Sherwood State School

Student
Code of Conduct
2025-2028

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Purpose

Sherwood State School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.
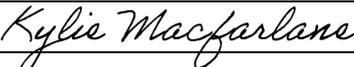
The Sherwood State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

Contact Information

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Contact Person:	Lisa Masek (Principal)

Endorsement

Principal Name:	Lisa Masek
Principal Signature:	
Date:	Dec 2025

P/C President and-or School Council Chair Name:	Kylie Macfarlane
P/C President and-or School Council Chair Signature:	
Date:	Mar 2026

Contents (Mandated)

3

Queensland
Government

Principal's Foreword

Introduction

Sherwood State School has a long and proud tradition of providing high quality education to students from within our catchment suburbs. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

The school community places high expectations on both student behaviour and student learning. At Sherwood State School we work to develop the Five Keys to Success within all of our students: Organisation, Persistence, Getting Along, Resilience and Confidence as core skills for learners that encourage and support them to set goals and continue to Aim Higher. At Sherwood we also promote a culture of 'paying it forward' and encourage our students to always come from a place of kindness.

These values have been used in the development of this Student Code of Conduct, with the aim of helping to build these skills within all our students shaping them to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

We also aim to model, teach and develop a clear understanding of the power of a strong moral compass. Alongside the work that all parents would be engaging in with their children at home, we want to further promote and model the following principles within and beyond the school gate:

- **Care and compassion** for yourself and for others, always coming from a place of kindness
- **Responsibility** – an understanding of the need to be accountable for your actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and take care of the environment
- **Integrity –** model and promote in age-appropriate ways the importance of moral and ethical conduct, working with students to ensure there is consistency between words and actions.

Sherwood State School staff take a restorative approach to discipline. That is, we believe with a consistent approach by all stakeholders, behaviour expectations can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on many of the following:

- the use of mobile phones and other technology
- the removal of student property and
- our approach to preventing and/or addressing incidents of bullying

It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

Lisa Masek

Principal
Sherwood State School

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As President of the Sherwood State School P&C Association, I am proud to support the revised Student Code of Conduct for our school community.

The Sherwood State School Student Code of Conduct is a key document that supports the learning, wellbeing and belonging of all students. I encourage parents to engage with the document and become familiar with its content, so they can have meaningful conversations with their children about expectations and identify any supports that may be needed.

This revised Code of Conduct reflects the ongoing work of thePprincipal and her team to ensure a clear, contemporary and supportive framework for our school. It builds on previous consultation and aligns with the shared commitment of our school community to provide a safe, inclusive and respectful environment for all.

As a community, we recognise that children's safety and wellbeing are fundamental to their learning and development. Addressing behaviours that negatively impact others, including bullying, is a priority, and the Code provides clear guidance on expectations, support and processes.

It is important that every parent and child knows what to do if concerns arise, including in online environments. The school offers strong support and clear processes to respond to these situations, with the flowchart included in the document providing a helpful starting point for families.

Families play an important role in supporting positive behaviour and reinforcing expectations at home. I encourage any parents who would like to discuss the Code of Conduct further, or contribute to our school community, to connect with the P&C Association.

Together, we can continue to work in partnership with school staff to ensure all students feel safe, supported and connected, and are able to thrive in their learning.

Kylie Macfarlane

P&C President

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.

School Opinion Survey

Parent Opinion Survey 2024

Parent/Caregiver school report, 2024

(0078) Sherwood State School

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements, for their eldest child in the school:	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree		Agreement
Fairness / Clarity of rules									
The expectations and rules are clear at this school.	155	0.0	1.9	0.0	6.5	43.9	47.7		98.1
Teachers at this school treat students fairly.	153	0.7	0.7	2.0	5.2	47.7	43.8		96.7
Student behaviour is well managed at this school.	153	0.7	2.0	2.0	13.1	48.4	34.0		95.4
Safety									
My child feels safe at this school.	155	0.0	0.0	1.9	8.4	38.1	51.6		98.1
Teachers at this school are interested in my child's wellbeing.	155	0.6	1.3	1.3	9.0	41.3	46.5		96.8
Partnerships									
This school works with me to support my child's learning.	152	0.0	2.0	1.3	15.8	42.8	38.2		96.7
I can talk to my child's teachers about my concerns.	154	0.0	0.6	2.6	9.1	36.4	51.3		96.8
This school keeps me well informed.	153	0.7	1.3	4.6	10.5	47.7	35.3		93.5
Staff at this school are responsive to my enquiries.	154	0.0	0.6	0.0	9.7	42.2	47.4		99.4
Staff at this school are approachable.	154	0.0	0.0	1.9	7.1	38.3	52.6		98.1
This school asks for my input.	147	0.7	6.1	4.1	25.2	44.2	19.7		89.1
This school takes parents' opinions seriously.	138	0.7	2.2	5.1	18.8	42.8	30.4		92.0

