



Cannon Hill State School Student Code of Conduct

2020-2023

Every student succeeding

Every student succeeding is the shared vision of Queensland state schools.

Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2019-2023

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Purpose

Cannon Hill State School is committed to providing a safe, respectful and disciplined learning environment for all children, staff, parents and visitors.

The *Cannon Hill State School Student Code of Conduct* sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring that learning and teaching is prioritised and children can participate positively within our school community and all children and staff enjoy a safe workplace.

Contact information

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Endorsement

Principal name:	Jonathan Gagen
Principal signature:	
Date:	18/01/21
P/C President and-or School Council Chair name:	Renee Coffey
Signature:	
Date:	18/01/21
P/C President and-or School Council Chair name:	Renee Rankin
Signature:	
Date:	18/01/21

Principal's foreword

Cannon Hill State School fosters a positive learning environment. We aim to ensure all students feel safe and supported in their learning journey. And we work to support the social and emotional development journey that our students undertake, by modelling and teaching respectful relationships and behaviour. We set clear expectations and constantly refine our processes to improve our learning environment. This new *Student Code of Conduct* is the next step in that journey.

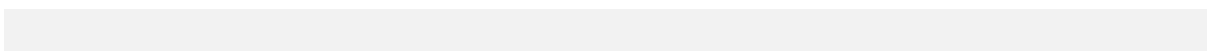
This document replaces our previous *Responsible Behaviour Plan for Students and Behaviour Management Policy*. The updates implemented here take into account changes in legislation, including the *Human Rights Act 2019* and new Department of Education guidelines.

We are building on successful strategies to promote positive student behaviour and engagement, as well as making a range of processes clearer, including how bullying is addressed.

Our Deputy Principal, Joy Pohlner, and I, have consulted with our staff, Student Council and P&C on changes and have incorporated excellent feedback. As we gain experience within this new framework, we invite you to provide further feedback and have your say on the future evolution of this document, as we work together towards the best learning outcomes for all of our students.

Jonathan Gagen,

Principal



Consultation

Timeline for Student Code of Conduct development at Cannon Hill State School (2020).

	Term 1	Term 2	Term 3	Term 4
School	DP attend DOE workshops Research	DP, Behaviour Team and Principal work on draft	Behaviour Team DP and Principal design feedback opportunities for community	Staff meeting to read through draft Staff Behaviour team consulted at weekly meetings. Continued redrafting of elements of draft. Publish final document at end of term. Term1 2021 intensive with staff on PFD
Community		*Gather data form community forums to inform draft *Not completed due to COVID-19 restrictions		P&C presentations and feedback
School Council	Discuss process with school council		Feedback on initial draft from School Council	Presentation and Feedback on final draft. Document agreed by School council to use as Student Code of Conduct in 2021 with continued updating as needed.

Review Statement

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

Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school culture, attendance and school disciplinary absences.

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the *School Opinion Survey*. The *School Opinion Survey* is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

Cannon Hill State School Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	100%	97%
• this is a good school (S2035)	93%	94%	95%
• their child likes being at this school* (S2001)	97%	100%	92%
• their child feels safe at this school* (S2002)	97%	91%	95%
• their child's learning needs are being met at this school* (S2003)	87%	100%	95%
• their child is making good progress at this school* (S2004)	90%	97%	95%
• teachers at this school expect their child to do his or her best* (S2005)	96%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	97%	97%
• teachers at this school motivate their child to learn* (S2007)	89%	100%	95%
• teachers at this school treat students fairly* (S2008)	89%	97%	92%
• they can talk to their child's teachers about their concerns* (S2009)	97%	100%	100%
• this school works with them to support their child's learning* (S2010)	89%	100%	95%
• this school takes parents' opinions seriously* (S2011)	85%	97%	95%
• student behaviour is well managed at this school* (S2012)	83%	87%	86%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• this school looks for ways to improve* (S2013)	90%	97%	97%
• this school is well maintained* (S2014)	83%	81%	79%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	95%	98%	95%
• they like being at their school* (S2036)	95%	90%	87%
• they feel safe at their school* (S2037)	95%	98%	86%
• their teachers motivate them to learn* (S2038)	96%	100%	97%
• their teachers expect them to do their best* (S2039)	99%	100%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	92%	97%
• teachers treat students fairly at their school* (S2041)	88%	90%	93%
• they can talk to their teachers about their concerns* (S2042)	89%	94%	93%
• their school takes students' opinions seriously* (S2043)	91%	96%	87%
• student behaviour is well managed at their school* (S2044)	77%	92%	71%
• their school looks for ways to improve* (S2045)	87%	98%	95%
• their school is well maintained* (S2046)	86%	98%	87%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	98%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	78%	100%	96%
• they feel that their school is a safe place in which to work (S2070)	89%	100%	82%
• they receive useful feedback about their work at their school (S2071)	83%	100%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	81%
• students are encouraged to do their best at their school (S2072)	94%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	96%
• student behaviour is well managed at their school (S2074)	89%	100%	87%
• staff are well supported at their school (S2075)	71%	90%	73%
• their school takes staff opinions seriously (S2076)	78%	89%	82%

Percentage of school staff who agree [#] that:	2017	2018	2019
• their school looks for ways to improve (S2077)	89%	100%	91%
• their school is well maintained (S2078)	72%	100%	65%
• their school gives them opportunities to do interesting things (S2079)	94%	100%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

Cannon Hill State School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at Cannon Hill State School

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	4	4	8
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Learning and behaviour statement

Cannon Hill State School respects the individual perspectives that our school community brings towards learning and behaviour. These diverse beliefs enrich our community and shape our school culture. We encourage discussion, and listen to feedback on learning and behaviour.

