



Fortitude Valley State  
Secondary College

# Student Code of Conduct 2021-2024

## *Every student succeeding*

*Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.*

Queensland Department of Education  
State Schools Strategy 2020-2024

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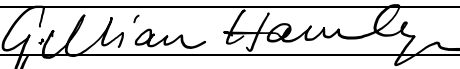
## Endorsement

Principal Name: Ms Sharon Barker

Principal Signature: 

Date: 9 December 2020

P/C President: Gillian Hamlyn

P/C President Signature: 

Date: 9 December 2020

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## Purpose

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

The Fortitude Valley State Secondary College 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.

## Principal's Foreword

At Fortitude Valley State Secondary College, we see our learners as entrepreneurial agents of change, overcoming the challenges of today while shaping the environments and economies of the future. We are committed to helping every learner develop as a whole person and fulfil their potential in shaping a shared future built on the well-being of individuals, communities and the planet.

Our vision is **'to create a community of agile learners who are bold, resilient and kind'**. To enact this vision, we will maintain high standards and expectations to create an orderly learning environment and a sustainable culture of excellence and innovation.

At Fortitude Valley State Secondary College, our culture will be created and maintained by all members of our school community. It will develop and grow through an accumulation of actions, traditions, symbols, ceremonies and rituals that are closely aligned with our vision. Our Student Code of Conduct has been designed to facilitate high standards of behaviour, so that our collective observations, thoughts, words and actions will promote a culture:

- that is welcoming;
- in which the conditions for learning are ever present;
- in which we examine how our behaviours affect us, others and the world;
- in which there is a shared belief that we are part of something special and great; and
- in which the language creates and facilitates personal pride, purpose and power.

# Learning and Behaviour Statement

All areas of Fortitude Valley State Secondary College are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning. We have adopted the following pillars (from the work of Fisher, Frey and Pumpian 2012-2019) which underpin our approach to developing a positive culture and the resultant high standards of responsible behaviour:

- Welcome
- Do no harm
- Choice words
- It's never too late to learn
- Best school in the universe

## Student Wellbeing and Support Network

At Fortitude Valley State Secondary College, we believe in collaborative empowerment and therefore invest in the Student Support Services -Secondary for Metropolitan North Region. This enables our school community to benefit from an extensive support network including but not limited to the summary provided below:

- Sound Off for Schools
  - Mindfulness
- Be You Learning Community
  - Access to digital resources to support a healthy learning community – children, young people, staff, families and beyond
- Mental Health support
  - Day Program North
  - Barrett Adolescent Centre
- Regional Youth Support Coordinator
- Regional CEC
- Regional Indigenous Support Services
- STIP
  - Based at Woolloowin, providing an educational program which operates 10am-2pm Monday, Tuesday, Thursday and Friday
  - Strong focus on teaching strategies for developing self-regulation, responsible decision making, social communication and resilience
- Triple G
  - Program for young women's who are at risk and experiencing challenges in their personal and school lives
  - Focuses on building healthy relationships and positive personal growth
  - Operates 5 days a week from 10-2pm at Woolloowin
  - Students will be required to work on and off site
- Laser
  - A one-term program for boys 14-16 years who are at risk of disengagement
  - Focus on personal growth, community awareness, healthy living and preparation for work
  - Operates from 9:00am to 1:00pm, 5 days a week
  - Aims to build trust, respect and success.
- External support is also available through government and community agencies such as:

- Headspace, Queensland Health, Beyond Blue, Queensland Police Service, Child Youth Mental Health etc

## Whole School Approach to Discipline

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Fortitude Valley State Secondary College we support the philosophy that 'rules do not teach behaviour, people do!' Staff communicate behavioural expectations through their daily actions and interactions with students and colleagues, as well as modelling the metacognitive skills associated with decision making. Explicit teaching of metacognition and the use of affective statements and questioning techniques are some of our forms of universal behaviour support designed to prevent inappropriate behaviour and to provide a framework for responding to unacceptable behaviour.