Student Opinion Survey 2024

Student school report, 2024

(0078) Sherwood State School

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree		Agreement
Fairness / Clarity of rules									
The expectations and rules are clear at my school.	139	1.4	0.7	5.8	12.9	56.1	23.0		92.1
Teachers at my school treat students fairly.	139	4.3	5.0	7.2	23.7	38.8	20.9		83.5
Student behaviour is well managed at my school.	139	4.3	8.6	17.3	33.8	30.2	5.8		69.8
Safety									
I feel safe at my school.	137	1.5	2.9	7.3	15.3	38.7	34.3		88.3
I feel safe undertaking online activities using my school's internet.	140	1.4	2.9	2.9	12.1	39.3	41.4		92.9
My teachers are interested in my wellbeing.	132	3.0	2.3	8.3	31.8	33.3	21.2		86.4
Partnerships									
My school encourages me to participate in school activities.	140	0.0	2.1	4.3	22.9	33.6	37.1		93.6
My school takes students' opinions seriously.	138	4.3	10.9	18.8	23.2	31.9	10.9		65.9
I can get help with my schoolwork at home.	135	3.0	2.2	6.7	14.8	28.9	44.4		88.1

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Staff Opinion Survey 2024
Staff school report (all staff items), 2024

(0078) Sherwood State School

Staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements about aspects of the school as a workplace:	n	Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly agree		Agreement
Fairness / Clarity of rules									
The expectations and rules are clear at this school.	50	2.0	4.0	6.0	22.0	42.0	24.0		88.0
Students are treated fairly at this school.	51	2.0	2.0	3.9	13.7	43.1	35.3		92.2
Student behaviour is well managed at this school.	51	3.9	9.8	9.8	23.5	45.1	7.8		76.5
Students with disability are well supported at this school.	51	2.0	5.9	3.9	7.8	33.3	47.1		88.2
Safety									
I am aware of health, safety and wellbeing procedures at this school.	52	0.0	0.0	0.0	15.4	44.2	40.4		100.0
There is adequate focus on workplace safety at my workplace.	52	1.9	1.9	1.9	23.1	44.2	26.9		94.2
I feel this school is a safe place in which to work.	52	5.8	0.0	1.9	9.6	44.2	38.5		92.3
Partnerships									
This school takes staff opinions seriously.	52	1.9	9.6	9.6	30.8	30.8	17.3		78.8
This school encourages parents/carers to be active partners in educating their child.	49	0.0	0.0	2.0	8.2	57.1	32.7		98.0
School culture									
This school fosters respectful relationships among all students.	52	1.9	1.9	1.9	19.2	38.5	36.5		94.2
This school looks for ways to improve.	51	2.0	0.0	0.0	19.6	45.1	33.3		98.0
I enjoy working at this school.	52	1.9	0.0	1.9	9.6	48.1	38.5		96.2
This school promotes gender equality.	50	0.0	4.0	2.0	6.0	44.0	44.0		94.0
If I raised a concern, I feel confident that it would be taken seriously.	52	1.9	3.8	3.8	26.9	36.5	26.9		90.4
This is a good school.	52	0.0	0.0	0.0	7.7	48.1	44.2		100.0
Teaching and learning									
Students are encouraged to do their best at this school.	52	0.0	0.0	0.0	1.9	36.5	61.5		100.0

Consultation

The initial consultation process used to inform the development of the Sherwood State School Student Code of Conduct occurred in three phases.

Initial Staff Consultation 2020:
NB: Our review occurred in week 3 of 2020, just prior to COVID changing the landscape for schools and their communities.
The work around updating the Responsible Behaviour Plan, to align with regional requirements to the updated Student Code of Conduct document, was also timely to allow alignment to our new 4-year Strategic Plan

In the first phase:
- we held a series of internal meetings with staff between February and July 2021
- we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey
- we identified strengths and successes from our previous school behaviour plan, and areas for further development

In the second phase:
- we assembled the Staff Behaviour Management Team alongside parents who indicated they wanted to be part of this collaborative process of change (We thank them for the time they invested and their parent voice)
- we discussed and collated responses to key themes from the earlier staff discussions about strengths and areas for further development
- all parties offered positive ideas and suggestions for improving the consistency of behaviour management (building capacity, developing consistent language and practice and fore fronting our focus on learning and repair

The third phase:
- included revisions, adjustments and additions after deconstruction of comments and feedback. consultation completed in December 2021, and the finished version, incorporating suggested changes and feedback was completed and signed in March 2022 and sent to the P&C Association meeting in March 2022 for endorsement.
- A communication strategy has been developed to support the implementation of the Sherwood State School Student Code of Conduct, including promotion from staff at parent information evenings, promotion through the school website, newsletter items Any families who require assistance to access a copy of the Sherwood State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

Review Statement 2025
The Sherwood State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff.   A fuller review is to be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Student Code of Conduct Review – 2025

The review was seen as both timely and necessary, with the following key aims:
· To critically evaluate the existing Student Code of Conduct and assess its ongoing relevance.
· To identify practices within the Code that remain effective and are actively upheld within the school community.
· To recognize elements that no longer align with current school practices, values, or beliefs.
· To ensure the revised Code is reflective of our school's culture and climate, with a strong focus on belonging, inclusion, and community expectations.