We believe it is essential to teach children how to self-regulate (or control their own behaviour) as this is an essential capability for success in both school and all aspects of life in the 21st Century. This means that we use strategies to move children from dependence on external management to internal self-regulation as early as possible depending on the individual student. The goal of self-regulation is central to our *Code of Conduct for Students*.

While systems of reward and punishment lead to dependence on others, systems of recognition and consequences lead to self-regulation. To self-regulate, students need to engage in:

- Self-observation,
- Judgement, and
- Self-response. (Bandura 1986).

At our school, children and staff are:

1. Ready,
2. Respectful
3. Safe.

We are committed to living by these expectations in all our learning environments and with all who engage in our school community.

Multi-Tiered Systems of Support

We use multi-tiered systems of support as the foundation for our integrated approach to learning and behaviour.

This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. School staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Cannon Hill State School expectations. This involves:</p> <ul style="list-style-type: none">• teaching behaviours in the setting they will be used and creating a class agreement• being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account• providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering</p>

	<p>more time and/or detailed instruction on the Australian Curriculum or particular aspects of Cannon Hill State School expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).
3	<p>Individualised services for <u>few students</u> (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

Consideration of Individual Circumstances

Our staff 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 practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

Student Wellbeing

We provide a supportive learning environment where children feel safe to express their ideas, thoughts and feelings, accept their mistakes, listen to others perspectives and question their world and the world they live in.

We offer 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 the guidance officer if they would like individual advice about accessing particular services.

Whole school teaching of Wellbeing

All children at our school engage in the following learning experiences that proactively teach positive behaviour and social emotional learning skills.

- **Respectful Relationships**-Health and PE Australian Curriculum
- **Social Emotional Learning (SEL) Program- Choose Love Movement**, which teaches proactive friendship skills development and emotional self- regulation
- **Reggio Emilia Pedagogical Approach**- the principle of listening to children
- **Philosophical approach** - Deepen, Problematize, Conceptualise
- **When Adults Change Everything Changes**-Thirty Second Script, Recognition boards, Botheredness, Certainty
- **Zones of Regulation**- children learn to understand and monitor their capacity to regulate their emotions
- **General Capabilities Australian Curriculum**- Personal and Social Capabilities

Programs supporting wellbeing for children

Bridge Builders; Breakfast club; Weekly Class Meetings; Star student awards; Lunch-time clubs for high interest areas; Awareness Days (R U OK, NAIDOC, National Day of Action against Bullying and Violence); Daniel Morecombe Education Day; Brave Hearts education program; School camps; Mindfulness; Parenting Programs (123 Magic); Orientation Days; Transition programs; Member of Brisbane's Slow Food Movement and Kitchen Garden Program; Hearing & Vision Screening; Morning Sport; Surf Life Saving program.

Year 6 Leaders

The Cannon Hill State School Year 6 Leadership Program promotes strategies to improve student wellbeing, safety and learning outcomes. Each Year 6 student has a leadership role in the school. A priority is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in the playground.

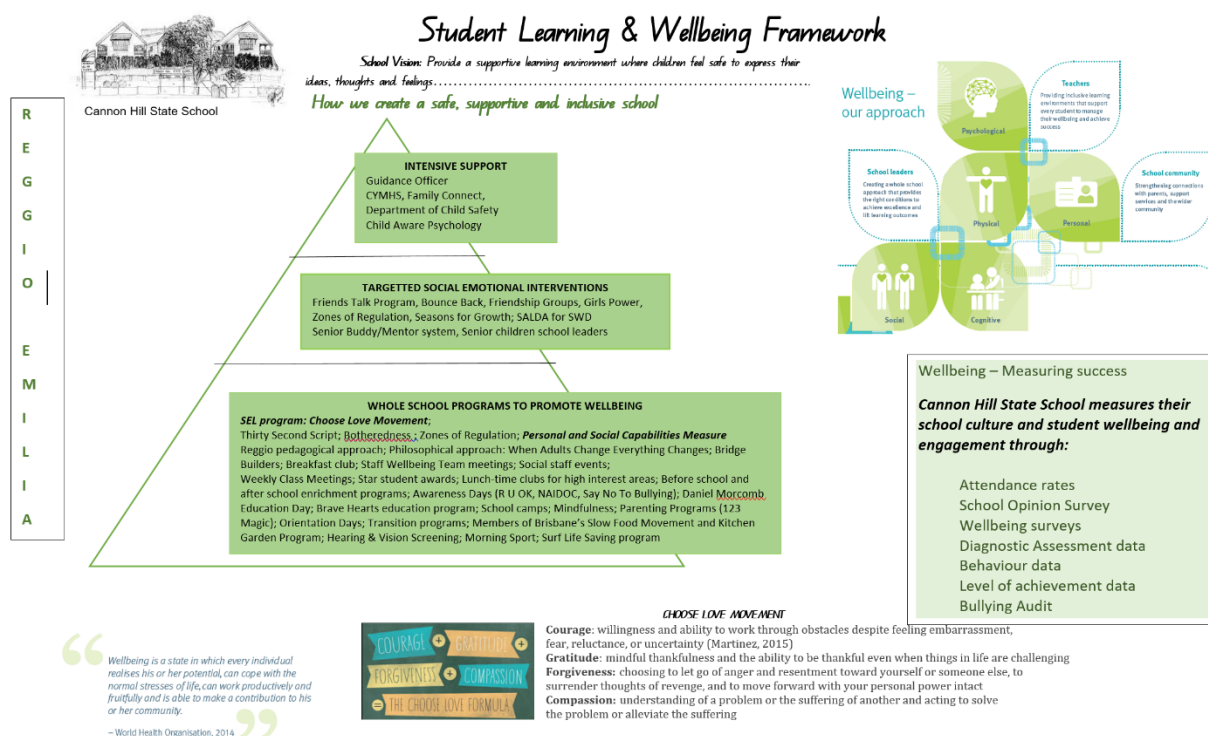
The main strategy is the Buddies in the Prep-2 playground. Year 6 leaders create a roster that programs supports for younger children in the P-2 playground each first break. Leaders teach younger children how to play games, participate in sports, sports carnivals and model fair play. They create positive opportunities to engage in the school community, creating events, and competitions which children can choose to participate in. They support lunch time clubs helping younger children play successfully.

