



Hercules Road State School

Student Code of Conduct 2023-2025

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 2020-2024

Purpose

Hercules Road State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

Our school's Moral Purpose is:

We provide a community of support to educate our students to reach their full potential and become more responsible, resilient and respectful citizens of the future.

At HRSS we are:

- Responsible for our actions
- Persistent and aim high
- Respectful of people, property and the environment
- Following instructions
- Behaving in a safe way at all times

Our values (HERCS) are:

- Harmony
- Excellence
- Resilience
- Community
- Safety

This Responsible Behaviour Plan for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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Endorsement

Principal Name: Trudi Ivins

Principal Signature: 

Date: 07/06/2023

P/C President and School Council Chair Name: Stacie Ramanah (P & C President) and Kathy Hotz (School Council Chair)

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

Date: 07/06/2023

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Principal's Foreword

Introduction

Hercules Road State School has a growing tradition of high expectations. This Student Code of Conduct, consultatively developed, provides explicit detail around the complex factors which ensure the safety, engagement, positive relationships and learning for all members of our school community.

Managing the Code of Conduct is a shared responsibility between the student, parents/guardians and the School. All students and families have ready access to support offered by the School.

Hercules Road State School core beliefs are that we:

- Assume responsibility for our actions
- Maintain persistent standards with high expectations
- Demonstrate respect of people, property and the environment
- Follow instructions
- Behave in a safe way at all times

Our values are framed in the following five (HERCS) areas of **Harmony, Excellence, Resilience, Community and Safety**

This Student Code of Conduct for Students is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. This recognises that effective learning can only occur in a secure environment where the rights and responsibilities of others are known and respected and where standards and rules are fairly and consistently applied.

While attending school or school-sponsored activities, students are expected to follow basic rules, procedures, and expectations, including:

- Maintaining students' first priority at school - to learn. This includes avoiding, or creating, distractions that interfere with or are counter-intuitive to our learning mission.
- Being in the assigned place with appropriate materials, ready to work at the designated time that class begins.
- Keep hands, feet, and objects to self and never intentionally harm another student.
- Using school-appropriate language and behavior at all times while maintaining friendly and courteous behavior.
- Being polite and respectful to everyone, including students, teachers, administrators, support staff, and visitors.
- Following instructions, class rules, and expectations at all times.
- Giving every other student the opportunity to maximize their potential.
- Attending school and participating in class, as an essential part of the educational process.

I strongly encourage all to take advantage of the opportunities at Hercules Road State School. These are readily available when positive behaviour is demonstrated.



Trudi Ivins
Principal

P&C and School Council Joint Statement of Support

At Hercules Road State School, we provide a community of support to educate our students to reach their full potential and become more responsible, resilient and respectful citizens of the future. As presidents of our respective organisations for Hercules Road State School we are proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by the PBL (Positive Behaviour for Learning) Committee has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. The consultative process began in 2018 and was conducted via both the P and C and The School Council. This has been an important aspect in the development of the Hercules Road State School Student Code of Conduct. The awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

Our HERCS values are HARMONY, EXCELLENCE, RESILIENCE, COMMUNITY and SAFETY. Our entire school community are encouraged to understand and follow these values. The culture of our school is enhanced by the explicit teaching and provision of feedback on these values which contributes to the well-rounded understanding and commitment to follow these values.

Hercules Road State School staff take an educative approach to discipline. We believe that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our staff believe that through positive communication and relationships we can all achieve and become responsible, resilient community members of the future.

We encourage all parents to familiarise themselves with the Hercules Road State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Stacie Ramanah
HRSS P&C President

Kathy Hotz
HRSS School Council Chairperson

Consultation

Hercules Road State School developed this plan in collaboration with our Positive Behaviour for Learning (PBL) Team, behaviour reference group, the P&C, School Council and the broader school community. Consultation with parents, staff and students commenced in 2023 through the PBL committee, Student leadership team, the P & C and School Council.

In 2022-23 our school initiated a major focus on supporting students to self-regulate their own behaviour, Team Teach Training and development of Zones of Regulation within.

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 climate, 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 and principals.