· To review the current use and impact of the Response to Regulation (RTR) Room.
· To identify gaps in how the Code supports student development, particularly in the areas of self-awareness and self-regulation, and to consider how school policies can better address these needs.
The next phase of the review involved gathering whole-school feedback to ensure a diverse range of voices—including staff, students, and families—were heard. This feedback played a critical role in shaping refinements to the draft version of the updated Code.

Following this collaborative input, the Student Code of Conduct was further refined and prepared for final consultation and adoption. The updated version reflects not only the values and expectations of the school community but also a shared commitment to a safe, inclusive, and supportive learning environment for all.

In 2025, a comprehensive review of the Student Code of Conduct (2021–2024) was initiated following a full school review at the end of 2024. Year Level Leaders worked alongside the leadership team to initially engage in this reflective and strategic process.

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Our school explicitly teaches lesson from the "You Can Do It" program each week. The importance of the 5 keys will be regularly communicated and promoted in the community through newsletters, awards and at assemblies to embed shared and common language to teach and promote our high standards of responsible behaviour. We have also identified four domains to encompass our school-wide rules:

Be safe
Be responsible
Be respectful
Be a learner

Our school rules have been agreed upon and endorsed by all staff and our P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Sherwood we emphasise the importance of explicitly teaching students the behaviours and positive attitudes we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support – a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

Key programs at Sherwood State School that guide our teaching of how to be happy successful stdents include:

- The program and resources that link to our 5 Keys of Success

You Are The Key To
Your Success
"YOU CAN DO IT!"

You Can Do It

The YCDI Program is collaborative school, home and community capability building framework aims to help All Children to achieve to the best of their ability and to develop social-emotional-behaviour wellbeing that will set them up for life. At Sherwood State School our goal with the YCDI program is to enable all students to achieve academic, social and emotional success by using this program in conjunction with our High Five program, knowing our school rules and understanding what each look and feel like, and being supported by **our key school values of kindness and repair.**

The YCDI program is based around 5 keys to success:

- Getting along
- Organisation
- Persistence
- Confidence
- Resilience

Through this document, we can develop shared expectations for student behaviour for all enrolled and on site at Sherwood State School, assisting staff within our school (including The Hive (OSHC Team) to create and maintain a shared language, and a shared understanding of positive and acceptable ways to behave in order to promote positive and productive learning and teaching environments, where ALL school community members have clear and consistent expectations and understandings of their role.

Multi-Tiered Systems of Support specific to Sherwood State School

Sherwood State School uses tiered system or differentiated support to encourage student behavioural growth and understanding to support students to develop social maturity. The foundations of this approach to learning appropriate behavioural expectations includes:

- A differentiated model, grounded in practical strategies and common language encouraged and used by all – with the focus on age-appropriate strategies and language
- Planned and explicit lessons taught in classrooms to develop a deeper understanding of school expectations and how we all need to play our role (You Can Do It)
- Visual aids for social problem solving, to assist with our differentiated approach (Sherwood School Rules, The ZONES of Regulation, the 5 Keys to Success, Voice Volume Chart, how big is My Problem?)
- Continuum of Engagment

Voice Volume Levels

5	**Yelling** Emergency only	
4	**Outside voice** Playground voice	
3	**Inside group voice** Teacher talking to the class Answering a question in class	
2	**Inside partner voice** Talking to the person next to me Group work time	
1	Whisper Only one person can hear	
0	No talking Silence, zero noise Listening time	

How Big is My Problem?

5	**Emergency** You definitely need help from a grown-up (fire, someone is hurt and needs to go to the hospital, a car accident, danger).	
4	**Gigantic problem** You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).	
3	**Big problem** You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).	
2	**Medium problem** You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).	
1	**Little problem** You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).	
0	**Glitch** You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blankie).	

STOP

Think

GO

The ZONES of Regulation®   Reproducible E   The Zones of Regulation Visual

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Mean
Tired	Feeling Okay	Silly/Wiggly	Terrified
Bored	Focused	Excited	Yelling/Hitting
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

Embedded within our behavioural approach with all students from Prep to year 6, are the following key values that align with our community's beliefs:

Our aim is to help our students to understand why they need to make positive choices and what it looks like to be SAFE, RESPONSIBLE, RESPECTFUL LEARNERS at Sherwood State School

We aim to:

- teach behaviours in the setting they will be used
- be consistent in our language and consequences, when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- provide refresher lessons and targeted recognition throughout the school year, so skills are ready and likely to be used when students need them
- regular dialogue with our students and their family for their perspectives on school climate, instruction, reinforcement, and discipline so adjustments, discussion and revision at regular intervals can lead to overall improved behaviours across all sectors
- have a positive behaviour system visual and have this linked to goals and rewards in every classroom

Some kids are smarter than you.
Some kids have cooler clothes than you.
Some kids are better at sports than you.
IT DOESN'T MATTER.
You have your thing too.
Be the kid who can get along.
Be the kid who is generous.
Be the kid who is happy for other people.
Be the kid who does the RIGHT THING.
Be the KIND kid.

