



2026 Student Code of Conduct





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Endorsement

Principal Name Susan Kirkman

Principal Signature 

Date 2/4/26

P&C President Name Rebecca Holmes

P&C President Signature 

Date 2nd April 2026.

Purpose

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Southport Special School is committed to providing a safe, respectful and disciplined learning environment for all students, staff, parents and visitors.

The Southport Special 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.



Purpose

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Whole School Approach to Discipline





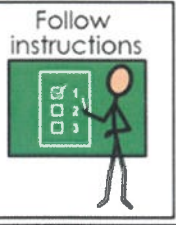




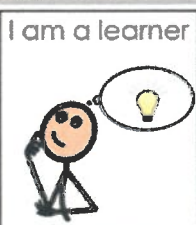



Positive Behaviour for Learning

Southport Special School uses Positive Behaviour for Learning (PBL) as the framework for a multi-tiered system of support for discipline in the school. This is a whole-school approach which provides a consistent approach to teaching and responding to behaviour. The language, rules and expectations of PBL helps set students up for success.

PBL is an evidence-based framework used to:

1. Establish systems that help staff to recognise students for effort and achievement, developing a positive learning environment
2. Analyse and improve student behaviour and learning outcomes
3. Ensure that only evidence-based practices are used correctly by teachers to support students
4. Continually support staff members to maintain consistent school and classroom improvement practices.

Our staff are committed to delivering a high quality of education for every student and at Southport Special School we take an instructional approach to behaviour, recognising that schools need to teach the behaviours required for success at school and beyond. The *PBL Teaching Matrix* outlines the three school rules and an additional nine positive expectations for student behaviours. 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.

SOUTHPORT SPECIAL SCHOOL PBL Teaching Matrix			
Our school rules	Our expectations		
I am safe 	Keep yourself safe 	Keep others safe 	Follow instructions 
I am kind 	Share and take turns 	Be respectful 	Be helpful 
I am a learner 	Use your voice 	Do your best! 	Learn together 

PBL Lesson Schedule

Lessons should be explicitly taught and referred to daily. Each week a lesson focuses on a school rule, where students have opportunities to learn, practice and be reinforced for demonstrating the expected behaviour.

Lessons can be found on SharePoint > Postive Behaviour for Learning (PBL) > PBL lesson > Lesson folder