Fortitude Valley State Secondary College Values				
		BOLD	RESILIENT	KIND
Pillars of Positive Culture	<b>Welcome</b>	<ul style="list-style-type: none"> <li>▪ Greet everyone with a smile and acknowledge them</li> <li>▪ Be present, initiate and personalise conversations</li> <li>▪ Understand the diverse values of our community and world views</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accept all people, including ourselves, for who we are</li> <li>▪ Be agile and open-minded towards <b>creativity</b> in thinking and actions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Walk with people to their unfamiliar campus destinations</li> <li>▪ Express gratitude as often as you can</li> <li>▪ Base relationships on respect and mutual accountability</li> </ul>
	<b>Do no harm</b>	<ul style="list-style-type: none"> <li>▪ Be willing to assist others in need and act according to your values</li> <li>▪ Take action to address potential difficulties before they escalate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Accept consequences and understand the effect your behaviour has on others</li> <li>▪ Actively participate in restorative practices</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrate <b>citizenship</b> through compassion, empathy, and concern for others</li> <li>▪ Take care of yourself; take care of each other; take care of this place</li> </ul>
	<b>Choice words</b>	<ul style="list-style-type: none"> <li>▪ Recognise the way we <b>communicate</b> has an impact on others and our learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Foster a growth mindset daily to unlock our potential</li> <li>▪ Learn and use restorative language</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use our words to empower others</li> <li>▪ Listen actively</li> <li>▪ Practice positive, constructive self-talk</li> </ul>

	<b>It's never too late to learn</b>	<ul style="list-style-type: none"> <li>▪ Think like a global citizen</li> <li>▪ Recognise our role in contributing to the learning of others through <b>collaboration</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand that perseverance is an attribute that builds <b>character</b> and is rewarding</li> <li>▪ Seek support to remove obstacles that interfere with our educational goals</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognise that our learning is not fixed in time</li> <li>▪ Acknowledge that everyone can learn given the right time and right support</li> </ul>
	<b>Best school in the universe</b>	<ul style="list-style-type: none"> <li>▪ Determine what our best is, and then pursue it relentlessly</li> <li>▪ Harness the collective genius of our community</li> </ul>	<ul style="list-style-type: none"> <li>▪ Collectively own our mistakes and make things right</li> <li>▪ Be a <b>critical thinker</b> when experimenting, reflecting and taking action in the real world</li> </ul>	<ul style="list-style-type: none"> <li>▪ Celebrate our successes and the successes of the greater community</li> <li>▪ Make this the best place for learning and teaching</li> </ul>

## Consideration of Individual Circumstances

To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

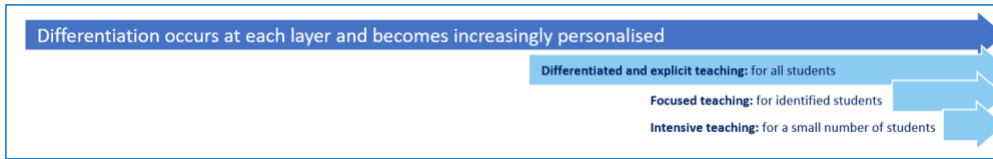
Fortitude Valley State Secondary College considers the individual circumstances of students when applying support and consequences by creating a welcoming organisation that:

- promotes an environment which is responsive to the diverse needs of its students,
- establishes procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent; and
- recognises the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time,
  - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation,
  - receive adjustments appropriate to their learning and/or impairment needs,
  - provide written or verbal statements that will be taken into consideration in the decision making processes, and
  - ensure that processes maintain the dignity, respect, privacy and confidentiality of the student, consistent with the rights of the rest of the community.

We take our obligation regarding confidentiality seriously. Discussions about individual students are limited to their parents and carers. We will not discuss the individual circumstances of students, including any disciplinary consequences applied, with persons other than the student's parents or carers.



## Differentiated and Explicit Teaching



**Adjustments** are made to allow a student to access schooling on an equitable basis to their peers. Schools are obligated to do so, under the [Disability Discrimination Act 1992](#), as clarified by the [Disability Standards for Education 2005](#).

Students who experience barriers to accessing curriculum, are therefore entitled to reasonable adjustments to learning experiences, in consultation with the student and their parent/carer.

**Modifications** to the curriculum on the other hand, are only made for students on [Individual Curriculum Plans](#), as these students have been identified as needing to access curriculum at a different level to their peers.

