QUEENSLAND
ACADEMIES
Creative Industries Campus

Student Code of Conduct

Inquirers
Knowledgeable
Thinkers
Communicators
Principled
Open-minded
Caring
Risk-takers
Balanced
Reflective

Equity and Excellence

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

Queensland Department of Education

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Consultation

The Student Code of Conduct was reviewed in 2024 by a committee of staff, students and parents to ensure adherence to department procedure and local context considerations. The 'Away for the Day' mobile device appendix was created using staff feedback following the release of the DoE procedure in November 2023.

Endorsement

Principal Name	Mick Leigh
Principal Signature	
Date	17/01/2024
P&C President Name	Meghamala Basu
P&C President Signature	
Date	17/01/2024

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Purpose

Queensland Academies Creative Industries (QACI) is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The QACI Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a positive, productive, and effective whole school approach to discipline.

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

Learning Behaviour

In order to provide every student with the opportunity to reach their potential, students should expect to:
- Be able to learn without distraction or interference from others
- Work in a safe environment
- Feel safe from harassment, bullying and discrimination
- Be shown respect by their peers and teachers
- Be empowered to take responsibility for their own behaviour and progress.

These expectations are represented within the 10 IB learner attributes. *https://www.ibo.org/contentassets/ fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf*

Respect: Treat others with consideration and regard, respect another person's right to hold views and express these.

Responsibility: Be accountable for one's own actions, resolve differences in constructive, peaceful ways, contribute to society and civic life and take care of the environment.

Honesty and Trustworthiness: Be honest, sincere and seek the truth.

Understanding, Tolerance and Inclusion: Be aware of others and their cultures, accept diversity within a democratic society, be included and include others.

Whole School Approach to Positive Behaviour

QACI students have the right to receive a quality education. We believe this QACI Student Code of Conduct sets the framework for school culture that:
- Provides an opportunity for all students to reach their learning potential
- Ensures the safety of students and staff
- Fosters confidence, responsibility and self-discipline
- Assists students who may exhibit challenging behaviour to accept responsibility for themselves and their actions
- Provides a social framework allowing every student to learn and succeed
- Cultivates integrity and mutual respect
- Develops leadership skills.

At QACI, our staff take responsibility to provide clear expectations about behaviour to students to ensure learning is enabled and prioritised through consistent teaching protocols.

The development of the QACI Student Code of Conduct is an opportunity to gain community support to implement a consistent approach to expectations of behaviour and conduct toward every student succeeding.

Consideration of Individual Circumstances

Staff at QACI acknowledge and respond to students' individual circumstances, such as their behaviour history, diverse abilities, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements, in all opportunities to engage with students.

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.

Our teachers are also obliged by law to respect and protect the privacy of individual students, and information about another student will not be disclosed or discussed with anyone but the student's family. The QACI community is assured that school staff take all student conduct matters very seriously and will address them appropriately. We expect all members of our learning community will respect the privacy of other students and families.

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

Differentiated and Explicit Teaching

QACI is an inclusive school environment that provides differentiated teaching to respond to the individual learning needs of all students. This involves communicating expectations about appropriate behaviours and providing opportunities for students to respond to these expectations. Teachers encourage and model expected behaviours and provide feedback, as well as create opportunities for students to express their views and needs in order to build authentic relationships.

Teachers at QACI vary what students are taught, how they are taught and how students can demonstrate what they know as part of this inclusive and differentiated approach to behaviour.

Through student data and day-to-day classroom observation, teachers are empowered to make decisions about differentiated teaching and learning to meet the behavioural needs of individual students. Teachers develop differentiated approaches to teaching that engage students' curiosity, enable them to demonstrate their learning, and achieve success.

Facilitating Standards of Positive Behaviour

As an inclusive learning community QACI students and staff are supported through a culture that inspires them to:
- Accept Challenge
- Embrace Opportunity
- Fly in V Formation

The QACI Statement of Purpose signpost the behaviours and attitudes for all members of the school community. QACI is a proudly inclusive community of innovative and creative thinkers who seek opportunities to ignite their curiosity, develop global and intercultural perspectives and foster a love of lifelong learning.