Student learning and wellbeing framework

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. Cannon Hill State School has a staff Wellbeing team which meets twice a term. The standing items on the agenda are the core elements of the Wellbeing Framework.

Curriculum and pedagogy



Schools build the foundations for wellbeing and lifelong learning through the Australian Curriculum by 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](#). Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

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.

Specialised health needs

We work 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

Our school 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 office staff 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.

We maintain a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.

Mental health

Our school 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

Cannon Hill State School 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 student in the first instance, and where necessary provide first aid. In all other situations, our 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.

Suicide postvention

In the case of a suicide of a student that has not occurred on school grounds, our school 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, our 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.

Student Support Network

Role	What they do
Guidance Officer	<ul style="list-style-type: none">• Provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting• Assists students with specific difficulties, acting as a mediator or providing information on other life skills• Liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Inclusion Teacher Student support services	<ul style="list-style-type: none">• Provide comprehensive support on an individual needs basis.• Liaises with parents, teachers, or other external health providers as needed as part of the inclusion services.
Deputy Principal	<ul style="list-style-type: none">• Liaises with parents, teachers, or other external expert providers as needed as part of support process for children.• Sets up meetings, communicate with parents when support is needed.• Facilitates restorative meetings with children

Principal	<ul style="list-style-type: none"> Investigates and supports children during reported incidents Meets / communicates with parents to support children when needed. Liaises with parents, teachers, or other external expert providers as needed as part of support process for children. Investigates and supports children during reported incidents when needed.
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Whole School Approach to Discipline

Our school has collaboratively developed a multi-tiered system of support for discipline in the school based on the expectations of **Ready, Respectful, Safe** and explicitly teaching self-regulation.

These three rules /expectations are taught explicitly in the classroom at the beginning of every school year. Children engage in learning activities that help them create understanding and application of these expectations. These expectations are referred to in daily class routines and learning.

The goal of self-regulation is central to our *Code of Conduct for Students*. We believe it is essential to teach children how to self-regulate (or control their own behaviour) as this is an essential capability for success in both school, and all aspects of life in the 21st Century. This means that we use strategies to move children from dependence on external management to internal self-regulation as early as possible depending on the individual student. Zones of Regulation and Mindfulness are strategies we use to support children's progression to internal self-regulation.

We believe that understanding and supporting children's behaviour is a part of the overall teaching and learning approach in our school. This is a whole-school approach, used in classrooms, playgrounds and includes sporting activities and excursions.

Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to self-regulate, reflect on self-learning and apply new learning.

We have put into place systems of recognition, for example STAR students awards on assembly and systems of consequence (such as supported play and learning, loss of choice of where children play and learn, and adult support through club participation instead of free play).

The development of the *Cannon Hill State School Student Code of Conduct* is an opportunity to explain our approach to parents and children, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of **Ready, Respectful** and **Safe** can be used in any environment, including the home setting for students. Doing everything we can do to set children up for success is a shared goal of every parent and school staff member. Parents and children are welcome to ask questions and discuss this code of conduct with staff.

Cannon Hill State School Expectations

In 2018, Cannon Hill State School staff participated in a book study of *When the Adults Change Everything Changes*, Paul Dix, 2017. Staff reached consensus on the following expectations/rules: **Ready, Respectful, and Safe.**

CANNON HILL STATE SCHOOL EXPECTATIONS							
	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND	STAIRWELLS RAMP AND VERANDAS	TOILETS	CAR LINES/BIKE RACKS
READY	Be in the right place at the right time. Arrive with an attitude of success.	Have all equipment and self ready for learning.	Make sure your device is ready for learning.	Be a problem solver and have fun.	Be aware. Look ahead.	Use toilets during breaks and before school.	Listen to adults. Go directly to area.
RESPECTFUL	Respect others' personal space and property. Care for equipment, furniture, gardens and buildings. Clean up after yourself. Use kind language.	Walk Care for all equipment and keep work spaces tidy. Respect others' right to learn.	Use approved online sites and educational games at the right time. Post content online that you know is kind to others and yourself. Respect others' right to be free from bullying.	Play fairly – take turns, invite others to join in and follow rules. Care for others and the environment.	Move calmly. Carry belongings. Be aware of others.	Respect others' privacy. Keep toilet area tidy and clean.	Use own bike/scooter only. Wait inside the gate until you are called. Respect others' property.
SAFE	Report any unsafe behaviour to an adult. Ask permission to leave the classroom. Walk safely under buildings, toilets, ramps and outside classrooms. Follow teacher instructions straight away. Benches are for sitting on. Move safely. Be aware of others.	Report any unsafe behaviour to an adult. Listen Walk Enter calmly.	Report any unsafe behaviour to an adult. Respect others' right to be free from bullying. Keep any usernames or passwords private. Follow all teacher instructions about keeping information private. Think before you share.	Report any unsafe behaviour to an adult. Play safely. Wear a broad brimmed hat Seek help when you need it. Follow adult instructions. Use Buddy Bench. Seek help from a Playground Buddy.	Walk and keep left. Hold the handrails. Keep passage ways clear. Walk up and down ramps and stairs. No jumping on or over ramp rails, stairs and verandas. Report damage to an adult.	Report any unsafe behaviour to an adult. Wash hands after using the toilet. Walk around toilet buildings.	Wait your turn. Sit while waiting for your car. Walk bike/scooter in and out of school grounds. Wait inside the gate until you are called. No playing on the footpath.