Bryan Scavnak

Student Wellbeing and Support Network

Sherwood State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the Deputy Principal for that year level.

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

At Sherwood State School, we are committed to fostering a culture of belonging and inclusivity. The Wunya Room (meaning "welcome/greeting") is a warm and supportive space designed to help students transition smoothly into the school day, ensuring they feel safe, regulated, and ready to learn.
Open daily before school and during first break, the Wunya Room is staffed by our dedicated inclusion team. It provides opportunities to develop social skills and offers a calm, alternative environment to the playground. The space also serves as a flexible learning environment, supporting one-on-one and small group interventions delivered by teachers, teacher aides, and student services staff.

Every Child Matters - in Every Classroom – Every Day

At Sherwood our well-being support starts in classrooms, where our teachers believe that the relationships they build with every student is the key to optimise teaching and learning and high-level outcomes, as well as ensuring student well-being remains a priority. We have chosen 2 research-based programs to support our teachers, to support and teach their students key skills connected to the building of understanding, shared language and skills associated with social growth and well-being, and belonging in school.

- o Student Well-Being Program and Resources – linked to supporting every student's understanding of personal mental health.
- o Belonging in school – Fisher & Frey

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Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes

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

Specialised health needs
Sherwood State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications
Sherwood State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a 'Request to administer medication at school form' signed by the prescribing health practitioner.

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

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

Sherwood State School staff have a detailed system of reporting and seeking help through our Student Services Process. Any staff who notice suicide warning signs in a student should and could seek help immediately via the following pathways – Year Level Coordinator, school Guidance Officer, the Leadership Team (including DPs and Principal), the Student Services Team or the Inclusion Team.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Sherwood State School staff follow suicide intervention and prevention advice by ensuring:
- o   the student is not left alone
- o   their safety and the safety of other students and staff is maintained
- o   students receive appropriate support immediately
- o   parents are advised
- o   all actions are documented and reported.

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

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

Our Key Team Members:

Role	What they do
Year Level Leaders	• works with the year level team to develop consistency of language and message – to ensures students feel safe and comfortable and want to come to school • nurture a sense of belonging to their own class, the year level and school
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.

Student Services Team	• case management approach to ensure the well-being and academic growth of all students
	• a 'wrap-around' approach to reporting and planning any supports required by individual students
	    o ensures goals are set and identified as part of student PLPs
	    o ensures the right supports for the right students
	    ensures teachers have a vehicle to support and guide their classroom differentiation and support
	    ensure clear lines of communication to parents and external provided

The Inclusion Team	Supports the case management approach to ensure the well-being and academic growth of all students within and beyond the classroom Provides expertise and classroom resources to support both the classroom teacher, the students and at times the parents – to assist the consistent development of language and practices

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. **For more information about these services and their roles, please speak with the Principal, Lisa Masek**

A set of behavioural expectations in specific settings has been attached to each of our four school rules. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

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SAFE

- Wear hat outside - sun smart.
- Safe use of equipment.
- Move safely around the school.
- Keep hands and feet to yourself.

RESPECTFUL

Respect for:

- personal Space
- self
- others
- property

AT SHERWOOD

We are...

- SAFE
- RESPECTFUL
- RESPONSIBLE
- LEARNERS

RESPONSIBLE

- Take care of equipment and resources and return them appropriately.
- Appropriate use of facilities and toilets during breaks.
- Organise belongings.

LEARNERS

- Be organised and ready for learning.
- Model 'You Can Do It'- Resilience, Confidence, Organisation, Persistence, Getting Along.

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*Please note that this is not an exhaustive list. Other behaviours will be dealt with as appropriate.

	Area	Minor	Major
Being Safe	Movement around school	▪ Running on concrete or around buildings ▪ Running in stairwells ▪ Riding bikes or scooters in school grounds ▪ Running on paths/concrete areas.	
	Play	▪ Incorrect use of equipment ▪ Not playing school approved games ▪ Playing in toilets	▪ Throwing objects with intent to harm ▪ Possession of weapons
	Physical contact	▪ Minor physical contact (eg: pushing and shoving)	▪ Serious physical aggression (intent/harm) ▪ Fighting
	Correct Attire	▪ Not wearing a hat in playground ▪ Not wearing shoes outside	
	Other		▪ Possession or selling of drugs ▪ Weapons including knives and any other items which could be considered a weapon being taken to school ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	▪ Not completing set tasks that are at an appropriate level ▪ Refusing to work	
	Being in the right place	▪ Not being punctual (e.g.: lateness after breaks) ▪ Not in the right place at the right time.	▪ Leaving class without permission (out of sight) ▪ Leaving school without permission
	Follow instructions	▪ Low intensity failure to respond to adult request ▪ Non-compliance ▪ Unco-operative behaviour	
	Accept outcomes for behaviour	▪ Minor dishonesty	▪ Major dishonesty that impacts on others
	Rubbish	▪ Littering	
	Mobile Phone or personal technology devices	▪ Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) Mobile phones must be signed in at the office before school. ▪ Mobile phones in students' passion or cellular watches.	▪ Mobile phone consistently not handed in at the office. ▪ Use of a mobile phone in school time ▪ Inappropriate use of personal technology devices or social media, which impacts on the good order and management of the school
Being Respectful	Language	▪ Inappropriate language (written/verbal) ▪ Calling out ▪ Poor attitude ▪ Disrespectful tone	▪ Offensive language ▪ Aggressive language ▪ Verbal abuse / directed profanity
	Property	▪ Petty theft ▪ Lack of care for the environment- graffiti, plants, garden beds	▪ Stealing / major theft ▪ Wilful property damage ▪ Vandalism ▪ Graffiti
	Others	▪ Not playing fairly ▪ Minor disruption to learning ▪ Teasing, name calling	▪ Major bullying ▪ Major disruption to class/learning ▪ Blatant disrespect ▪ Defiance e.g. Repeated fails to follow adult request ▪ Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