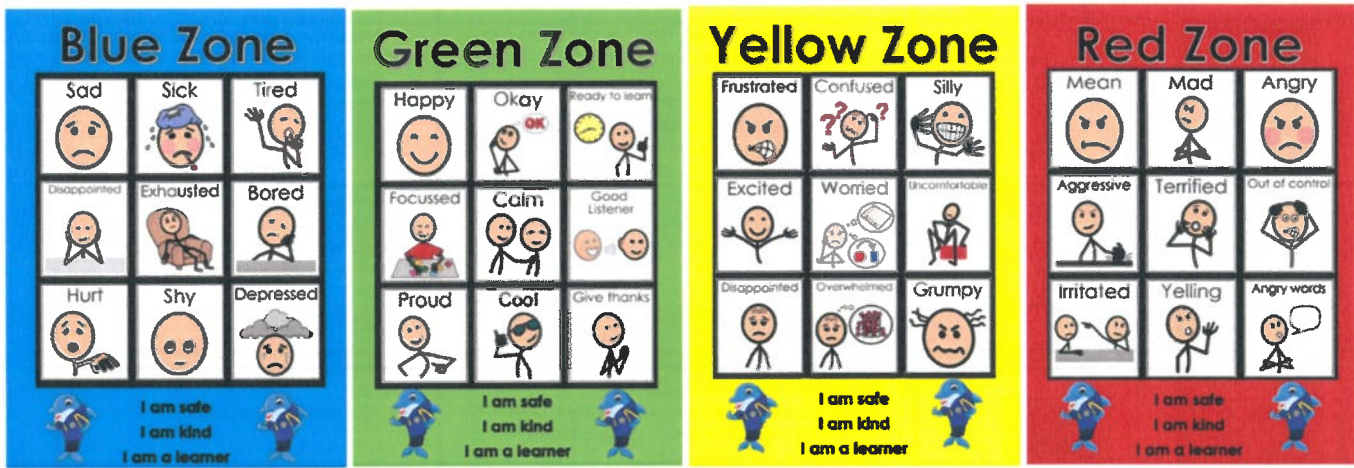
	Rule	Expectation	What we're teaching...	Zones of Regulation
Week 1	Establish classroom rules and expectations		<ul style="list-style-type: none"> I am following my classroom rules I know how to follow my visual schedule I can use working fors and my individual reward system I understand my classroom reward system I can identify my emotions I can use strategies to help me self-regulate 	<ul style="list-style-type: none"> Create a class zones display Increase zones vocabulary and knowledge of zones Identify how feelings are displayed What story is your face telling?
Week 2	I am safe 	Keep yourself safe 	<ul style="list-style-type: none"> I can keep my hands, feet and body to myself I can stay together as a group I can ask for help and report problems I can walk or roll on concrete I can ask/let others know when I leave an area I can stay in the correct area. I can identify safe/unsafe situations 	<ul style="list-style-type: none"> Increase vocabulary of emotions Increase their recognition of facial expressions Deepen understanding of Zones
Week 3	I am kind 	Share and take turns 	<ul style="list-style-type: none"> I can be helpful I can encourage others I can speak at appropriate times I can listen to others I can wait patiently I can work collaboratively I can play fairly 	<ul style="list-style-type: none"> Identify emotions/zones of others and characters Hypothetical scenarios – What zone are they in?
Week 4	I am a learner 	Use your voice 	<ul style="list-style-type: none"> I can show empathy for others I can take initiative to speak up I can show care for others with my words I can use my voice encourage others I can take my voice with me 	<ul style="list-style-type: none"> Pictures/photos of self in different zones Body cues for each zone
Week 5	I am safe 	Keep others safe 	<ul style="list-style-type: none"> I can use equipment safely I am aware of others space I can transition safely I can keep my hands, feet and body to myself 	<ul style="list-style-type: none"> Examine facial features and body cues in different scenarios
Week 6	I am kind 	Be respectful 	<ul style="list-style-type: none"> I can use kind words I can use my manners I can care for belongings I can praise and encourage others I can celebrate others successes 	<ul style="list-style-type: none"> Zones fluctuate throughout the day Personal triggers that influence their emotions/zones Problem solving to avoid triggers
Week 7	I am a learner 	Do your best! 	<ul style="list-style-type: none"> I know it's ok to make mistakes I am confident I am resilience I can celebrate others success I am ready to learn I am organised 	<ul style="list-style-type: none"> Explore sensory tools Practice calming techniques Thinking strategies to self-regulate Problem sizes and growth mindset
Week 8	I am safe 	Follow instructions 	<ul style="list-style-type: none"> I can move safely I can follow directions and routines I can follow my classroom rules I can follow the playground rules 	<ul style="list-style-type: none"> Create own toolbox
Week 9	I am kind 	Be helpful 	<ul style="list-style-type: none"> I can show empathy I can use my initiative I can care for my class members and others I can encourage others 	<ul style="list-style-type: none"> Zones across the day Toolbox strategy effectiveness Explore when to stop and use a tool using scenarios
Week 10	I am a learner 	Learn together 	<ul style="list-style-type: none"> I can let others learn We can solve problems together I can be a good role model 	<ul style="list-style-type: none"> Stop – pause, use calm down strategy if needed Think – what choices/actions can be done. What are the consequences? Do! – Make the best choice in the moment

Zones of Regulation

The Zones of Regulation (ZoR) is an evidence-based framework that builds emotional regulation and behavioural skills. It is designed to help individuals, particularly children, understand and manage their emotions and behaviours. The ZoR Framework supports neurodivergent learners to enhance learning, focus, and resilience and builds capacity for co-regulation and connection. It gives individuals and communities a common language for navigating emotions and the practical strategies to do it well.

