved for educational use as part of the school’s Bring Your Own Device (BYO) policy.

Purpose

This document:
- outlines the requirement for all Queensland State School students to keep mobile phones switched off and ‘away for the day’ whilst on school grounds and while attending school activities, such as representative school sport, excursions and camps
- outlines the requirement for all students to switch off notifications on wearable devices, including smartwatches when on school grounds and while attending school activities, such as representative school sport, excursions and camps
- provides guidance for staff in managing student mobile phones and wearable devices that are brought to school, and
- provides guidance on the application of exemptions for students who require access to their mobile phone or wearable device during the school day.

Overview

Queensland state schools are committed to reducing the distraction of mobile phones and wearable devices to provide optimal learning environments for all students.

‘Away for the Day’ aims to:

- provide optimal learning and teaching environments, free from the distractions caused by personal use of mobile phones and wearable devices
- support schools to create safe and supportive learning environments that prioritise student engagement and wellbeing
- encourage increased face-to-face social interactions between students
- promote the health and wellbeing of students by providing opportunities for social interaction and physical activity during break times, and
- reduce the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate use of technology, such as cyberbullying, distributing and/or accessing harmful content, or breaches of personal privacy.

Student use of mobile phones and wearable devices at school

All state school students must keep their mobile phones switched off and ‘away for the day’ during school hours.
- Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

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• This document also applies to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.
• Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity or have an approved exemption for medical, disability and/or wellbeing reasons.
• Students participating in activities, such as off-site Vocational Education and Training or work placements must follow the expectations of the organisation in charge regarding the use of mobile devices.

Bringing mobile phones and wearable devices to school

Students are permitted to bring mobile phones and wearable devices to school to:
- support safe travel to and from school
- make contact with parents, friends and part-time employers outside of school grounds

Storage and loss or damage to mobile phones or devices

- The school makes no provision for the storage of student mobile phones or other personal devices, except for the safe keeping of devices confiscated for a breach of this policy under the school's Student Code of Conduct and in compliance with the Temporary removal of student property by school staff procedure.
- Students' personal devices brought to school are at the risk of the student, save for matters to which the school's Student Code of Conduct may apply, for example, the theft or wilful damage to a student's device.
- In any circumstance, the school is not responsible for the replacement of the device, or compensation to the student or parent for any loss or damage to a device the student brings to school.

Exemptions

The Department of Education consulted with key stakeholder groups to develop a list of exemptions for instances where students may require access to, and use of a mobile phone or wearable device during the school day.

- Parents or carers may apply on behalf of the student for an exemption to the "away for the day" policy and the student must only use their mobile phone or wearable device for the intended, Principal approved, purpose.
- Principals will consider requests for exemption received from students or parents on a case-by-case basis. When considering an exemption request, the principal may seek additional information to support the need for the student to access their mobile phone or wearable device during the school day.
- Exemptions may be temporary, for a fixed period, or for a student's on-going individual circumstances. Consideration of individual circumstances will be given, including where:
  - the mobile phone or wearable device is used by the student to monitor or manage a medical condition (in accordance with the Managing students' health support needs at school procedure)
  - the mobile phone or wearable device is used as an agreed reasonable adjustment for a student with disability or learning difficulties
  - the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as an aide to access and participate in the environment, e.g., navigation or object/people identification applications
  - the mobile phone or wearable device is approved through the case management process as an agreed adjustment for a student with English as an additional language or dialect
  - Exemptions issued will be documented in the student's OneSchool Support Provisions tab and communicated to school staff, including temporary relief staff, including details of how and when a student may access their mobile phone or wearable device

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- Where an exemption is not approved and the student or their parent expresses dissatisfaction with the decision, information about how to make a complaint and how a complaint will be managed will be made available in accordance with the Customer complaints management procedure.

Recording voice and images

Every member of the CPSSC 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 their voice or image being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at CPSSC. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc.) for the purpose of dissemination among the student body or outside of the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony, and will result in serious consequences.