NB: Repeated minor behaviours may result in a major. (To be monitored by Deputy Principals)

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At Sherwood State School, we believe discipline is about more than just giving a punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

We work from the idea that behaviours and expectations linked to behaviours will vary from student to student, and to deliver consistency within our school gates, our expectations MUST be taught in a positive, age-appropriate way

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies, procedures and partnerships for learning and life. The You Can Do It keys**: Getting Along, Persistence, Confidence, Organisation and Resilience** are explicitly taught weekly. Our school values, **Safe, Respectful, Responsible, Learners** are also common language across the school.

Consideration of Individual Circumstances

Staff at Sherwood State School consider students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when: establishing 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, 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 obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

COMMUNITY	OPPORTUNITY
o Look after those younger than you – be their role model o Co-operate and follow school rules o Play safely with others **(Staff mantra is 'The standard we walk past is the standard we keep')**	o Be on time and be organised for all lessons o Help others to be successful when you can o ALWAYS give your Sherwood BEST
MUTUAL RESPECT	**RESILIENCE**
o Share attention, spaces, equipment and time o Care for your school environment o Follow the instructions of all staff at school	o Be flexible and cooperative when there needs to be changes o Use your words to solve problems – hands and feet are kept to ourselves o Learn to REPAIR and FORGIVE
EMBRACING DIVERSITY	**INTEGRITY**
o Treat others as you would like to be treated o Always choose to use polite language o Acknowledge and accept how others may be different to you	o Choose to be honest o Choose to think for yourself o Choose to take responsibility for your actions o
KINDNESS • ALWAYS choose kindness for you words and actions • Say "please" and "thank you". • Be an upstander – don't be a silent bystander	

- Make a new friend, or include others who may be alone
- Praise someone for their efforts, or give someone a compliment
- Pay it forward to someone else – not for recognition…but just to make their day

To support students to develop social maturity and learn how to make positive behaviour choices the following are our signature practices that assist staff to teach their students. Staff play a key role in modelling consistent, proactive, positive behaviour through language and actions.

Induction process delivered to **staff** for the **Student Code of Conduct**	• Annually – during January PFD is the preferred timeframe
Induction process delivered to **parents** for the **Student Code of Conduct**	• Via newsletter items • Via classroom parent information sessions
Classroom Positive Behaviour Process	• Each teacher to implement You Can do It Lessons weekly to provide consistent messaging • Each teacher to present assembly awards related to the focus key ("Student of the Week') accordingly – following the identified Key to Success • Each teacher will embed the consistent language that is identified and highlighted within the Student Code of Conduct within classrooms and the playground
You Can Do It Program	Embedded as outlined within the well-being section of this document
Lunch Club Program	Teachers nominate to run lunch club opportunities each term These clubs offer options for students to socialise and be engaged as alternatives to playground activities
Lunchtime Legends (pink playground reward system)	• Given to students for making positive choices within the playground • Students fill out these 'pink tickets and place inhouse boxes in the office • Tickets are drawn and highlighted each week on assembly • A system where every ticket awarded is recorded and students will be highlighted for further awards
Assembly Class of the Week	• Focuses on respect - great audience manners and appropriate behaviours displayed on assembly • The class of the week gets to choose the bell song for the next week
RTR – Re-Think Room (for MAJOR playground issues)	• An RTR is given for inappropriate major playground behaviour • There is a concise list of minor and major behaviours to help make this explicit • Students are required to discuss the choices made, how this affected others, and what they could do next time • Part of this process includes an email home to inform parents of the RTR – to ensure they are informed in a timely manner, and this closes the loop on the process. (cc Deputy Principal and classroom teacher in the email) • Deputy Principals to monitor the number of RTRs across a term.