The ZoR categorizes feelings and states of alertness into four colour-coded zones:

- Blue Zone: Low-energy states like sadness or tiredness.
- Green Zone: Calm and ready to learn.
- Yellow Zone: Heightened emotions, such as frustration or anxiety.
- Red Zone: Extremely heightened states, including anger or aggression.



Targeted and Intensive Teaching

Some students at our school may require additional support to meet behaviour expectations, even after being provided with a differentiated learning environment and explicit teaching around behaviour expectations. Students may experience difficulties at certain times of the day or in response to a particular situation, so focused teaching is undertaken to help students achieve success.

Targeted and intensive teaching involves revisiting key behavioural concepts or skills through using explicit and structured teaching strategies. It provides students with more opportunities to practise the skills associated with the expected behaviour, with the goal being for the student to develop mastery of the behaviour concept, skill or knowledge. Decisions about the approach will be made based on data collected from their teacher/s, and following consultation with the student's family. Support staff, including teachers with specialist expertise in learning, language and development, work collaboratively with class teachers.



Multi-Tiered Systems of Support

The Multi-Tiered Systems of Support (MTSS) Framework at Southport Special School supports students to improve their social, emotional, behavioural and academic outcomes through:

- **Data-informed practice:** Ongoing analysis of individual student data to monitor learning and behaviour outcomes
- **Collaborative decision-making:** Identifying and prioritising each student's explicit needs through team-based problem-solving
- **Targeted intervention:** Selecting and applying a continuum of appropriate evidence-based practices and intervention to proactively support each student to live their best life
- **Progress monitoring:** Monitoring effectiveness of interventions, student outcomes and engagement to inform next steps and future actions

Tier 1 - Universals

All students (100%) in the school receive support for their academic and behavioural development through;

- Explicit teaching around the **PBL Lesson Schedule** and the enactment of the **PBL 'Look Fors'**
- Each student has a personalise **Student Engagement Profile** that documents and details the proactive adjustments and responses differentiated for each student in order for them to engage and succeed at school.
- The **Universal Strategies Handbook** is a practical guide for staff that outlines consistent, proactive behaviour support practices that align with the Positive Behaviour for Learning (PBL) framework and Essential Skills for Classroom Management. It provides evidence-based strategies to help create safe, inclusive, and engaging learning environments for all students at Southport Special School.

Tier 2 - Targeted

Targeted Tier 2 supports build on the systems and lessons provided through our *Universal Tier 1* supports. Interventions are evidence based, matched to the students' needs and take into account their disability.

- Through the **Collaborative Inquiry Process**, data is utilised to inform interventions, which may include a brief functional behaviour assessment, the development of behaviour goals with a focus on prevention through explicit teaching of behaviour deficit.
- Taking a **stakeholder** approach for team based problem solving identifying the students support network.
- Undertaking **risk management planning** to determine the level of risk associated with behaviour and actions to manage / reduce that risk.

Tier 3 - Intensive

Intensive Behaviour Support are developed to provide highly specialized and individualized practices and systems of support for the relatively small number of students who engage in chronic challenging behaviour, which have been unresponsive to universal or targeted interventions. Intensive supports continue to build on the lessons, systems and supports provided at the *Universal* and *Targeted* levels and may involve;

- Opening a **Complex Case** involving a wraparound plan that includes input from a range of internal and external professionals, family members and students, where possible
- The planned use of restrictive practices through an **Individual Student Safety Plan**.



Disciplinary Consequences

The disciplinary consequences model used at Southport Special School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Consequences should be selected to fit the individual student and take individual circumstances into account. Understanding the purpose or function of the behaviour helps teachers identify relevant student support and effective consequences. Consequences alone do not change behaviour so at Southport Special School we;

- Teach the skill deficit
- Establish clear boundaries
- Model and acknowledge appropriate behaviour
- Give corrective feedback
- Teach routines and follow schedules
- Be solutions focused to a "problem"
- Offer choice and allow voice
- Give positive reinforcement
- Respond consistently using fair, logical and predictable consequences

When schools document predetermined steps of consequences, they may unintentionally reinforce a behaviour, resulting in escalations of unwanted behaviours which may negatively impact on the learning and wellbeing of the student. Classroom exit options or school disciplinary absences (SDA's) result in lost learning time, may reinforce unwanted behaviours, weaken relationships and create a disconnection from routine, staff and other students. Evidence indicates that natural and logical consequences are more effective than punishment at achieving long-term behaviour change.