Staff Opinion Survey results	2017	2018	2019
	(%)	(%)	(%)
Students are encouraged to do their best at this school.	100.0	100.0	100.0
Students are treated fairly at this school.	97.5	93.4	89.0
Student behaviour is well managed at this school.	96.2	78.9	64.4
Staff are well supported at this school.	94.9	92.2	81.3
This school takes staff opinions seriously.	92.4	90.7	73.2
This school looks for ways to improve.	100.0	100.0	97.3
I have access to quality professional development.	88.0	90.8	85.7
Staff at my school are actively involved in Developing Performance discussions.	92.0	94.7	91.0
I can access necessary information and communication technologies to do my job at my school.	86.1	90.8	91.7
Information and communication equipment is well maintained at my school.	79.2	93.3	91.5
My school provides useful information online.	92.3	94.7	94.5
My school keeps me well informed about things that are important to my work.	89.9	92.0	90.4
Staff at my school work as a team to deliver improved outcomes.	97.4	93.4	93.0
The wellbeing of employees is a priority for my school.	83.3	85.3	75.0
I am aware of occupational health and safety procedures at my school.	97.4	93.5	94.5

Student Opinion Survey	2018	2019
	(%)	(%)
I like being at my school.	100.0	95.8
I feel safe at my school.	98.0	98.3
My teachers motivate me to learn.	98.1	99.1
My teachers expect me to do my best.	100.0	100.0
My teachers provide me with useful feedback about my school work.	98.0	95.7
Teachers at my school treat students fairly.	94.0	92.2
I can talk to my teachers about my concerns.	89.6	90.7
My school takes students' opinions seriously.	94.1	88.5
Student behaviour is well managed at my school.	94.1	86.6
My school looks for ways to improve.	100.0	95.7
My school is well maintained.	94.1	95.7
My school gives me opportunities to do interesting things.	88.5	94.0
I am getting a good education at my school.	96.2	95.7
This is a good school.	98.1	96.5

School Opinion Survey - Parents	2017	2018	2019
	(%)	(%)	(%)
My child likes being at this school.	91.2	95.8	98.7
My child feels safe at this school.	94.7	95.8	98.7
My child's learning needs are being met at this school.	93.0	93.3	92.0
My child is making good progress at this school.	91.1	94.2	92.0
Teachers at this school expect my child to do his or her best.	98.2	100.0	98.7
Teachers at this school provide my child with useful feedback about his or her school work.	92.7	94.1	93.2
Teachers at this school motivate my child to learn.	90.9	96.7	94.7
Teachers at this school treat students fairly.	90.7	95.0	94.6
I can talk to my child's teachers about my concerns.	98.2	95.8	96.0
This school works with me to support my child's learning.	91.1	90.8	91.9
This school takes parents' opinions seriously.	87.3	88.5	91.4
Student behaviour is well managed at this school.	87.3	88.8	83.8
This school looks for ways to improve.	96.3	94.8	94.5
This school is well maintained.	98.2	97.5	96.0

School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions and exclusions form part of these consequences. 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.

HRSS SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	57	79	81
Long Suspensions – 11 to 20 days	0	3	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

HRSS Moral Purpose

We provide a community of support to educate our students to reach their full potential and become more responsible, resilient and respectful citizens of the future.

Hercules Road State School provides many layers of support to provide opportunity for students to help them achieve the best possible outcomes in all aspects of their learning. This includes providing many opportunities for students to engage both in curriculum and extra-curricular activities. Students active engagement and regular attendance at school is also a key component of success. In 2023, a school Engagement Officer was appointed to provide support for students and families experiencing difficulty around regular attendance at school. Referrals to outside agencies are considered one such support provided.

Some of the support programs actioned at HRSS are: Team Teach, Reflection Room, Student Council, Student Leadership program, Early Act Club, Respect Project, PPLC, lunch time activities, choir, band, and Social Skills programs. This is not an exhaustive or stagnate list.

Some of these programs, such as Student leadership, Early Act club, choir and lunch time HELP activities are accessed voluntarily by the students. Other programs may be referrals through support and intervention processes via the class teacher. Parents with concerns for their child's needs should, in the first instance, contact the class teacher.