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Differentiated and Explicit Teaching

Sherwood State School is an environment that focuses on positive behaviours and expects our students to work on building social maturity and self-discipline. We provide differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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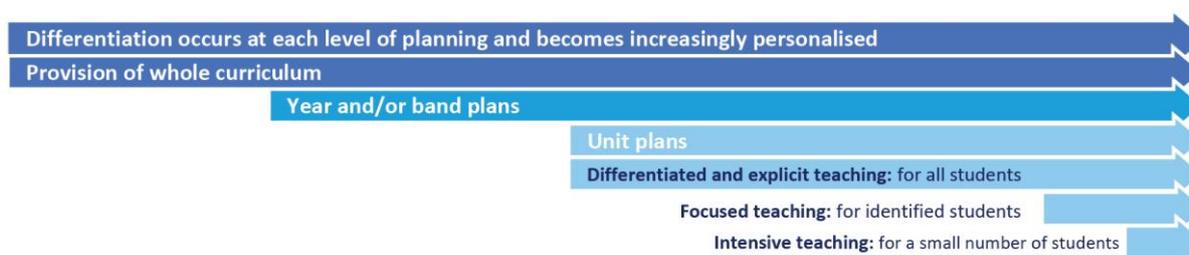
Focused Teaching

Approximately 15% of all students in any school or classroom may require additional support to meet behaviour expectations, even after being provided with differentiated and explicit teaching. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject, and focused teaching is provided to help them achieve success.

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

The Leadership Team, support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Sherwood State School to provide focused teaching when and where required.

Sherwood State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:
- Zones of Regulation

For more information about these programs, please speak with Lisa Masek Principal.

Intensive Teaching

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

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

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

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

Legislative Delegations

Legislation

- *Anti-Discrimination Act 1991* (Qld)
- *Child Protection Act 1999* (Qld)
- *Disability Discrimination Act 1992* (Cwth)
- *Disability Standards for Education 2005* (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- *Education (General Provisions) Regulation 2017* (Qld)
- *Human Rights Act 2019* (Qld)
- *Information Privacy Act 2009* (Qld)
- *Judicial Review Act 1991* (Qld)
- *Right to Information Act 2009* (Qld)
- *Police Powers and Responsibilities Act 2000* (Qld)
- *Work Health and Safety Act 2011* (Qld)
- *WorkHealth and Safety Regulations 2011* (Cwth)

Delegations

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

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

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

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

Disciplinary Consequences

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

Most 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 practise expected behaviours. Approximately 15% of the student population may have trouble 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.

When responding to behaviour, the staff member first determines if the challenging behaviour is major or minor, according to the following understandings included in the table that follows.

Minor and Major Behaviour Definitions (simplified)

Minor Behaviours are handled by staff members at the time it happens and may result in an RTR	**Major Behaviours** are referred directly to the school Administration team.
BEHAVIOURS are minor breaches of the school rules. • do not seriously harm others or cause you to suspect that the student may be harmed. • do not violate the rights of others in any other serious way. • are not part of a pattern of challenging behaviours; and • do not require involvement of specialist support staff or Administration	**BEHAVIOURS** significantly violate the rights of others. • put others / self at risk of harm. • are physical in nature – (i.e. involving physical aggression towards another) • require the involvement of school Administration

CONSEQUENCES could include:
• a minor consequence that is logically connected to the challenging behaviour, such as complete removal from an activity.
• a re-direction procedure.
• The staff member takes the student aside and: names the behaviour that the student is displaying.
• asks the student to name expected school behaviour.
• states and explains expected school behaviour if necessary; and
• gives positive verbal acknowledgement for expected school behaviour.
For _Repeated_ Minor behaviours (tracked by DPs) strategies may include:
• targeted skills teaching in small group
• RTR - to be completed at the next first break lunch time
• stakeholder meeting with parents and/or external agencies
	CONSEQUENCES could include:
	• Require immediate referral to Administration because of their seriousness.
	  o Staff members calmly state the major challenging behaviour to the student, remind them of the expected school behaviour, complete
	  o the Behaviour Referral Form and escort the student to Administration.
	• Major challenging behaviours may result in the following consequences:
	  o Time in office,
	  o referral to RTR and/or office – parents would be contacted.
	  o alternate lunchtime activities,
	  o loss of privilege
	  o restitution or natural justice consequence,
	  o Referral to Student Services Team may be made
	  o Stakeholder meeting with parents and/or external agencies
	  o Temporary removal of student property (e.g. mobile phone)
	  o Suspension from school Short term suspension (up to 10 school days)
	and/or

	o Functional Behaviour Assessment based individual support plan
	o Complex case management and review
	o Stakeholder meeting with parents and external agencies including regional specialists
	o Long term suspension (up to 20 school days)
	o Exclusion from school following an immediate period of suspension.

NB: communication to parents is key to ensure processes are transparently managed and learning is continued beyond the school gate. However, students may be spoken to by staff when further information gathering is required, without the need for parent communication during these steps.

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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 Sherwood State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, 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 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 Sherwood State School:
- 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 (for example, a knife) 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 (e.g. to access an EpiPen for an anaphylactic emergency).
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Sherwood State School
- ensure your children do not bring property onto school's grounds or other settings used by the school (e.g. camp, sporting venues
  - that: is prohibited according to the Sherwood State School Student Code of Conduct

- o is illegal
- o puts the safety or wellbeing of others at risk
- o does not preserve a caring, safe, supportive or productive learning environment
- o 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.