Strictly no recording or images are to be taken in any place that is reasonably considered an invasion of privacy (e.g. in change rooms, toilets, etc.).
A student at CPSSC who uses personal technology devices to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matters capable of bringing CPSSC into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, CPSSC will not tolerate images or sound captured by personal technology devices on the school grounds 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 bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude such outcomes may or will occur. Students will be subject to discipline if they breach the policy by being involved in recording and/or disseminating material via any medium or are knowingly the subject of such a recording.

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

Text communication

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 whilst at school should ensure they keep the message as evidence and bring the matter to the attention of the Administration as soon as possible.

Assumption of cheating

Personal technology devices may not be taken into or used by students at exams or during class assessment. 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 CPSSC community understand that under the Invasion of

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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 this 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.

Special circumstances arrangement

Students and parents/carers who require the use of a personal technology device in circumstances that would contravene this policy (e.g. to assist with a medical condition or other disability or for a special project) must make an appointment with the year level Deputy Principal or Principal prior, to discuss the use of the item, as appropriate to the situation.

Misuse of Personal Technology Devices	
If a device is seen or heard, the student will be required to hand the device to student services where it will be stored securely until the student is required to depart college grounds.	
First time	Student to hand their PTD to student services for collection at the end of the school day or when the student departs the college ID attend message sent to parents regarding confiscation and student collecting phone
Second time	Student to hand their PTD to student services, parent/carer notified by phone call. ID attend message sent to parents regarding confiscation and student collecting phone Student to collect from student services at the end of the school day or when the student departs the college **Lunch time detention**
Third time	Student to hand their PTD to student services, parent/carer notified by phone call. ID attend message sent to parents regarding confiscation and student collecting phone Student to collect from student services at the end of the school day or when the student departs the college **After school detention**
Fourth time	Student to hand their PTD to student services, parent/carer notified by phone call.

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	Parent to collect from the college administration at the end of the school day or when the student departs the college. ID attend message sent to parents regarding confiscation and parent/carer collection of device **After school detention**

Digital Media Policy

This policy reflects the importance the school places on students displaying Respect and Responsibility whenever they are using digital media devices. The use of personal electronic devices* must remain restricted. The use of personal iPads, laptops or tablets must be negotiated with the school and the Bring Your Own Device (BYOD) agreement must be signed.

If students choose to bring electronic devices to school, the following rules apply:

- Devices are brought to school at student's own risk. The school accepts no indemnity or responsibility for devices that are lost, stolen or damaged. Safe custody of these devices is only provided at Student Services.
- As per the Department of Education's 'Away for the Day' policy, students must not use their mobile phones or other electronic devices upon entry to the school grounds.
- Students must display courtesy, consideration and respect for others when using electronic devices.
- Any mobile phones or other electronic devices that are observed by a staff member will result in the offending student being sent to the office to hand in the item. Student refusal to comply with this request will result in a Red Zone referral in accordance with the Student Code of Conduct.
- Appropriate action, in accordance with the Student Code of Conduct (which may include referral to QPS) will be taken against any student who engages in inappropriate use of an electronic device including online behaviour (including out of school hours) that affects the good order and management of the school
- This policy also applies to students during excursions, camps, extra-curricular activities or at any time when they are representing the school.
- Devices potentially containing evidence of criminal offences will be reported to the QPS. In such cases, Police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Services (QPS) directly. Devices confiscated for purposes of disciplinary investigation will be only returned to a parent/carer.
- Students who require the use of a personal 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 an exemption with the school's Administration Team.

A student at school who uses recording devices to record private conversation, ordinary school activities or violent, illegal or embarrassing matter capable of bringing a person or the school into disrepute is considered to be in breach of the policy. 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 they are not a party to publish or communicate the substance or meaning of the

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conversation to others. Even when consent is obtained for such recording, the school will not tolerate images or sound captured by 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, or the purpose of bullying/cyberbullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or
- knowingly being a subject of a recording will face appropriate action, in accordance with the Student Code of Conduct. Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving minors), is against the law and if detected by the school will result in a referral to QPS.