Listening

Listening to others is crucial in the Reggio Emilia Approach to learning at Cannon Hill State School.

Listening to reports

Listening to children's reports of unsafe behaviours respects each child's voice. Children are taught to report incidents and behaviours that are unsafe. They are encouraged and supported to report unsafe behaviours knowing this will stop them continuing. They are taught the difference between reporting and dobbing.

Teachers and children continually model reporting as a preventative strategy. Both children and teachers know that it is safe to report at our school - and people who report are supported and their reports will be acted on.

Listening to restore relationships

Listening leads to reflection and restoration of relationships. Restorative practices form an important part of the child's response to an incident.

We teach children processes that support listening, reflection and restoration. In most situations teachers can facilitate the **Think, Feel, Do** process which enables children to listen to each other by repeating the other's perspective and sharing their own. Children can then usually come to an agreement that includes apology and consequence.

In a more complex incident a trained teacher would facilitate a Restorative meeting.

Key Dimensions of Family-School Partnerships

Family-School Partnerships Framework

The *Family-School Partnerships Framework** identifies seven dimensions as guidelines for planning partnership activities. *Australian Government Department of Education, Employment & Workplace relation

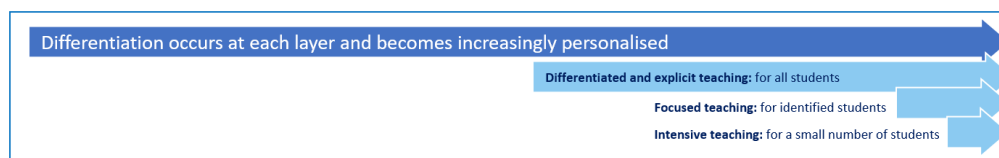
7 Dimensions	How Cannon Hill State School enacts this dimension
communicating	Website, School handbook, Weekly Bulletin, Konnectives, Class newsletters, emails and phone calls to parents, parent reps, 3WPM, Helpful friendly front desk. Interpreter phone service for EALD families. A dedicated <i>Choose love</i> newsletter each term.
Connecting learning at home and at school	Class newsletters, New Homework policy (community collaboration) to enable easier access to school based learning when needed e.g. remote learning, Parent reading courses. Pre prep sessions for parents and children. School Behaviour Leadership team members' provision of information to staff and parents, and support to others in sharing successful practices. Induction for new staff, parents and children.
Building community and identity;	Breakfast Club, School signage that recognises Place names with in the school grounds. 100yr history book.
Recognising the role of the family;	Encourage parents to share their culture, circumstances and values at enrolment meetings, Parenting courses offered at school. Pre- prep workshops on early literacy and numeracy.
Consultative decision-making;	Community consultation with new/revised policies. Meeting/phone call with parents to listen to their feelings, concerns, ideas and individual circumstances when their child is involved in an incident. Emails to continue discussions and feedback on each case.
Collaborating beyond the school	Encouraging relationship with local businesses and community organisations e.g. Slow Food, Real Estate, Politicians, Bakery, Foodbank
Participating	Families involved in classrooms projects, reading support, P&C Buddy partner seek out families to support, contributing through working bees, fundraising,

Tier 1 Differentiated and Explicit Teaching

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

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. 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.

It is essential that the classroom and playground environments are managed to maximise the likely success of students to self-regulate their behaviour. This is the first area we address when students are identified as having difficulties with self-regulation.

Communicating school expectations

Class Agreement

Every classroom in our school creates a class agreement based on our 3 rules/expectations **Ready, Respectful** and **Safe**, as a basis for developing their behaviour standards. Using this agreement, the class teacher works with all students to explain exactly what each of the rules look, sound and feel like in their classroom. Teachers also collaboratively work with the class to agree upon the process followed if children do not follow the class agreement. The completed agreement 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.

Behaviour and Social Emotional Learning lessons

These lessons are conducted by classroom teachers using the [Choose Love Movement program](#).

Teachers work through this program by teaching each of the following concepts each term.

- **Courage:** willingness and ability to work through obstacles despite feeling embarrassment, fear, reluctance, or uncertainty (Martinez, 2015)
- **Gratitude:** mindful thankfulness and the ability to be thankful even when things in life are challenging
- **Forgiveness:** choosing to let go of anger and resentment toward yourself or someone else, to surrender thoughts of revenge, and to move forward with your personal power intact
- **Compassion:** **understanding of a problem or the suffering of another and acting to solve the problem or alleviate the suffering**

Self-regulation- lessons

Teachers teach breathing, toggling and other mindfulness strategies. Children practise these daily and are taught the Zones of Regulation to use as a tool to assess their current emotional status and implement strategies to deal with levels of emotion when needed.

Reggio Emilia Approach

Cannon Hill State School has chosen to support wellbeing and social emotional learning through curriculum choices such as using the Reggio Emilia Pedagogical Approach, which believes and practices the attitude of listening. As children communicate their thoughts teachers document them and then make their thinking visible by placing on the walls and sharing with others. Children can see they are listened to when their thoughts are published on the walls of the school.

Practical Philosophy

Cannon Hill State School also intentionally teaches Practical Philosophy. This approach to philosophy teaches 3 skills Deepen, Problematize and Conceptualize. Children are taught to deepen their ideas by questioning them. They problematize their ideas by asking what is wrong with this. They are taught to conceptualise their thinking by finding the essence and bringing it to its core idea. This philosophical approach to wellbeing teaches children to listen to each other and respectfully question a point of view.