Sherwood State School students:
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 Sherwood State School Code of Conduct
- is illegal
- puts the safety or wellbeing of others at risk
- does not preserve a caring, safe, supportive or productive learning environment
- does not maintain and foster mutual respect.

Students can collect their property as soon as possible when advised by the principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

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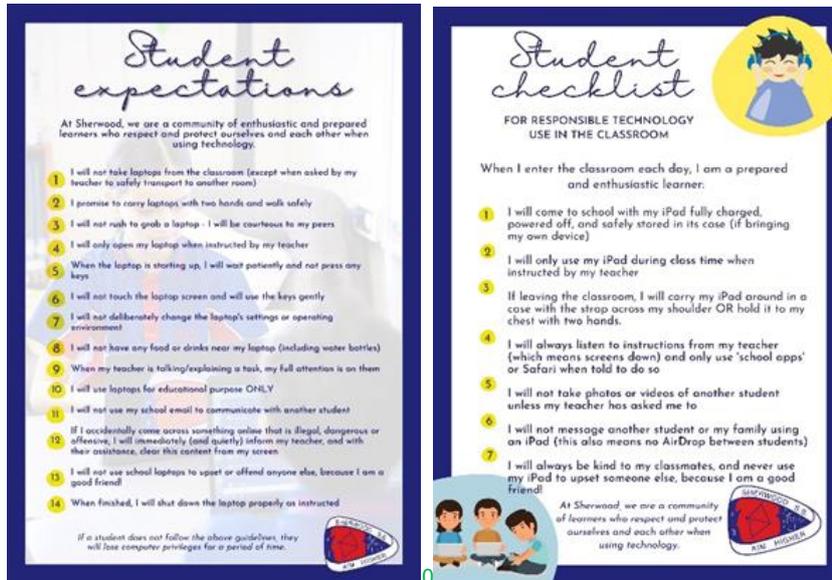
Responsibilities

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

It is acceptable for students at Sherwood State School to:
- use mobile phones or other devices for student safety when travelling to and from school as per parent implementation
- phones may not be used by students once on school grounds
- phones **MUST** be checked into the school office each morning upon arrival
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is unacceptable for students at Sherwood State school to:
- use a mobile phone or other devices in an unlawful manner
- including taking photos of themselves or fellow students in their school uniforms on our school grounds
- letting others use their mobile phone to take photos of peers on our school grounds
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Student use of Mobile Phones at Sherwood State School

Queensland state school students must keep their mobile phones switched off and **'away for the day', and notifications disabled on wearable devices** during school hours in line with the Student use of mobile devices procedure(Opens in a new browser tab/window) .
Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.
It is acceptable for students at Sherwood State School to:
- use mobile phones or other devices for student safety when travelling to and from school as per parent implementation
- phones may not be used by students once on school grounds
- phones MUST be checked into the school office each morning upon arrival and collected each afternoon when the bell goes.

Mobiles phones are stored away securely each day at the school office.

Parents and carers are encouraged to take an active role in monitoring and supporting their children to have a positive online experience out of school hours.

Preventing and responding to bullying

Sherwood State School uses the Australian Student Wellbeing Framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Sherwood State School has implemented work in the following ways to help our students understand what bullying is:

- Leadership workshops with external providers for our year 5 and 6 students annually as data has shown this is where there can be a 'spike' in bullying type issues
- Social Skills groups facilitated by our Inclusion Team to support an understanding of 'bullying behaviours'
- Parent information within newsletters to detail definitions of 'bullying behaviours and ways to break this cycle, including common language to encourage and develop a consistent message
- Well-Being and Values Programs (You Can Do IT and Grow Your Mind) that both support our students to develop understanding and skills to counteract bullying
- Student Voice – teaching students that they must have a voice against bullying and not be a silent bystander

Bullying

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

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

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

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Bullying response flowchart for teachers

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.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher

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. handwritten notes or screenshots)
- Write a record of your communication with the student
- Check back with the student to ensure you have the facts correct
- Enter the record in OneSchool
- Notify parent/s that the issue of concern is being investigated

Day two — Collect

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

Day three — Discuss

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

Day four — Implement

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

Day five — Review

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

Ongoing — Follow up

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

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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?

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Ch) 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.

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Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or a member of the Leadership Team via email or phone call. Both can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Sherwood State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school.