### Why make adjustments and modifications for learners?

As mentioned previously, schools are legally obligated to provide reasonable adjustments and curriculum modifications, in order for students to have equitable access to learning.

Fulfilling these obligations ensures that schools are actively supporting students, and providing personalised approaches to learning. It should also be noted that providing reasonable adjustments, aligns with the department's *State Schools Improvement Strategy 2020-2024*: "Success and wellbeing for all children and students through each stage of learning in an inclusive education system." Alignment also exists to the department's *Inclusive Education Policy* and *Every Student with Disability Succeeding*.

### How can we make adjustments and modifications for learners?

Teachers can make **adjustments** to curriculum by:

1. Clarifying learning objective(s) to understand the cognitions required of students.
2. Identifying the barrier(s) to curriculum access for the student (engagement, representation, or action and expression).

Engagement	Representation	Action and Expression
Learning designers may consider: <ul style="list-style-type: none"> <li>- Student voice and choice</li> <li>- Learning environment</li> <li>- Sensory needs</li> <li>- Collaborative learning</li> <li>- Feedback</li> <li>- Social/emotional wellbeing</li> </ul>	Learning designers may consider: <ul style="list-style-type: none"> <li>- Sensory needs</li> <li>- Multi-modal representations of information</li> <li>- Cultural and linguistic needs</li> <li>- Text purpose, form, structure, and language features</li> <li>- Processing needs</li> </ul>	Learning designers may consider: <ul style="list-style-type: none"> <li>- Student voice and choice</li> <li>- Physical needs</li> <li>- Organisational needs</li> <li>- Assistive technology</li> <li>- Fluencies and opportunities for mastery</li> </ul>

3. Identifying the level of adjustment required ([supplementary, substantial, extensive](#)).
4. Consulting the student and their parent/carer to ensure adjustments are suitable.
5. Implementing the adjustment and measuring its impact on student learning.

Teachers can make curriculum **modifications** by:

1. Identifying the students' level of Individual Curriculum Plan (Student Profile > Support).
2. Developing an age-appropriate individual unit TOLO by developing learning objectives, that draw from the relevant General Capabilities progression band, in alignment with the student's curriculum level (see below for example content (what the student will learn and how they will access the learning)
3. Creating an age-appropriate individual unit plan by designing learning that allows the student to be included in their class, whilst developing the capabilities from their individual TOLO.

## Focused Teaching

### Targeted behaviour support

Each year a small number of students at Fortitude Valley State Secondary College will be identified through our data as needing additional targeted behaviour support. In most cases, the unacceptable behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

These students will be supported through the work of the Student Services Team utilising a range of strategies to assist the student to redirect behaviour and to develop the skills to be successful at school. Such strategies may include:

- parent/student meetings to discuss triggers and possible interventions;
- monitoring of lesson/peer/staff interactions to identify areas for focus;
- check-ins to focus on relationship and support needs;
- development of a Personalised Learning Plan through collaboration of staff, student and parents/carers.

## Intensive Teaching

### Intensive behaviour support

Fortitude Valley State Secondary College is committed to educating all students, including those with the highest behaviour support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. Intensive behaviour support may include:

- a Functional Behaviour Assessment, and/or other testing appropriate for the student;
- development of appropriate behaviour expectations and strategies for use by staff working with the student;
- monitoring of the impact of support through continuous data collection;
- provision of consistent strategies and adjustments outlined within the Personalised Learning Plan;
- scheduled regular contact with the student's support network.
  - In many cases the support team also includes individuals from other agencies already working with the student/family, a representative from the school's administration and regional behavioural support staff

# Disciplinary Consequences

As per the Education (General Provisions) Act 2006, the principal of a State school must control and regulate student discipline in the school. The way in which the principal controls and regulates student discipline in the school may include providing for students to carry on activities:

- a) after school hours; and
- b) on a day other than a school days (s 275 sub 2013 No. 59 s 9)

*The policy or procedure may provide for the following matters:*

- a) *the detention of students by principals or teachers;*
- b) *the performance of community service by students;*
- c) *the making, by principals, of discipline improvement plans for students; or*
- d) *any other matter the chief executive considers appropriate.*

Fortitude Valley State Secondary College makes systematic efforts to prevent inappropriate student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. The Department's management system 'OneSchool', is used to record all minor and major unacceptable behaviour.