General Capabilities Australian Curriculum- Personal and Social Capabilities Measure

When teachers are planning they include the general capabilities of personal and social skills.

Respectful Relationships

In Health and PE children are taught progressively from Prep to year 6 to understand and deal respectfully with peer relationships.

Reinforcing expected school behaviour

Active supervision by staff during classroom and non-classroom activities.

All our teachers have read, if not can borrow to read, *When Adults Change Everything Changes*, Paul Dix, 2017; from that book Cannon Hill State school has focussed on:

1. **Thirty Second Script**- teacher use this script to support low level behaviour issues
2. **Botheredness**- teachers take the time to check in with all their children and find positives and draw their attention to them- Recognition boards
3. **Certainty**- teacher make sure all children know the rules and class expectations
4. **Zones of Regulation** –children learn to understand and monitor their capacity to self-regulate

Positive recognition

At our school, communication of our key messages about behaviour is backed up through recognition, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed.

This 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 recognition. This recognition system is linked to the Building Learning Power (BLP) framework (Star Students), our 3 rules/ expectations, the Year 6 Leadership program and Positive Recognition Boards.

Positive recognition approach

Each week classes make time to nominate their peers for demonstrating aspects of the BLP and the 3 rules. After a quality nomination the student is awarded a School Certificate on Assembly. After a set number of School Certificates, the student is awarded a Star Student Badge.

Tier 2 Focused Teaching

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

Some children may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These children may have difficulty meeting

behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

If this persists teachers will follow the ***[Cannon Hill State School Flowchart for dealing with behaviour](#). They support the child to self-regulate, access admin help if required, and create a plan. The plan could be created by accessing the weekly behaviour meetings* and Student Support Network Staff#.

*The Behaviour Team weekly meetings are the venue for problem solving and the establishment of mentoring and coaching to address environmental contributions to behavioural concerns. Teachers should nominate to have their problems addressed at the meeting.

#Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Cannon Hill State School to provide focused teaching. Focused teaching is aligned to the class agreement, and student progress is monitored by the classroom teachers.

Cannon Hill State School has a range of [Student Support Network](#) staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

The school invests in the following programs to address specific skill development for some students:

- Friends Talk Program,
- Friendship Groups,
- Yarning Circle
- Zones of Regulation,
- Seasons for Growth;
- SALDA for SWD Senior Buddy/Mentor system,
- Year 6 school leaders

Tier 3 Intensive Teaching

Intensive Behaviour Support

Cannon Hill State School is committed to educating all students, including those with the highest behavioural support needs.

We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.

The Intensive Behaviour Support Team (DP, GO, Principal):

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- make adjustments as required for the student; and
- creates an individualised plan
- accesses expert help if needed
- Accesses Professional Learning and support to enhance the approaches used by teaching and other staff in relating with the student. This can include modifications to the class and

playground environment. An Action Learning approach is adopted with staff trialing new approaches and reviewing the effectiveness.

The Intensive Behaviour Support Team has a referral system in place. Students are identified through teacher concerns and by tracking data entered on One School. Following identification, a team member or the class teacher contacts parents and any relevant staff members to collect data, that information is shared at a behaviour team meeting and the assessment and support processes will begin.

A support staff member is identified which may be class teacher, support services teacher etc. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Further intensive support

Guidance Officer
CYMHS, Family Connect,
Department of Child Safety
Child Aware Psychology

Legislative Delegations

Legislation

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

Delegations

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

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

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

[Education \(General Provisions\) Act 2006 Director-General's delegations](#)
[Education \(General Provisions\) Act 2006 Minister's delegations](#)

Disciplinary consequences

Consequences for unacceptable behaviour

Cannon Hill State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. We seek to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

The disciplinary consequences model we use 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 direction, feedback, and rule reminders, followed by 30 second script and self-regulation practice 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 and will continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for support.

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 so serious as to warrant immediate removal of the student for the safety of others, or no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

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

Differentiated Low Level

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or to be more ready. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how to modify their behaviour to align with the expectations of our school community.

This approach develops self-regulation, an important element of *Cannon Hill State School Student Code of Conduct*.

This approach may include:

- Reminders of class goals and class vision
- Creation and reminder of class agreement aligned with school rules ready, respectful, safe
- Parallel cuing- Recognition Wall
- Pre-correction (e.g. "Remember to be respectful, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines including breathing & toggling to self-regulate
- Corrective feedback (e.g. "Walk in the classrooms")
- Private discussion with student about expected behaviour 30 second script.
- 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
- Tactical ignoring of inappropriate behaviour (not student)
- Individual positive reinforcement for appropriate behaviour
- Low voice and tone for individual instructions
- Check understanding of task, break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Give 30 second 'take-up' time for student/s to process instruction/s
- Prompt student to breathe, think about the zone of regulation they need to be in and how to get there. Toggle.
- Reprimand for inappropriate behaviour
- Proximity support and reduce verbal language
- Revised seating plan
- Reminder of more serious consequences (e.g. toggle then removal from classroom)

10 Essential Classroom Skills

1. Establishing expectations
2. Giving instructions
3. Waiting and scanning
4. Cueing with parallel acknowledgment
5. Body language encouraging
6. Descriptive encouraging
7. Selective attending
8. Redirecting to the learning
9. Giving a choice
10. Following through



Source: Essential Skills for Classroom Management, DOE&T, Qld Gov 2015
<https://learningplace.eq.edu.au/cx/resources/file/8b302694-bc7d-4fa8-bcaf-0084638f25a9/1/index.html>

Focussed

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

This may include:

- Referral to school behaviour team weekly meeting (as needed)
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behavioural plan – Level 1 / 2 support
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Functional Behaviour Assessment
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with Network of Support and Intensive Behaviour Support team, to address persistent or ongoing serious problem behaviour.