As an IB World School, our students develop as responsible members of local, national and global communities through alignment to the ten attributes of the IB Learner Profile: Inquirers; Knowledgeable; Thinkers; Communicators; Principled; Open-minded; Caring; Risk-takers; Balanced; and Reflective. These attributes are integrated across the curriculum and are the foundation of the IBL program for students in Year 10.

At QACI, each student is a valued member of a Connect Class, a House (Éveiller, Matjiin or Vivezza) and POD, a year level, and the whole school community. Throughout the school journey, students have opportunities to connect, thrive, strive and succeed with these groups through a range of enriching activities. These aim to help students balance academic accomplishments and build on character strengths with connection, positive emotions and relationships so that they can flourish.

Wellbeing and Inclusion is a school priority. The positive psychology PERMA+ framework underpins QACI's proactive approach to wellbeing and inclusion. The following domains of PERMA+ inform the organisation of the QACI Connect curriculum:

Positive Emotions
Experiencing a broad range of positive emotions and developing skills and knowledge to anticipate, initiate, experience, prolong and build positive emotions.

Engagement
Promoting complete immersion in enjoyable activities that meet your needs and capabilities in terms of challenge level and skills level.

Relationships
Increasing social and emotional skills in order to create and promote strong and nourishing relationships with self and others.

Meaning

Understanding, believing in, and serving something greater than yourself and engaging in activities for the benefit of others.

Accomplishment

Establish individual growth through striving and achieving manageable outcomes.

Health

Practicing sustainable habits for optimal physical and psychological health.

The rights and responsibilities of all members of the QACI community are recognised and respected through a universal approach to supporting positive behaviour.

Students have the right to:
- Be respected by all members of the community
- Work without interference from others
- Learn from an approach that is appropriate and inclusive of their needs
- Express themselves in a socially appropriate manner
- Feel safe at school
- Have their property respected and safe
- Be free from verbal and physical abuse.

Students have a responsibility to:
- Accept others of all backgrounds, identities and abilities to access and fully participate in learning
- Embrace all learning opportunities
- Respect the property of the school and other community members
- Respect and strengthen the culture of the school through positive and inclusive behaviour.

Responding to Unacceptable Behaviour

The response to unacceptable behaviour model used at QACI follows the same differentiated and inclusive approach used in the proactive teaching and support of positive behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. Some students will need additional support, time and opportunities to practise expected behaviours.

Differentiated

A continued pattern of low-level and infrequent behaviour can interfere with teaching and learning for the whole class, and the first response from the class teacher is to remind the student of the school's positive behaviour expectations.

The preferred way to re-direct low-level and infrequent behaviour is to encourage the student to consider how they could act more appropriately, respectfully, responsibly and positively. Providing this opportunity encourages the students to reflect on their own behaviour and consider how their behaviour could be modified to align with the expectations of our school community.

Focused

A range of targeted programs have been implemented to meet the individual needs of students to strengthen their life skills that will facilitate the expected high standards of behaviour. Through Connect, Enrichment, and IB Learner programs, the attitudes and attributes of QACI's culture are embedded into the curriculum and wellbeing opportunities for all students. These programs support and celebrate QACI's unique learning environment as a senior secondary school for high achieving, motivated and intelligent students.

Intensive

QACI is committed to educating all students, including those with the specific behavioural support needs. We recognise that students with complex and challenging behaviours need comprehensive systems of support. Specialised support is sought from a variety of sources to:
- Work with staff to develop appropriate behaviour support strategies
- Monitor the impact of support for individual students through continuous data collection
- Make adjustments as required for individual students
- Work with the school leadership team to achieve continuity and consistency.

The school leadership team work in consultation with specialised student support options to address

persistent or ongoing serious problem behaviour.

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:
- Short suspension (1 to 10 school days)
- Long suspension (11 to 20 school days)
- Charge-related suspension
- Exclusion (period of not more than one year or permanently).