*Electronic devices include, but are not limited to, mobile phones, iPods, smart watches, Fitbits, Bluetooth devices, portable gaming devices, recording devices, speakers and devices of a similar nature. This does not include devices covered under the BYOD processes

Appropriate use of social media

Collingwood Park State Secondary College strives to create positive environments for all students at all times of the day, including while online. To help in achieving this goal, CPSSC expects its students to engage in positive online behaviours.

CPSSC embraces the opportunities that technology and the internet provide to students for learning, being creative and socialising online. Use of online communication and social media sites and applications (apps) can provide positive social development experiences through opportunities to develop friendships and shape identities.

When used safely, social media sites and apps such as Facebook, Twitter and Instagram can provide positive opportunities for social learning and development. However, inappropriate, or misguided, use can lead to negative outcomes for the user and others.

CPSSC is committed to promoting the responsible and positive use of personal social media sites and apps. Students will not face disciplinary action for simply having an account on Facebook or other social media site.

However, as set out in the Policy for Preventing and Responding to Bullying, it is unacceptable for students to bully, harass or victimise another person, whether within school grounds or while online. Inappropriate online behaviours can have a negative impact on student learning and the good order and management of the school, whether those behaviours occur during or outside school hours.

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

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?

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

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

Parental and community feedback is important for schools and the department. If you have a compliment, complaint or enquiry about an issue at school, the best approach is to speak directly to the school about the matter, rather than discussing it in a public forum.
While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

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

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

What if I encounter problem content?
Taking the following steps may help resolve the issue in a constructive way:
- refrain from responding
- take a screen capture or print a copy of the concerning online content
- if you consider problem content to be explicit, pornographic or exploitative of minors, you should keep a record of the URL of the page containing that content but NOT print or share it. The URL can be provided to the school principal, or police, as needed for escalation of serious concerns

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- block the offending user report the content to the social media provider

Role of Social Media

The majority of young people use social media sites and apps on a daily basis for entertainment and to keep in contact with friends. Unfortunately, some young people misuse social media technologies and engage in cyberbullying.

Social media by its nature will result in the disclosure and sharing of personal information. By signing up for a social media account, users are providing their personal information.
Students need to remember that the internet is a free space and many social media sites and apps, like Twitter, have limited restrictions placed upon allowable content and regulated procedures for the removal of concerning posts.

Social media sites and apps are designed to share online content widely and rapidly. Once students place information and/or pictures online, they have little to no control over how that content is used. The internet reaches a global audience. Even if students think that comments or photos have been deleted, there can be archived records of the material that will continue to be searchable into the future. Remember, once content is posted online you lose control over it. Thus, inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come.

Appropriate use of Social Media

Students of CPSSC are expected to engage in the appropriate use of social media. Specific examples of appropriate use of social media sites and apps includes:

- Ensuring personal information is not shared (e.g. name, address, phone number, etc.).
- Ensuring the personal information of others is not shared.
- Ensuring the school name, logo, uniform and other identifying features are not shared.
- Thinking about what they want to say or post before putting it online, including considering how it could be interpreted by others.
- Not engaging in cyberbullying or harassing comments.
- Remembering all content posted online is in a public forum, even messages posted in private chatrooms has the potential to be shared widely.
- Remembering something you think is funny, or a sarcastic response, may be taken seriously by those who read it and lead to unintended consequences. It can be difficult to work out whether messages typed on social media sites and apps are meant to be funny or sarcastic because tone of voice and context is often lost. If there is a chance a message may be misinterpreted, be cautious and make the decision not to post it.
- Never provoking, or engaging with, another user who is displaying inappropriate or abusive behaviour.
- There is no need to respond to a cyberbully.
- Report cyberbullying concerns to the school as soon as possible to allow the school to respond to online concerns that affect students' time at school.