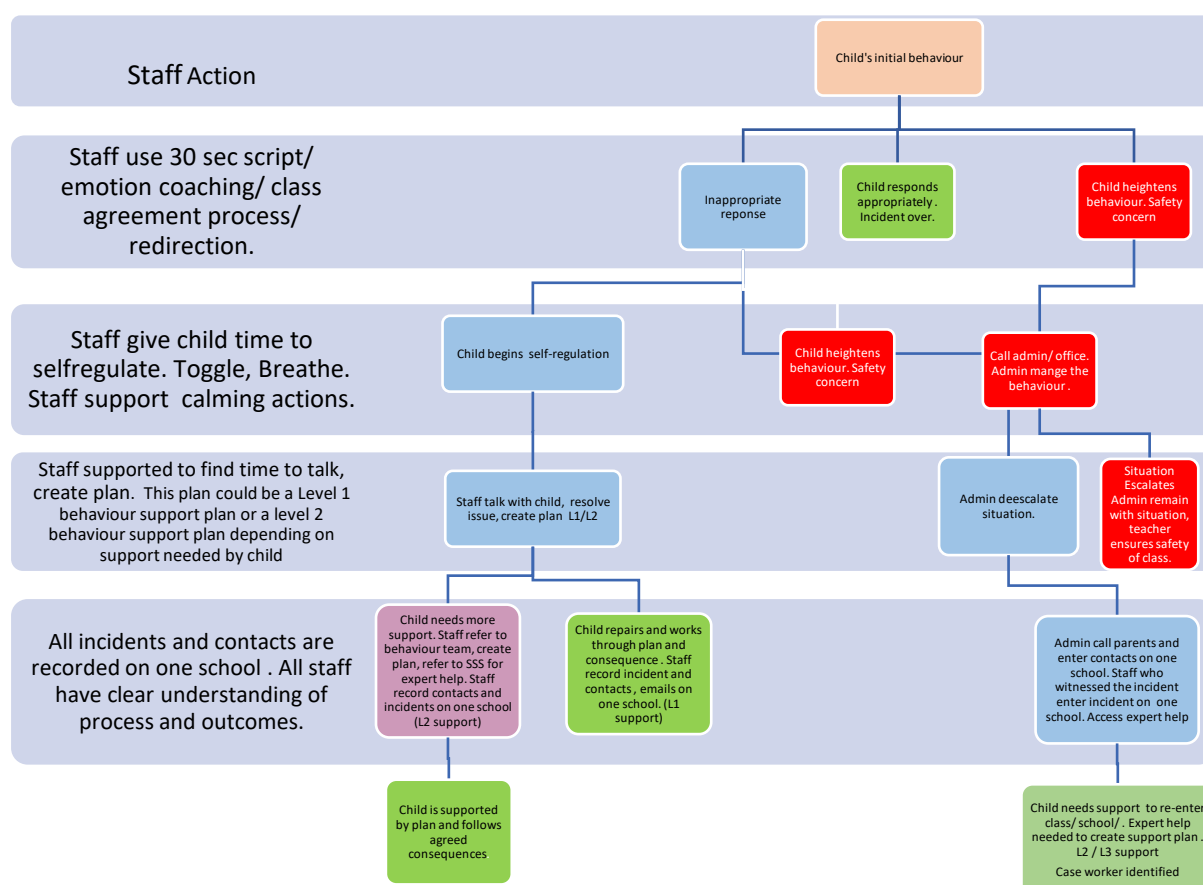
This may include:

- Functional Behaviour Assessment based individual support plan
- Referral to Intensive Behaviour Support Team
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- 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)

Behaviour management flowchart

Our teachers use the following resource when dealing with student behaviour.

***Flowchart for dealing with behaviour at Cannon Hill State School



School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour.

There are four types of SDA:

1. Short suspension (1 to 10 school days) See Suspension Flowchart attached
2. Long suspension (11 to 20 school days)
3. Charge-related suspension
4. Exclusion (period of not more than one year or permanently).

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 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 Cannon Hill State School will be invited to attend a re-entry meeting, usually 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.

The aim of the re-entry meeting is for school staff to set the student up for future success by explaining the new support in place, and to 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, GO or their delegates attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting should follow an agenda, which can be 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 is focused on making the student and their family feel welcome back into the school community.

Possible agenda:

- Welcome back to school
- Check in on the child's wellbeing and show them how they will be supported in returning. Check their understanding of the new support offered.
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

Reasonable adjustments

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

School Policies

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

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Restrictive Practices
- Suspension Flowchart
- Critical Incidents
- Related Procedures and Guidelines

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, and 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 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 Cannon Hill State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, pocket 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, for example box cutters, will be provided by the school, and the use of them will be supervised by school staff.

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

Responsibilities

State school staff at Cannon Hill State School:

- do not require the student's consent to search school property such as tidy tubs, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- require consent from the student or parent to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- may be in an emergency circumstance 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);
- require consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Cannon Hill State School;

1. Ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - a. is prohibited according to the *Cannon Hill State School Code of Conduct*
 - b. is illegal
 - c. puts the safety or wellbeing of others at risk
 - d. does not preserve a caring, safe, supportive learning environment
 - e. does not maintain and foster mutual respect
2. Collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Children of Cannon Hill State School;

1. Do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - a. is prohibited according to the *Cannon Hill State School Code of Conduct*
 - b. is illegal
 - c. puts the safety or wellbeing of others at risk
 - d. does not preserve a caring, safe, supportive learning environment

- e. does not maintain and foster mutual respect;
2. Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

In consultation with the broader school community, our school has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that mobile phones not permitted in class or in the playgrounds. Children are expected to sign them into the office as soon as they enter the school grounds.