## **Minor and major behaviours**

When responding to inappropriate behaviour, the staff member first determines if the unacceptable behaviour is major or minor, with the following agreed understanding:

- **Minor** unacceptable behaviour is handled by staff members at the time it happens.
- **Major** unacceptable behaviour is referred directly to the school Administration team.

**Minor** behaviours are those that:

- are minor breeches of the school expectations;
- 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 unacceptable behaviours; and
- do not require involvement of specialist support staff or Administration.

**Minor** unacceptable behaviours may result in the following consequences:

- a **Fortitude Conversation** with the peer or staff member impacted on by the unacceptable behaviour (see Appendix 5 page 12)
- a consequence that is logically connected to the unacceptable behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and may:
  1. name the behaviour that the student is displaying;
  2. ask the student to name expected school behaviour;
  3. state and explain expected school behaviour if necessary; and
  4. give positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others;

- put others / self at risk of harm; and
- require the involvement of school Administration.

**Major** unacceptable behaviours may result in the following consequences:

- an immediate referral to Administration
- reminder of the expected school behaviour from Administration,
- development of a discipline improvement plan,
- Student disciplinary absences (suspension/exclusion/cancellation of enrolment) may be considered:
  - in the event of a serious, one-off behaviour incident; or
  - after consideration has been given to all other responses.

\* Refer to departmental procedure [Safe, Supportive and Disciplined School Environment](#) for further details.

## School Policies

### Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all school staff, parents, students and visitors.

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 school staff will consider:

The condition, nature or value of the property

The circumstances in which the property was removed

The safety of the student from whom the property was removed, other students or staff members

Good management, administration and control of the school.

The Principal or school staff determine when the temporarily removed student property can be returned unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Fortitude Valley State Secondary College and will be removed if found in a student's possession:

- Illegal items or weapons
- Items that have been weaponised
- Imitation guns or weapons
- Potentially dangerous items
- Drugs (including tobacco)
- Alcohol
- Aerosol deodorants or cans, including spray paint
- Explosives
- Flammable solids or liquids
- Poisons
- Inappropriate or offensive material

*No knives of any type are allowed at school. Knives needed for school activities will be provided by the school and the use of them will be supervised by school staff.*

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

According to the [Temporary removal of student property by school staff procedure](#) staff at FVSSC:

- 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;

- Will seize a student's bag where there is suspicion that a student has a dangerous item in their school bag, prior to seeking search consent or calling the police. Under these circumstances the student should not be permitted to go into the bag themselves;
- 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 (eg. To access an EpiPen for an anaphylactic emergency);
- Consent from the student or parent is required to search the person of a student (eg. 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 FVSSC should:

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

Students of FVSSC:

- Do not bring property onto school grounds or other settings used by the school (eg, camp, sporting venues that:
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- The circumstances in which the property was removed
- The safety of the student from whom the property was removed, other students or staff members
- Good management, administration and control of the school.

The Principal or school staff determine when the temporarily removed student property can be returned unless the property has been handed to the Queensland Police Service.

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Students of FVSSC:

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  - Is prohibited according to the FVSSC Student Code of Conduct;
  - Is illegal;
  - Puts the safety or wellbeing or others at risk;
  - Does not preserve a caring, safe, supportive or productive learning environment;
  - Does not maintain and foster mutual respect;
- Collect their property as soon as possible when advised by the Principal or other school staff it is available for collection.



## Use of mobile phones and other devices by students

Technology is a driving force in the world today. It also introduces some remarkable opportunities for schools to expand what's possible for teaching and learning. This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using electronic devices.

While students may bring personal devices to school, they must be used in accordance to school policy. The school discourages students from bringing valuable items that may be damaged or stolen and only permits students to do so on the understanding that students are taking full responsibility for the device.

Any breach of the Network Agreement Policy contained in the Fortitude Valley State Secondary College Enrolment Package may result in disciplinary action (including suspension and recommendation for exclusion).