Inappropriate use of Social Media

Some examples of inappropriate use of social media includes (but not limited to):

- Using social media to insult a student or staff member, either directly to them, or by posting/sharing insults about the person behind their back (e.g. "Sarah is fat and ugly").
- Posting/sharing images of another person with an insulting caption or message (e.g. posting a Snapchat image of a student eating with the word "pig" written across it).
- Posting/sharing pictures of another thing with an insulting caption or message that identifies a

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person (e.g. posting an image of a pig with and the caption “my English teacher is such a pig”).

- Sharing gossip or making hurtful comments in a group chat, then inviting the victim of the gossip into the group so they read all the hurtful things said about them.
- Using social media to send threatening messages (e.g. “if you talk to her again, I’ll punch you in the face”).
- Using social media to set up a physical altercation (e.g. “fight after school, at Town Square”).
- Accessing another person’s social media page and pretending to be this person (e.g. a student borrows a phone to check their Instagram account and accidentally saves the password on the phone, later the phone-owner logs into the other person’s account and sends messages pretending to be the account holder).
- Setting up a fake social media account under another person’s name and posting as though you are this person (e.g. creating a duplicate Instagram account in the name of another student, then posting as if you are this student).
- Setting up fake social media account with a phony identity (e.g. tricking others into thinking you are someone else online).
- Hosting a page that allows others to post information anonymously (e.g. hosting a tea- site on Instagram).

If inappropriate online behaviour impacts on the good order and management of CPSSC, the school may impose disciplinary consequences for that behaviour regardless of whether the behaviour occurs during or outside of school hours. Disciplinary consequences could include suspension and/or exclusion. In serious cases of inappropriate online behaviour, the school may also make a report to the police for further investigation.

Please note, CPSSC will not become involved in concerns of cyberbullying or inappropriate online behaviour where the incident in question does not impact upon the school. For example, where cyberbullying occurs between a student of this school and a student of another school outside school hours. Such an incident will be a matter for parent/carers and/or police to resolve.

Laws and Consequences of Inappropriate Online Behaviour and Cyberbullying

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the Criminal Code Act 1995 (Cth) and the Criminal Code Act 1899 (QLD) contain relevant provisions applicable to cyberbullying.

The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”. The Queensland Criminal Code contains several applicable sections for cyberbullying. Potential relevant criminal offences are:

- Unlawful stalking
- Computer hacking and misuse
- Possession of child exploitation material
- Involving a child in making child exploitation material
- Making child exploitation material
- Distribution of child exploitation material
- Criminal Defamation

There are significant penalties for these offences.

Please also note communication between staff and students via social media platforms is inappropriate and a breach of the Public Sector Code of Conduct.

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.

Preventing and responding to bullying

Rationale

Collingwood Park State Secondary College's anti-bullying procedures are a part of our Positive Engagement for Learning (PE4L) support processes. Students are explicitly taught expected behaviours and receive positive reinforcement for demonstrating college expectations. PE4L and Wellbeing lessons have been developed with an explicit focus preventing on bullying and harassment, as well as strategies for students to prevent and respond to instances of bullying and harassment.

Purpose

Collingwood Park State Secondary College strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures,
- raising achievement and attendance,
- promoting equality and diversity, and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying at Collingwood Park State Secondary College. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our college community's expectations and endeavours for supporting all students.

Collingwood Park State Secondary College is a STYMIE school. STYMIE supports the provision of an online anonymous reporting system to give a voice to members of the community who have a concern for the wellbeing and safety of a student. STYMIE is used where a student feels they cannot raise the issue face-to-face with one of our existing supports. It gives a voice to bystanders who may not be able to speak up.

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The Collingwood Park SSC community adhere to the core elements of the Australian Student Wellbeing Framework:

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

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

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

4. **Partnerships**
   Families and communities collaborate as partners with the school to support student learning, safety and wellbeing.

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

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;

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

At Collingwood Park SSC, there is broad agreement among students, staff and parents/carers that bullying is not the same as conflict. The generally accepted definition of bullying is that it:
- is repeated and ongoing
- involves a misuse of power
- involves behaviours that cause significant harm

Students are asked to always report bullying to a member of staff as soon as possible when it is seen or experienced.