Responsibilities

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

It is **acceptable** for children Cannon Hill State School to use other devices for;

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment

Children at Cannon Hill State School must:

- be courteous, considerate and respectful of others when using a device
- switch off and place the device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a device under special circumstances.

It is **unacceptable** for children at Cannon Hill State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources

- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download any programs capable of breaching the department's network security
- use in-phone cameras anywhere inappropriate, such as in change rooms or toilets
- record personal conversations or daily activities and distribute further
- use a mobile phone to cheat during exams or assessments

At all times children, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the *Cannon Hill State School Student Code of Conduct*. In addition children and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email

Children and their parents should be aware that:

- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- children who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the child.

Preventing and responding to bullying

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

We use the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

We also refer to [Bullying. No Way!](#). This resource is used to provide staff with resources for clarifying bullying behaviour, teaching strategies to deal with bullying behaviour and promoting positive social

behaviours. Our school also participates in the national annual National Day of Action against Bullying and Violence event.

What is Bullying?

The agreed national definition for Australian schools describes bullying as:

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. Our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. **Think, Feel, Do** is a process used by our staff to support children in resolving conflict. Posters in the playground promote familiar and taught structures to help children resolve conflicts together without adult support.

The following flowchart explains the actions Cannon Hill State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Bullying response flowchart

Our teachers use the following resource to guide their response to incidents.

Cannon Hill State School - Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

Staff on duty in play space, Class teacher, Deputy Principal Joy Pohlner, Principal Jonathan Gagen

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 One School
- 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
- Engage the student as part of the solution
- 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 One School
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor 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 One School

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The Deputy Principal, Joy Pohlner or Principal, Jonathan Gagen, can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

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

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

Cyberbullying response flowchart

Our teachers use the following resource to guide their response to incidents.

Cannon Hill State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

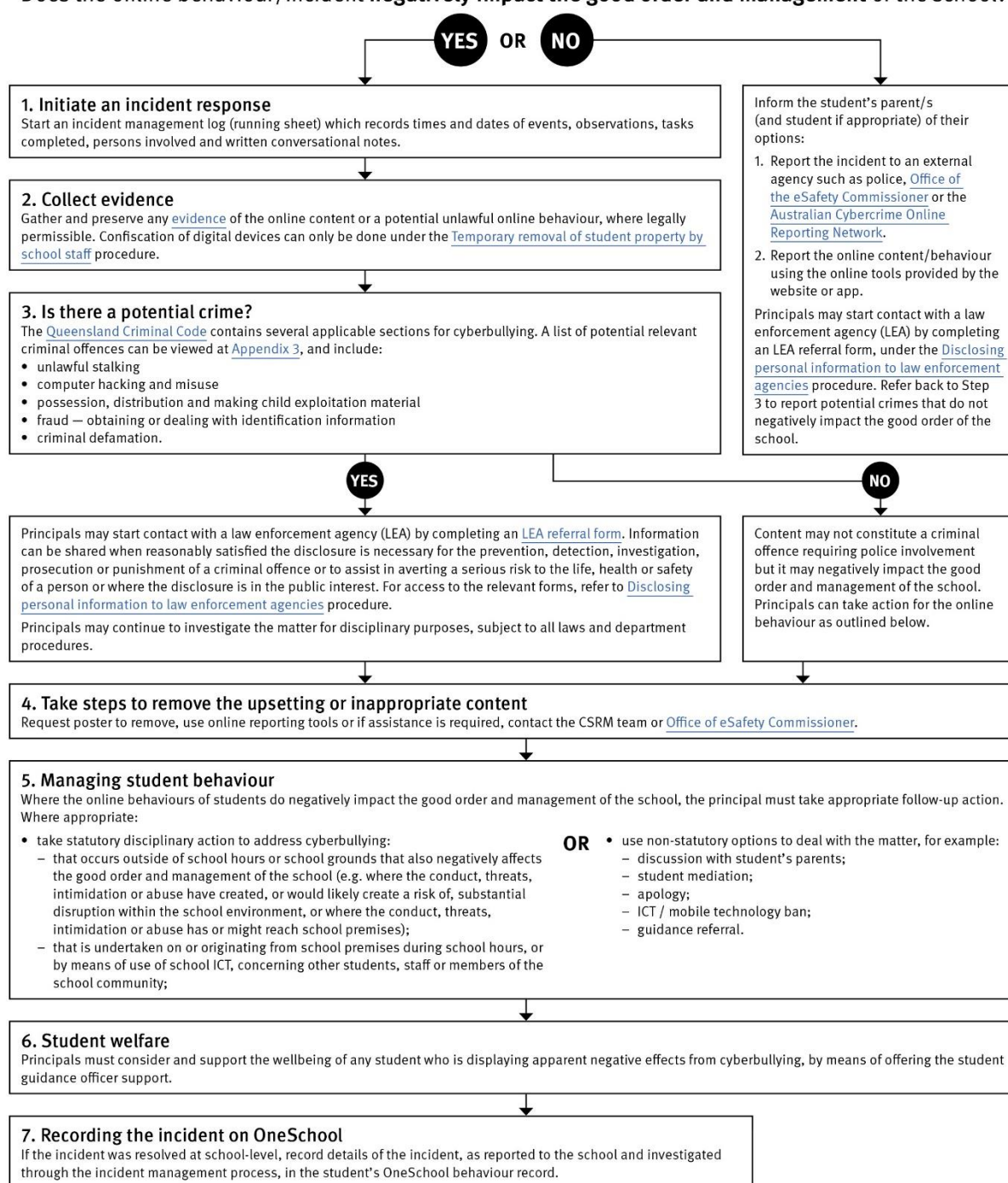
Explicit images

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

Report

Refer to the [Online incident management guidelines](#) for more details, or if assistance is required, contact the Cybersafety and Reputation Management (CSRM) team on 3034 5035 or Cybersafety.ReputationManagement@qed.qld.gov.au.