At HRSS we are:

- We are responsible for our actions
- Persistent and aim high
- Respectful of people, property and the environment
- Following instructions
- Behaving in a safe way at all times

Our values at HRSS (HERCS) are:

- Harmony
- Excellence
- Resilience
- Community
- Safety

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

PBL is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making.

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 Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> • explicit teaching of PBL fortnightly focus lessons in ALL classes • explicit teaching of school's HERCS values • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
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 more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) 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 • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p>

3 Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

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:

- 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.

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.

IBSP developed for individual students, case management meetings involving all stakeholders and additional support from TA and support teachers may be required.

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

PBL Expectations

Staff at Hercules Road State School are committed to delivering a high quality education for every student. We believe that students, staff and carers have certain rights and responsibilities within the school environment. Teachers have a right to teach and students have a right to learn in a safe, non-disruptive, respectful environment. Individuals have a responsibility to respect the rights of others.

We believe students, teachers and all adults in the school, whether visiting or working, should meet the same five Positive Behaviour for Learning (PBL) expectations in place for students, being Harmony, Excellence, Resilience, Community and Safety.

Students

Below are examples of what these PBL expectations look like for students across the school. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at HRSS.

Harmony

- Letting others learn
- Playing games fairly
- Welcoming and valuing everyone

Excellence

- Actively participating
- Being prepared to learn
- Seeking help if I need it

Resilience

- Always doing my best
- Using positive language

Community

- Contributing, sharing and caring
- Wearing the correct uniform

Safety

- Asking permission before leaving the classroom
- Keeping hands and feet to self

Parents and Carers

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture. We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

Consideration of Individual Circumstances

Staff at Hercules Road State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support and reasonable adjustments, 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 additional opportunities to practise a required skill or behaviour. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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

Legislative Delegations

In this section of the HRSS Student Code of Conduct are links to legislation, which influences the form and content of Queensland State School discipline procedures.

- [Anti-Discrimination Act 1991 \(Qld\)](#)
- [Child Protection Act 1999 \(Qld\) - Amendment to Act in 2022](#)
- [Commonwealth Disability Discrimination Act 1992](#)
- [Commonwealth Disability Standards for Education 2005](#)
- [Criminal Code Act 1899 \(Qld\)](#)
- [Education \(General Provisions\) Act 2006](#)
- [Education \(General Provisions\) Regulation 2017](#)
- [Human Rights Act 2019 \(Qld\)](#)
- [Information Privacy Act 2009 \(Qld\)](#)
- [Judicial Review Act 1991 \(Qld\)](#)
- [Right to Information Act 2009 \(Qld\)](#)
- [Police Powers and Responsibilities Act 2000 \(Qld\)](#)
- [Workplace Health and Safety Act 2011 \(Qld\)](#)
- [Workplace Health and Safety Regulation 2011 \(Cwth\)](#)

Delegations

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

Principals are afforded a number of non-delegable powers to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school.

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

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

Disciplinary Consequences

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

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

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

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

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

- Explicit teaching of expectations, class and school rules
- PBL lesson implementation, circle time, solution plan
- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Awards and rewards – class and school wide
- Redirection
- Low voice and tone for individual instructions
- Give ‘take-up’ time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. “Which one do you want to start with?”) First, then, next.
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- HRSS process for inappropriate classroom behaviour
 - Warning
 - Thinking chair
 - Buddy class
 - Admin/RR referral

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (IBSP development)
- Targeted skills teaching in small group
- Reflection Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support for team based problem solving
- Stakeholder meeting with parents and/or external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- IBSP development and review
- Stakeholder meeting with parents and/or external agencies including regional specialists
- Behaviour risk assessment
- Attendance plan
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Policies

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, students and visitors.

This procedure is based on the legislative framework outlined in Division 2, Education (General Provisions) Regulation 2017 (Qld).

Principal:

- ensures state school staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property, including that
- consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

State school staff

- only persons who are authorised under the Education (General Provisions) Regulation 2017 (Qld) to remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary.
- property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to ensure compliance with the Student Code of Conduct, preserve the caring, safe, supportive and productive learning environment of the school, maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions

Students

must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that

- is prohibited according to the school's Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

Students must collect their temporarily removed property as soon as possible when advised, by the principal or school staff, it is available for collection.