Bullying related to disability, race, age or sex could constitute a breach of the law according to Australian discrimination laws. Behaviour of this nature affecting the college will be considered a serious violation of CPSSC expectations.

The following flowchart explains the actions CPSSC staff will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that timeframes will vary depending on the professional judgment of staff who receive the bullying complaint and their assessment of immediate risk to student/s. Timelines may also be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with the student and their family.

Our College-wide prevention strategies include:

- Universal behaviour support processes through PE4L will always remain the primary strategy for preventing problem behaviour, including preventing the onset of bullying and harassment.
- All students know our four college expectations and PARK values and the behaviours that lie under each of these across a variety of areas in the college.
- All students are explicitly taught to recognise all forms of bullying and harassment, and how to respond appropriately. These lessons are scheduled to occur at the same time in order to maintain consistency of skill acquisition across the college
- All students are taught how to have Respectful Relationships, and are taught pro-active strategies to support their friends in times of conflict through the college Wellbeing program.
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours.

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Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Year 7 to Year 12 – CP Connect teacher, Student Support Team, Deputy Principal (ongoing)
Confidential/Bystander concerns – STYMIE (online reporting system), www.stymie.com.au

First hour Listen

- Provide a safe, quiet space to talk
- Reassure the student that you will listen to them
- Let them share their experience and feelings without interruption
- If you hold immediate concerns for the student's safety, let the student know how you will address these. Immediate in this circumstance is where the staff member believes the student is likely to experience harm (from others or self) within the next 24 hours

Day one Document

- Ask the student for examples they have of the alleged bullying (e.g. hand written notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

- Meet with the student to review situation
- Discuss what has changed, improved or worsened
- Explore other options for strengthening student wellbeing or safety
- Report back to parent
- Record outcomes in OneSchool

Ongoing Follow up

- Continue to check in with student on regular basis until concerns have been mitigated
- Record notes of follow-up meetings in OneSchool
- Refer matter to specialist staff within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Year Level Deputy Principal.

It is important for students, parents and staff to know that state school Principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at CPSSC may face in-school disciplinary action, such as detention or removal of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to a Student Support HOD.

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.

Help
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?

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  - that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  - that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR

- use non-statutory options to deal with the matter, for example:
  - discussion with student's parents;
  - student mediation;
  - apology;
  - ICT / mobile technology ban;
  - guidance referral.

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

CPSSC recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

Students who have been subject to or witness 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 CPSSC 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 may include participation in 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 Administration Detentions, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Dress Code

Introduction

At Collingwood Park State Secondary College, we believe that wearing the endorsed uniform proudly contributes to the development of positive self-image and alignment to the core values of the college - Perseverance, Achievement, Respect, Kindness.

The college uniform plays an important role in encouraging a sense of self-esteem, belonging and self-discipline amongst students, helping to prepare students for life beyond high school.

Collingwood Park State Secondary College uniform has been developed in consultation with the college community.

Purpose of the College Uniform

• Promotes a safe environment for learning by enabling ready identification of students and non-students at the college.
• Promotes an effective teaching and learning environment by eliminating the distraction of competition in dress and fashion at the college.
• Promotes a supportive environment at the college by fostering a sense of belonging.
• Addresses health and safety policies by ensuring appropriate footwear and sun-safe clothing.
• Fosters mutual respect among individuals at the college by minimising visible evidence of economic, class or social differences.
• Prepare students for the expectations of workplace.

Relevant Legislation and Policy

The college Dress Code is endorsed by the Collingwood Park State Secondary College P & C Association.