### Removal of electronic devices

Students who use electronic devices in such a way that distracts or negatively affects the good order and management of the school, may be required to hand that device in at the school office. These devices will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

Devices potentially containing evidence of criminal offences may be reported to the police. In such cases police may take possession of such devices for investigation purposes and students and parents will be advised to contact Queensland Police Service (QPS) directly.

### Recording voice and images

To be the 'best school in the Universe', every member of the school community must strive to be bold, resilient and kind. This is possible when all members of our school community feel confident about participating fully in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of kindness and the right to privacy at Fortitude Valley State Secondary College. Students using personal devices to record inappropriate behaviours or incidents for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony and is in breach of this policy.

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

### Message communication

The sending of messages (via any platform) that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to disciplinary actions and possible referral to QPS. Students receiving such messages at school should ensure they keep the messages as evidence and bring the matter to the attention of the school office.

### Recording private conversations and the *Invasion of Privacy Act 1971*

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



offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which they are not a party to publish or communicate the substance or meaning of the conversation to others.

### **Inappropriate Behaviour Outside of School Hours**

Students may receive disciplinary consequences for bullying or cyberbullying or other inappropriate online behaviour that occurs out of school hours, and affects the good order and management of the school.

### **Special circumstances arrangement**

Students who require the use of a personal device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Principal or relevant Deputy Principal.

## **Preventing and responding to bullying**

### **Be kind - Do no harm**

Fortitude Valley State Secondary College strives to create positive, predictable environments for all students at all times of the day. The orderly learning environment and culture of excellence and innovation we are developing is essential to achieve our vision for 'a community of agile learners who are bold, resilient and kind'.

One of the foundation pillars of positive culture here at Fortitude Valley State Secondary College is *Do no harm*. As such, there is no place for bullying at our school. Those who are bullied, those who bully and those who act as bystanders, are at risk for behavioural, emotional and academic issues. These outcomes are in direct contradiction to our school community's goals for supporting all students. It is our expectation that all community members will enact our collective agreed values in being bold, resilient and kind.

### **Prevention**

The positive culture at Fortitude Valley State Secondary College is fostered through our everyday practices focused on the five pillars (refer page 1). This embedded practice is complimented by consistent explicit teaching of acceptable behaviours in classrooms, the playground, and online.

Students are explicitly taught cybersafety when learning opportunities present in the classroom. This includes teaching students how to safely conduct an internet search, what cyberbullying is and what they should do if they receive unwanted messages. We tell students:

- not to respond to messages but keep them to report to parent/guardian and/or teachers immediately; and
- report any instances they see as a bystander of cyberbullying to parent/guardian and/or teachers immediately.

We will then investigate and respond to any incident of cyberbullying.

Fortitude Valley State Secondary College is a Stymie school. Stymie helps schools overcome the bystander effect by enabling students to report incidents of harm, safely and anonymously.

- <https://about.stymie.com.au/>

## Bullying response flowchart for teachers

### Key contacts for students and parents to report bullying:

#### At the time

- Classroom teacher or supervising staff member

#### Outside of class time

- Head of House
- <https://www.stymie.com.au>

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

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

Day four  
Implement

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

Day five  
Review

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

Ongoing  
Follow up

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

## Appropriate use of social media

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

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

Fortitude Valley State Secondary College is committed to promoting the responsible and positive use of social media sites and apps. Inappropriate online behaviour has the potential to embarrass and affect students, others and the school for years to come. This policy reflects the importance of students at Fortitude Valley State Secondary College engaging in appropriate online behaviour.

### **Laws and consequences of inappropriate online behaviour and cyberbullying**

Inappropriate online behaviour may in certain circumstances constitute a criminal offence. Both the *Criminal Code Act 1995* (Cth) and the *Criminal Code Act 1899* (Qld) contain relevant provisions applicable to cyberbullying. The Commonwealth Criminal Code outlines a number of criminal offences concerning telecommunications services. The most relevant offence for cyberbullying is “using a carriage service to menace, harass or cause offence to another person”.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