Parents

must ensure their children do not bring property onto school grounds or other settings used by the school that

- is prohibited according to the Student Code of Conduct
- is illegal (e.g. drugs such as cannabis, ecstasy, amphetamines)
- puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- does not maintain and foster mutual respect (e.g. printed materials with offensive language).

Parents must collect temporarily removed student property as soon as possible after they have been notified, by the principal or school staff, that the property is available for collection.

Please see [Temporary removal of student property by school staff procedure](#) for more information.

Use of mobile phones and other devices by students

INVASION OF PRIVACY ACT:

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'.

It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

KEY POINTS FOR STUDENTS:

1. **Devices may not be brought to school** unless a Permission form is received from the student's parent/carer.
2. Devices must be signed in at the office before school and signed out at the end of the school day.
3. Devices will be **confiscated after one warning**, if they are discovered in a student's possession without appropriate permission.
4. Confiscated items will be available for **collection by the student's parent/carer** at the school office.
5. Devices are stored and used at the owner's risk. No liability will be accepted by the school in the event of the loss, theft or damage of any device unless it can be established that the loss, theft or damage resulted from the department's negligence
6. No visual or verbal recording is permitted by students, parents or community members in school grounds or events (apart from functions such as parades, sporting or graduation ceremonies) without specific approval from admin.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or are likely to occur.

The dissemination of visual or verbal communication among the student body or outside the school, by any means (including distribution by phone or internet posting) are in breach of this policy and may be subject to discipline, including suspension and exclusion.

** Personal Technology Devices include, but are not limited to, mobile phones, 'smart' digital watches, games devices, laptop computers, PDAs, cameras and/or voice recording devices, iPods®, and devices of a similar nature.*

Preventing and responding to bullying

At Hercules Road State School we work together to improve the quality of relationships in our school community. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying, and improve the quality of the schooling experience for everyone.

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.

We believe that no one deserves to be mistreated and that everyone regardless of race, colour, religion, immigration status, nationality, size, gender, popularity, athletic capability, academic outcomes, social ability, or intelligence has the right to feel safe, secure, and respected.

Preventative strategies include PBL lessons on Harmony and Safety in all classrooms. This is supported by our Adopt a Cop visits and Cyber Safety lessons from the Cybersafety & Reputation Management Team, IT branch of the Department of Education.

Bullying response flowchart for teachers

Key contacts for students and parents to report bullying:

- Class teacher
- Sector Deputy Principal
- Principal

First hour
Listen

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

Day one
Document

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

Day two
Collect

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

Day three
Discuss

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

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying response flowchart for school staff How to manage online incidents that impact your school