The following Legislation and Policies have been considered when developing the Uniform and Dress Code Policy:

☐ *Anti-Discrimination Act 1991* (Qld) Chapter 2, Part 1-3, Part 4 Division 3-4, Part 4 Division 10, Part 5
☐ *Disability Discrimination Act 1992* (Cwlth) Part 1, Part 2 Division 2, Part 2 Division 5
☐ Disability Standards for Education 2005
☐ *Education (General Provisions) Act 2006* (Qld) Chapter 12, Part 9 ss.360-363
☐ *Human Rights Act 2019* (Qld) Part 2 ☐ *Racial Discrimination Act 1975* (Cwlth) Part II s.9
☐ *Sex Discrimination Act 1984* (Cwlth) Part I, Part II Division 2, Part II Division 4
☐ *Work Health and Safety Act 2011* (Qld)

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Uniform Expectations

All students are expected to observe the details of correct attire and must be wearing the complete uniform in accordance with college routine and this Policy. Students should present in a neat and tidy manner at all times, including on their way to and from the college. This also includes whenever a student is out in the community wearing the college uniform.

All uniform items (with the exception shoes and socks) are to be purchased from the college uniform shop.

- Look-a-like items are not acceptable.
- Students are to purchase the appropriate size clothing.
- Jumpers, sport jackets, jerseys, hoodies and blazers, other than those with the official college logo, are not permitted to be worn.
- College uniforms are not to be altered in any fashion. This includes (but is not limited to):
    - o Cutting and shortening of hemlines (alterations to ensure correct fit are permitted).
    - o Rolling up of up sleeves and short/trouser legs.
- Short sleeved white undershirts may be worn, but must not be visible.
- The college bucket hat or cap is the only permitted hat to be worn by students. This includes, whilst travelling to or from the college and for outdoor activities.

Junior College Uniform

- Sports uniform is worn every day

Junior College Uniform	Winter additions
• College polo shirt • College unisex sport short • Black shoes as per guidelines • College socks or plain white crew socks only • College Hat or Cap • Hijabs and Burkas, plain navy colour	• College fleece jumper • College unisex spray jacket • College unisex spray pants • Plain navy blue gloves • Optional plan navy stockings (no patterns)

Shoes / Footwear

Due to Workplace health and Safety Legislation, students are required to wear enclosed footwear that adequately protects their feet. It is also critical that shoes have arch support and good protection on the sole as well as protection for the top of the foot.

Acceptable Shoes	Unacceptable Shoes
• Black leather or synthetic leather shoes are permitted • Shoes must be 100% black in colour • Shoes are to have a heal, no greater than 20mm and no lower than 5mm	• NO Ballet flats, high heels, high tops, shoes with mesh, boots, coloured laces, coloured shoes, canvas or suede shoes are not permitted

Socks

Students are permitted to wear plain white crew socks or Collingwood Park State Secondary College Socks.

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Hat

The college bucket hat or cap is the only permitted hat to be worn by students. This includes, whilst travelling to or from the college and for outdoor activities.

The college hat is compulsory for HPE lessons to support Sun Safety.

Hair and Facial Hair

Acceptable Hair Styles	Unacceptable Hair Styles
• Hair below shoulder length (boys & girls) is required to be tied back at all times • Hair is to be natural in colour • Plain navy hair accessories acceptable • Facial Hair – neatly trimmed, tidy, natural colour	• Radical hair styles (mo hawks, patterns) • Un natural hair colours • Facial Hair – no beard locks or unnatural colours

Tattoos

At Collingwood Park State Secondar College, we acknowledge the cultural relevance of tattoos.

Permitted Visible Tattoos	Prohibited Tattoos
• Culturally significant Tattoos	Tattoos with offensive language and or images, meaning, racist in content. This is at the Principal's discretion.

Jewellery, Makeup, Fake Nails, Eye Lashes

In order to comply with Workplace Health and Safety Guidelines and to maintain high standards of appearance the following uniform standards need to be adhered to.