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

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

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

Re-entry following suspension: Students who are suspended from QACI may be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is not a time to review the student's behaviour or the decision to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication. It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements: The invitation to attend the re-entry meeting will be communicated when an SDA decision has been made. Re-entry meetings are held with only the Principal or their delegate attending with the student and their parent/s. A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

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

School Policies

QACI has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment:
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The _Temporary removal of student property by school staff procedure_ outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the Principal or state school staff will consider:
- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. The following items are explicitly prohibited at QACI and will be removed if found in a student's possession:
- illegal items or weapons*
- imitation guns or weapons
- potentially dangerous items
- drugs**
- cigarettes, e-cigarettes, pod vapes, vape pens, box mods and vaporizers
- alcohol
- aerosol deodorants or cans
- explosives
- flammable solids or liquids
- poisons
- inappropriate or offensive material.

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at QACI:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents;
- consent from the student or parent is required to search the person of a student. 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.
- where a mobile device is suspected to contain child exploitation material the device will be confiscated and surrendered to Queensland Police Service.

Parents of students at QACI:

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
- is prohibited according to the QACI Student Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of QACI:

- do not bring property onto school grounds or other settings used by the school (e.g., camp, sporting venues) that:
- is prohibited according to the QACI Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect;
- Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Mobile Devices - Away for the Day at QACI

Mobile devices including smart phones, smart watches and other mobile communication devices are an ever present part of our lives. They can be beneficial to providing learning, safety and access to important information for us all. They can also be disruptive and harmful to our learning, safety and wellbeing when not used responsibly.

At QACI we recognise both the importance and risks inherent in the use of mobile devices in a school setting. The Department of Education requires schools to adopt an 'Away for the Day' student mobile device approach during school hours. The approach aims to support maintaining a strong focus on educational achievement, and student wellbeing and engagement by:

- providing optimal learning and teaching environments
- encouraging increased face-to-face social interactions between students
- promoting the health and wellbeing of students through increased social interaction and physical activity
- reducing the potential for students to be exposed to the negative impacts of the digital world, resulting from unsafe or inappropriate technology use.

Approved Use of Mobile Devices:

Staff may provide students access to utilise mobile devices throughout the school day for a range of purposes including for activities such as:

- Accessing Microsoft suite and other approved software;
- Using the camera function to photograph work or produce work;
- Using music apps;
- Accessing QR codes;
- In lieu of laptops when required;
- Other ICT uses in line with departmental and school policies and procedures.

It is important to note that this is not an exhaustive list and approved use of mobile devices for educational purposes is at the discretion of the staff member.

Responsibilities

Our community is unique and as such our 'Away for the Day" approach reflects the responsibility of all our stakeholders and their role in ensuring our approach is courteous, considerate and respectful.

Students

- Students are to keep their phone in their pocket or in their bag turned off or silent throughout the school day.
- Students are allowed to use their phone for any learning purpose when approval is provided by a staff member to do so. This could include for curriculum purposes, CAS projects, or extra-curricular purposes.
- Students are to turn wearable devices and other mobile communication devices to airplane mode, or to switch off notifications on their devices.
- Students are to follow the directions of staff when reminded of the 'Away for the Day' mobile device approach at QACI.

Staff

- Staff are required to remind students to have their phones off or on silent and out of sight during the school day including during break times and when on offsite excursions and camps.
- Staff should incorporate appropriate mobile device use into negotiated classroom expectations.
- Staff should model responsible mobile device use by not using their devices during classes or on playground duty unless expressly for educational purposes.
- Staff should direct students when they approve the use of mobile devices for educational purposes and explain the parameters of that use.
- Staff should make students aware of the consequences of non-compliance to the 'Away for the Day' mobile device approach.
- Staff should advise the Year Co-ordinator of any persistent patterns of non-compliance by students.

Parents

- Parents should encourage the responsible use of mobile devices for their child and remind their child of the 'Away for the Day' mobile device approach.
- Parents should not call their child during the school day.

- Parents should contact the school through QACI Central should they need to get a message to their child.
- Consult with the Deputy Principal for their child in regards to any exemptions or reasonable adjustments which may be required.

Exemptions & Reasonable Adjustments

Where an exemption or reasonable adjustment is required to access a mobile device for a medical condition, disability or legitimate extenuating circumstances on a temporary or ongoing basis will be considered case-by-case.

Students and parents must discuss with the Deputy Principal any requests for exemption or reasonable adjustment.

Approved exemptions or reasonable adjustments, including details of how and when a student may access their mobile phone or wearable device, should be documented in the student's OneSchool Support Provisions tab and communicated to school staff.