- This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays.
- It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.
- Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service.
- State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to Lisa Masek, 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.
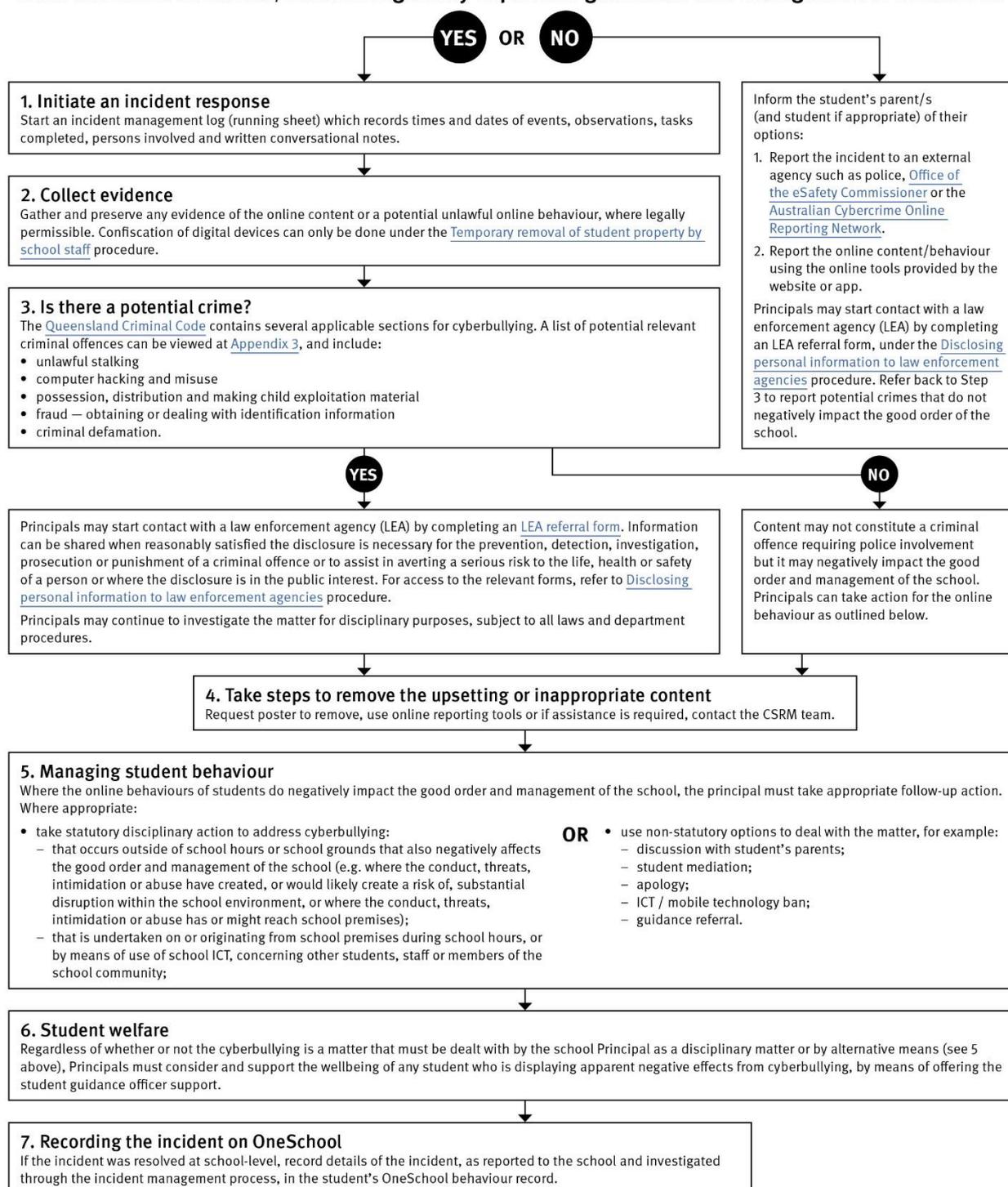
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

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

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

YES

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

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

NO

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

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

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

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

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

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

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

Queensland Government

Cybersafe 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 cybersafe and reputation management issues, effectively leading the development and implementation of departmental cybersafe 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 cybersafe 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 cybersafe sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Services Support 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 Sherwood State School are familiar with the response expectations to reports of bullying and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Queensland Government

Sherwood State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Sherwood State School works together to establish a safe, supportive and disciplined school environment. This compact is provided to all students and their parents upon enrolment and may be revisited with individual students if particular problems around bullying arise.

Sherwood State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Sherwood State School. 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.

I agree to:
- Treat everyone with kindness and respect.
- Abide by the school's anti-bullying policies and procedures.
- Support individuals who have been bullied.
- Speak out against verbal, relational, physical bullying and cyber bullying.
- Notify a parent, teacher, or school administrator when bullying does occur.

Student's signature:

Parent's signature:

School representative signature:

Date

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 always observe the student 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.

This section of the Student Code of Conduct should include examples of when your school intends to use any restrictive practices. Please refer to the Restrictive practices' procedure in preparation of this element of the document.

in emergencies involving student behaviour that seriously endangers the student or others. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

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

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

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

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)

- [Behaviour Foundations professional development package](#) (school employees only)

- [Bullying. No Way!](#)

- [eheadspace](#)

- [Kids Helpline](#)

- [Office of the eSafety Commissioner](#)

- [Parent and community engagement framework](#)

- [Parentline](#)

- [Queensland Department of Education School Discipline](#)

- [Raising Children Network](#)

- [Student Wellbeing Hub](#)

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

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