Acceptable	Unacceptable
• Earrings need to be plain gold or silver, no larger than 14mm in size • 2 earrings only per ear on the lobe • 1-2mm plain gold, silver or clear nose ring • Watch may be worn (no smart watches due to technology policy) • One necklace of commonly accepted religious/cultural or medical significance. Necklace should not be visible. • Fake nails need to be shaped to flat or rounded tips • Natural look makeup 	• Fleshies, plugs, stretchers or spacers • No other facial piercings permitted (e.g. spikes, spacers or bars) or tongue piercings at all. • Fake eye lashes • Fake nails • Heavy makeup

College Uniform Procedures

Students unable to wear an item of the correct uniform must comply with the following procedures:

- Report to the Student Services before 8.45 am.
- Provide a note from home explaining the uniform breach and the period for which this will exist. These may be accepted for specified and temporary reasons, but are not long-term waivers of the uniform expectations.
- Students will be issued with a uniform pass for the breach period.
- Students unable to wear an item of the correct uniform that attend class without first attending Student Services will be issued a detention via ID Attend and followed up by Deputy Principal.
- Students who wish to wear commonly accepted religious or cultural artefacts/jewellery which do not comply with the above guidelines may submit a written application through their parent/caregiver to the Principal, requesting approval to wear the said item.

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Consequences for Non-Compliance with the Dress Code

Consequences for students not in correct uniform can include - contact home to parents, prevention from participating in school activities, or detention. Non-compliance will be dealt with in accordance with the Collingwood Park Student State Secondary College Student Code of Conduct.

Initially, students will be immediately asked to remove items that are not part of the Collingwood Park State Secondary College uniform.

Any further offences will require the student to hand item to Administration and parents will be required to collect the item from the college. All unclaimed items will be disposed of, or donated to charity, by week 4 of the following term.

If a student does not comply with the college Dress Code Policy the Principal, or delegated officer, may impose one of the following consequences:

- Student may be issued with a detention(s)
- Student removed from attending or participating in any activity for which the student would have been representing the college; an alternative educational activity will be provided
- Student removed from participating in activity that is deemed unsafe due to incorrect uniform; an alternative educational activity will be provided

All decisions on the appropriateness of uniform, footwear, hair, jewellery, bags, make-up etc are at the Principal's discretion.

Resolving Uniform Issues

Parents should contact the relevant school representative (Year level Deputy Principal) to discuss the options available if there are specific cultural, ethno- religious, gender, health or physical needs that are impacting the student's ability to wear the stipulated school uniform.

Continued non-compliance with the uniform requirements will result in a meeting with the relevant school representative to resolve the issue. Unresolved uniform noncompliance issues will be referred to Administration.

An interpreter or support person can be arranged if required to attend a meeting with the principal or his/her delegate.

Queensland Government

Travelling to and from the College

- Arrive approximately 15 minutes before the bell unless in a supervised activity or using the library for research as no before school supervision is provided.
- Depart within approximately 15 minutes of school finishing unless in a supervised activity or using the library for research as no after school supervision is provided.
- Do not leave the school grounds after arriving to visit local businesses or parks.
- The school does not recommend that skateboards, scooters, electronic scooters, rollerblades or similar as a means of transport to and from school. However, if students do use these as a mode of travel, they need to be secured in thr bike racks and all students must comply with the Queensland Road Safety regulations applicable to this equipment.
- No matter which method of transport is used to travel to school, the safety of the student as well as those around them must be considered at all times.

Walking to School

- Always observe pedestrian road rules.
- Cross the road at lights and designated crossings and are safety conscious.

Riding Bikes to School

- Always adhere to the road rules and the law e.g. must wear helmets.
- Do not ride in the school grounds.
- Bikes need to be walked along footpaths surrounding the school when there is high pedestrian traffic.
- Only access the bike racks when placing or retrieving their bike.
- Lock their bike in the bike racks.

Driving Cars or Riding Motorbikes

- Register their details with a Deputy Principal.
- Must not transport any other student, except for immediate members of their family.
- Abide by road rules.
- Park in appropriate places only which does not include the school grounds.
- Only is special cases where agreement between parents and the Deputy Principal have been arranged will permission be granted for one student to drive another.

Catching a Bus

- Behave in an exemplary way.
- Abide by the Education Queensland & Queensland Transport Code of Conduct.

If any students experience trouble with transport, they must visit the Administration for help.