In making a decision not to approve an exemption, principals (or their delegates) will undertake an assessment of the human rights that may be impacted by the decision and consider whether the limit placed on those human rights is reasonable and justified. The assessment should be documented appropriately.

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

Non-compliance with Mobile Device 'Away for the Day' Approach

Should students be non-compliant with the Mobile Device Approach, the following will occur:
- Staff will provide a reminder to students about expectations and request that the device be put away, on silent or off and without notifications turned on.
- Should a student continue to use a mobile device staff will request that the student put the device away in a safe place within the classroom/area under the supervision of the staff member.
- Should a student continue to have persistent patterns of non-compliance with the mobile device approach staff should create a behaviour incident and referral to the Year Co-ordinator.
- A Year co-ordinator may implement one of the following measures to support students who exhibit persistent patterns of non-compliance:
  - stakeholder consultation involving parent, Guidance Officer and student;
  - temporary removal of the mobile device for the day;
  - enrolling the student in an eSmart Digital Licence course;
  - referral to the Deputy Principal for continued non-compliance.
- A Deputy Principal may recommend to the Principal one of the following for students who continue to exhibit patterns of non-compliance following support measures being put in place:
  - Discipline Improvement Plan;
  - Student Disciplinary Absence.
- Where a student uses a mobile device for any of the following purposes disciplinary consequences and referral to external agencies will apply:
  - use a mobile device in an unlawful manner;
  - download, distribute or publish offensive messages or pictures;
  - engage in harassment, intimidation of staff, students or other community members;
  - engage in bullying or cyberbullying;
  - access or distribute pornography or child exploitation material;
  - knowingly download viruses or other programs capable of breaching the department's network security;
  - recording and/or distributing personal conversations without the express permission of those involved;
  - using a mobile device to cheat during exams or assessment.

Preventing and responding to bullying

QACI promotes positive relationships and the wellbeing of all students, staff and visitors at the school.

Students who feel secure are more likely to be active participants in their learning and 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. Positive engagement by parents 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.

QACI has a Student Leadership framework comprising diverse representatives from each year level who meet regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

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

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

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

Partnerships: Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

Support: School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership framework is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at QACI we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

QACI strives to create positive, safe, supportive and inclusive environments for all students at all times of the day. This disciplined teaching and learning environment is essential to:

- Achieving overall school improvement, including the effectiveness and efficiency of our student support programs
- Raising student achievement and attendance
- Promoting equality, diversity and inclusion
- Ensuring the safety and wellbeing of all members of the school community.

There is no place for bullying at QACI. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

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 conflicts or fights between equals, whether in person or online, are not defined as bullying.

Behaviours that do not constitute bullying include:

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

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

A range of personnel are available to support positive student behaviour. Quality teaching and student engagement remain the preferred methods of ensuring appropriate student behaviour both in the classroom and wider learning environment. However, should students indicate that they are unable to demonstrate behaviours and action that align to school expectations, support will be provided to ensure the individual needs of the students can be achieved:

- Class Teacher
- Connect; and Connect Teachers
- Year Level Coordinator
- Heads of Department
- Deputy Principal
- Principal
- Guidance Officers
- Literacy and Numeracy; and Succeed Coaches
- Child Youth Mental Health Services
- School Based Health Nurse
- Chaplain
- Department of Education Regional Office
- State and national online support services

Response to bullying Flowchart

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

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

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

Day two Collect
- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three Discuss
- 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 OneSchool
- 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 OneSchool

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

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

In the first instance, staff, students or parents who wish to make a report about cyberbullying should approach the Year Level Coordinators of each year level.

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

Students enrolled at QACI may face in-school disciplinary action 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 the Principal.

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?

YES OR **NO**

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

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

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

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

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

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

YES

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

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

NO

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

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

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

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

QACI 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 through targeted programs as identified in the Responding to Unacceptable Behaviour section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at QACI 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.

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 general and avoid posting anything that could identify individuals.
- A few years ago, parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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 the community about school notices, the department prefers that stakeholders 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 QACI 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.

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 to punish or discipline the student; it is a crisis management period only.

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

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

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

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

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

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

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