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



Cyber safety 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 cyber safety 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 cyber safety 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 cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the [team](#) (Department employees only).

Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

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

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep it 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 children will learn online behaviours from them.

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter.

For example, online content may substantiate the offence of ‘using a carriage service to menace, harass or cause offence’ (*Criminal Code Act 1995 (Cth)* s. 474.17).

School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005 (Qld)*.

What about other people’s privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Cannon Hill State School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly.

On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

The department's Restrictive practices procedure is written with consideration for the protection of everyone's human rights, health, safety and welfare.

There are six fundamental principles:

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

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

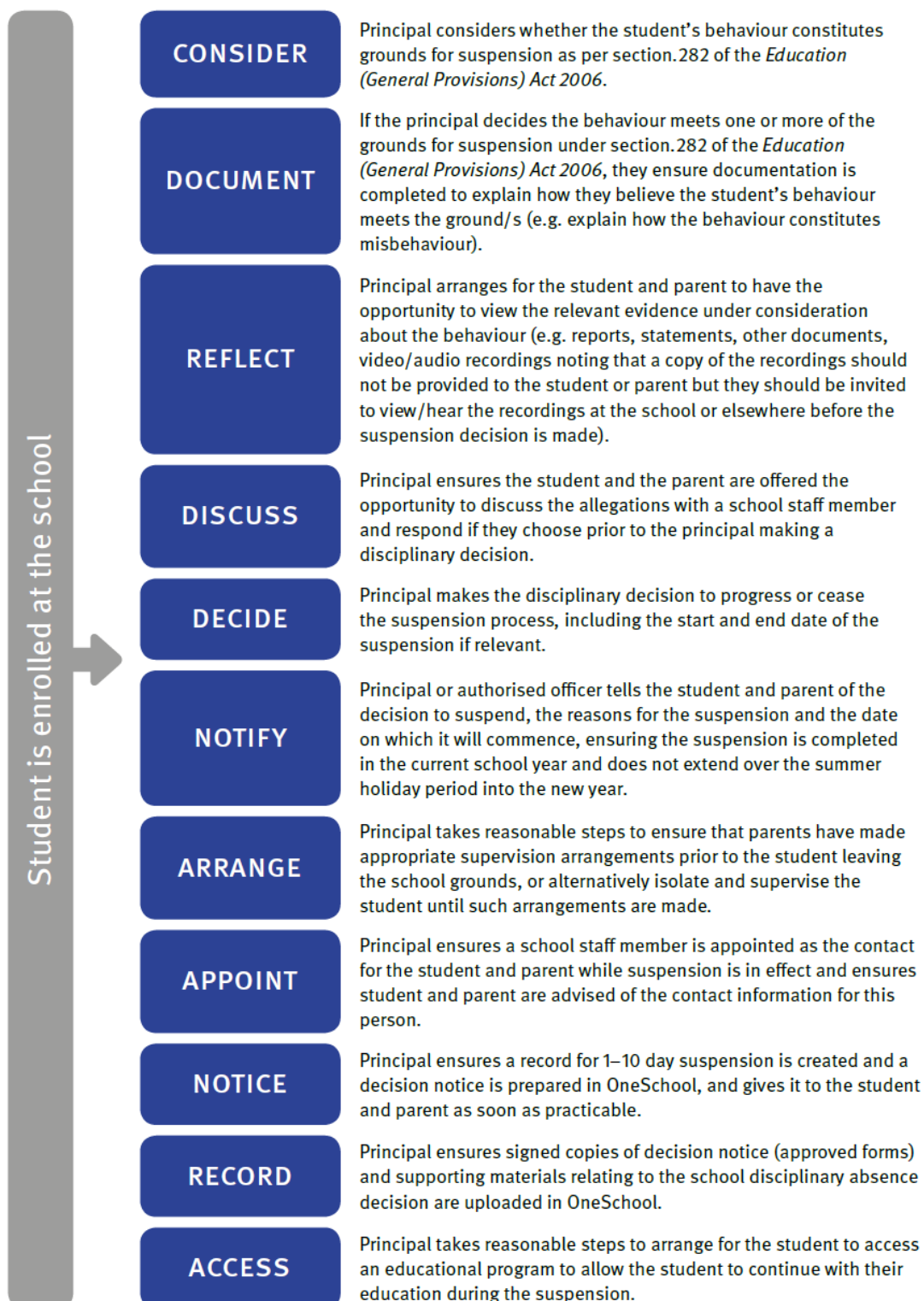
Seclusion will not be used as a planned response and will only be used in serious circumstances for managing an unforeseeable situation in an emergency. It will be used for the shortest time possible and in a safe area that presents no additional foreseeable risk to the student. In such emergencies,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

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

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

Suspensions flowchart

Flowchart: Suspensions (1–10 days)



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 One School.

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.

Related procedures and guidelines

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

- Cancellation of enrolment
- Complex case management
- Customer complaints management policy and procedure
- Disclosing personal information to law enforcement agencies
- Enrolment in state primary, secondary and special schools
- Hostile people on school premises, wilful disturbance and trespass
- Inclusive education
- Police and Child Safety Officer interviews and searches with students
- Restrictive practices

- Refusal to enrol – Risk to safety or wellbeing
- Student discipline
- Student dress code
- Student protection
- Supporting students' mental health and wellbeing
- Temporary removal of student property by school staff
- Use of ICT systems
- Using mobile devices

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](#)

Concerns and complaints

Cannon Hill State School 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](#).

The processes outlined here are in addition to the options available under our general Concern Management Policy.