Queensland Government

Transport code of conduct

This Code of Conduct has been formulated by Education Queensland and Queensland Transport and applies to all students attending schools in Queensland and who use buses either to travel to and from school or for other school related activities, such as excursions and sport.

Students must ensure that they have made arrangements so that they pay for their journey at all times.

BEHAVIOUR	EXAMPLES OF HOW STUDENTS MEET THE CODE
Respect other people and property.	Treat other people and their possessions with respect. • Always stand and offer their seats to adults or anyone in need of a seat e.g. young children. • Follow the bus driver's directions without argument. • Not wait on private properties. • Not interfere with bus property, equipment, shelters and signs by marking or damaging them in any way.
Wait for the bus in an orderly manner.	• Wait well back from the bus until it stops and allow other passengers to leave the bus first. • Stand quietly without calling out or shouting. • Not push other people in the line or push into the line.
Whilst on the bus, students conduct themselves in an orderly manner.	• Always follow instructions from the driver about safety on the bus. • Show their bus pass, ticket, go card or ID upon request. • Sit properly on a seat if one is available (in an allocated seat if directed by the driver). • If standing, remain in the area designated by the driver. • Store school bags under the seat or in appropriate luggage areas. • Speak quietly and do not create unnecessary noise. • Wear a seat belt where fitted. • It is not appropriate for students to: • Bully or harass other students or the driver or other road users. • Place feet on the seats. • Fight, spit, use offensive language or behave poorly in other ways. • Throw any article around or from the bus. • Consume food or drink, or play music without permission of the driver. • Smoke (prohibited on all buses). • Travel under the influence of illegal drugs, alcohol or volatile substances. • Allow any portion of their body to protrude out of the bus windows. • Stand forward of the front seat. • Use a mobile phone to send threatening messages, or photograph others without consent. • Distract drivers through use of mobile phones or hand-held devices.
Use designated stops.	• It is the responsibility of students to disembark at their correct designated stop.
When alighting from the bus, do so in an orderly manner.	• Wait until the bus stops before standing to get off. • Alight from the bus in a quiet and orderly fashion. • Never cross the road in front of the bus. Wait until the bus has moved away and it is safe to do so. • Use crossings or traffic lights if available.
In case of an emergency or a breakdown, follow the driver's directions.	• Follow the instructions of drivers at all times. • Wait until the bus stops before standing to get off. • Leave the bus in a quiet and orderly fashion. • Wait in the area indicated by the driver.

Queensland Government

Restrictive Practices

School staff at Collingwood Park State Secondary College 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 escalation 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. Safeguard students, staff and others from harm
3. Ensure transparency and accountability
4. Place importance on communication and consultation with parents and carers
5. Maximise the opportunity for positive outcomes, and
6. Aim 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.

Queensland Government

Critical Incidents

It is important that all school staff have a consistent understanding of how to respond in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

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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

Queensland Government

Conclusion

Collingwood Park State Secondary College staff are committed to ensuring every student is supported to feel safe, welcome and valued in our school. There may, however, be occasions where parents need to raise a concern or make a complaint about an issue you feel is adversely affecting their child's education.

All Queensland state schools are committed to ensuring that all complaints - whether they relate to a school staff member or a school's operations - are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decisions made or actions taken in a school and/or by the local regional office.

As a complainant, it is your responsibility to:

- give us a clear idea of the issue or concern and your desired solution
- provide all the relevant information when making the complaint
- understand that addressing a complaint can take time
- cooperate respectfully and understand that unreasonable, abusive, or disrespectful conduct will not be tolerated
- let us know if something changes, including if help is no longer needed.

The Department of Education may not proceed with your complaint if your conduct is unreasonable.

In most instances, staff members are told of complaints made about them and offered the right of reply. A complainant also has the right to have a support person throughout the process.

The following three-step approach assists parents and school staff in reaching an outcome that is in the best interests of the student:

1. **Early resolution**: discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through QGov.

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the schools directory.

2. **Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

3. **External review**: contact a review authority

If you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet.

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