Student protection

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

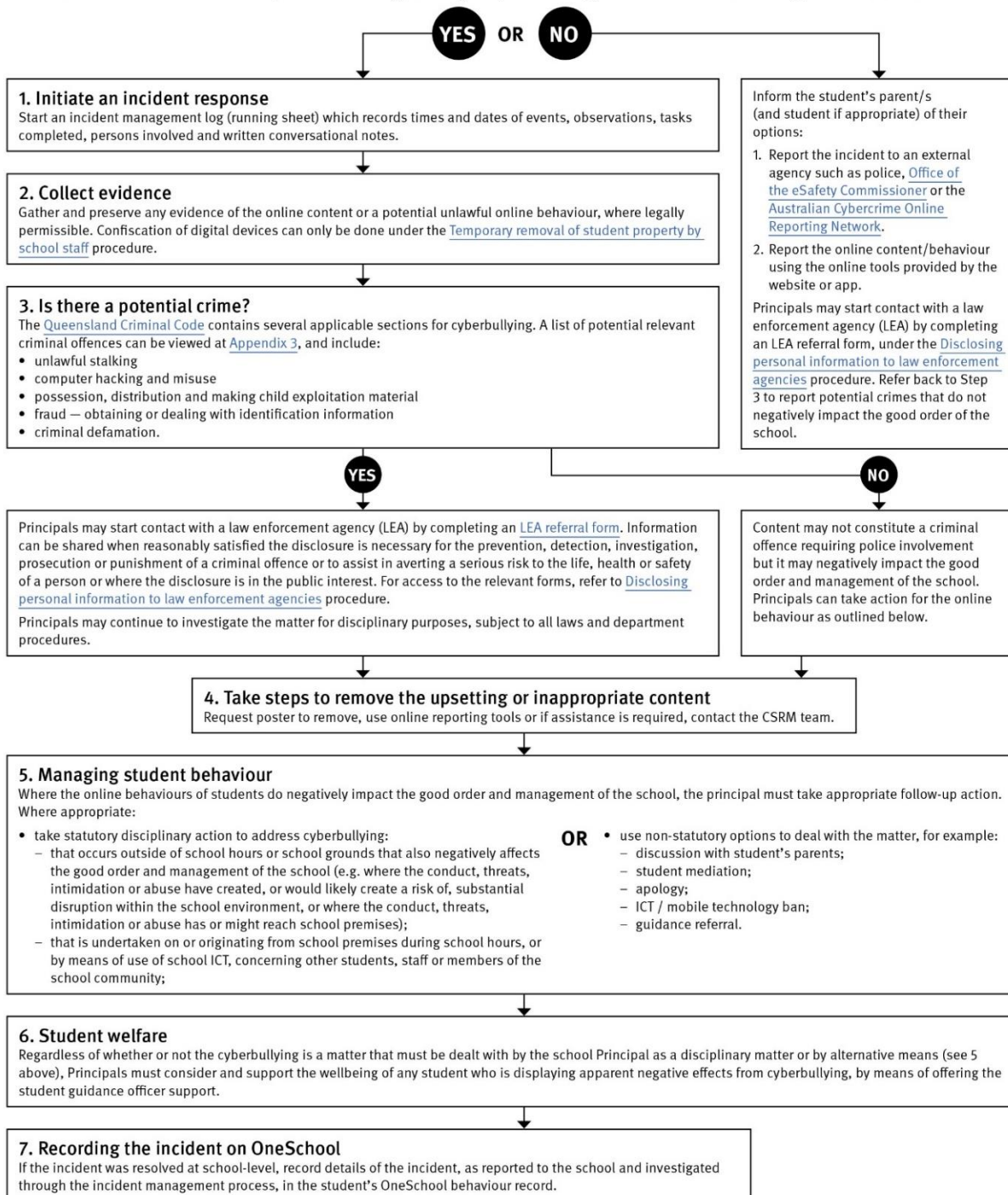
Explicit images

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

Help

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



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 mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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. 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 Hercules Road State School may need to respond to student behaviour that presents a risk to physical harm to the student themselves or others. It is anticipated that most instances of such behaviour can be de-escalated and resolved quickly. Staff have been given training in the use of de-escalation strategies and responding to situations through Team Teach training.

On some rare 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 themselves 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 a last resort when there is no other option for reducing immediate risk to the student, staff or other people.

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.

Following the use of restrictive practice, a focussed review will help staff to understand how they responded to the risk in any incident that involved the use of restrictive practice. Considerations of whether other options for managing a similar situation in the future should be discussed.

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

Critical Incidents

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

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.

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:

- **Avoid escalating the problem behaviour:**

Use of de-escalation strategies.

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.

- **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.

- **Approach the student in a non-threatening manner:**

Move slowly, 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.

- **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.

- **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.

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](#)
- Parent TV – parenttv.com

Conclusion

Hercules Road State School staff are committed to ensuring every student is supported to feel safe, welcome and a valued member of our school community. We encourage and value all opportunities to work with our school community, staff, students, parents and the wider community, to provide a school where students are engaged in learning and celebrate their success.

There may, however, be occasions where parents/carers need to raise a concern about an issue they feel is adversely affecting their child's education.

Hercules Road State School is committed to ensuring that all issues and concerns, whether they relate to a school staff member or the school's operations, are dealt with in a fair and equitable manner. Early resolution is desirable.

In the first instance, discussions should be with the student's class teacher. If no resolution is found then an appointment should be made with the sector Deputy Principal, HOSES or Principal to discuss further.