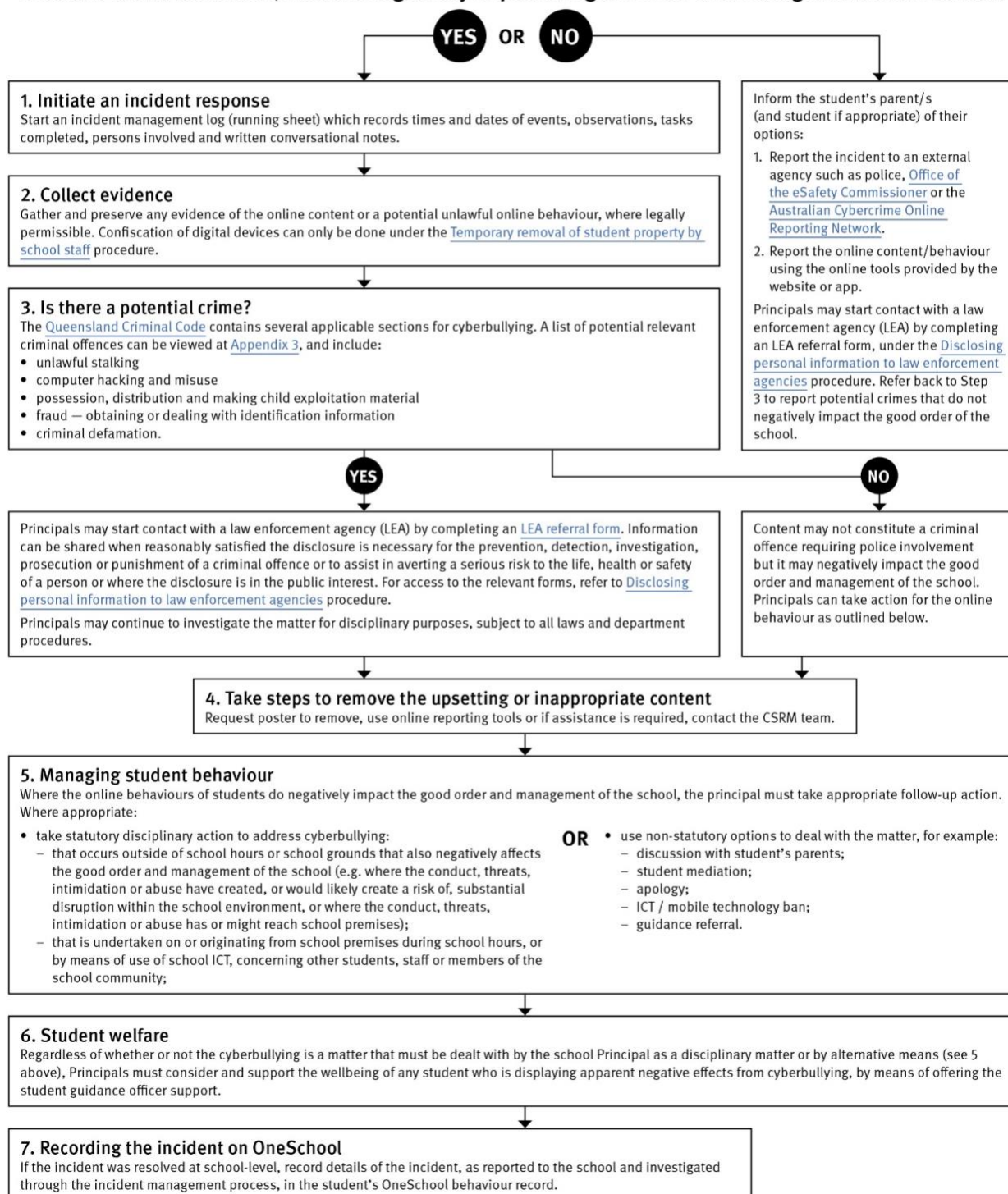
### Explicit images

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

### Help

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

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



## Restrictive Practices

School staff at Fortitude Valley State Secondary College need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. It is anticipated that most instances of risky behaviour can be de-escalated and resolved quickly. On some rarer occasions, a student's behaviour may continue to escalate and staff need to engage immediately with positive and proactive strategies aimed at supporting the student to manage their emotional arousal and behaviour.

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

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

The department's **Restrictive practices procedure** is written with consideration for the protection of everyone's human rights, health, safety and welfare. There are six fundamental principles:

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

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

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

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

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

## Critical Incidents

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

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

- 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