Natural Consequences happen as a result of the behaviour which are not planned or controlled, such as;

- If a student doesn't follow an instruction to not climb furniture and then falls.
- If a student throws a basketball over the fence, there won't be a ball to play basketball with.

A logical consequence is planned and designed to help students learn from the behaviour, such as;

- If a student kicks over a bin, they help to clean up the contents.
- If a student chooses not to wear a helmet, they are able to ride a bike / scooter

Logical consequences should meet the 3 R's to be considered 'effective';

- **Related;** The consequence is related to the student's behaviour and the purpose of the behaviour. It is reflective of the behaviours function.
- **Respectful;** The consequence is applied calmly, with empathy, without judgment and at the right time. It shows unconditional positive regard for the student and their disability.
- **Reasonable;** Given the appropriate time, the student is capable of the actions required by the consequence. The consequence delivered is proportionate to the student's misbehaviour.

A small number of students will require differentiated responses to problem behaviour with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations. Southport Special School's leadership team work in consultation with teaching staff and our Student Support Network to address persistent or ongoing serious problem behaviour, which may include;

- Teacher coaching and debriefing
- Functional Behaviour Assessment
- Development of a Behaviour Support Plan
- Referral to Student Support Network for team based problem solving
- Risk Management and Individual Student Safety Planning
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short and long term suspension
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)



- Suspension pending exclusion (student is suspended from school pending a decision by Principal about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.



School Disciplinary Absences

Supportive discipline is an important part of the work undertaken in schools each day to help students develop and extend their capabilities in self-management and personal responsibility. The focus for teachers is on implementing proactive, preventative approaches that facilitate student growth.

At times, disciplinary consequences may be used as part of a student's educative process. The role of disciplinary consequences is to assist students to understand behavioural expectations and to learn more acceptable ways of interacting and engaging with others. For the majority of disciplinary consequences in-class responses can be managed by teachers or teacher aides. For persistent or more serious behavioural incidents, the leadership team may be called to assist.

Prior to making a decision about the suitability of any disciplinary consequence, the principal or deputy principal will consider the individual circumstances of a student. This will include their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements. There are no mandated consequences used in Queensland State Schools, each individual student case is considered and determined by the Principal based on the particular circumstances.

Suspensions, exclusions and cancellations of enrolment are used as a last resort option by principals, after considering individual circumstances, the actions of the student and the needs and rights of other school community members.

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

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

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend or set aside the original SDA decision by the Principal. The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

Re-entry following suspension

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



School Policies

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

1. Temporary removal of student property
2. Mobile Phone and wearable devices
3. Preventing and responding to bullying
4. Appropriate use of social media (information and communication technology)
5. Students Use of ICT Resources Agreement

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 school staff will consider:

1. The condition, nature or value of the property
2. The circumstances in which the property was removed
3. The safety of the student from whom the property was removed, other students or staff members
4. 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 Southport Special School and will be removed if found in a student's possession:

1. Illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
2. Imitation guns or weapons
3. Potentially dangerous items (e.g. blades, rope)
4. Drugs** (including tobacco)
5. Tobacco products (Including Vapes)
6. Alcohol
7. Aerosol deodorants or cans (including spray paint)
8. Explosives (e.g. fireworks, flares, sparklers)
9. Flammable solids or liquids (e.g. fire starters, mothballs, lighters)
10. Poisons (e.g. weed killer, insecticides)
11. 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.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is. Schools require medical authorisation to administer any medication to students (including over-the-counter medications such as paracetamol or alternative medicines).

Responsibilities

Staff at Southport Special School:

1. 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;



2. 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;
3. Require 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;
4. May in 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);
5. Request consent from the student or parent to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Southport Special School:

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

Students of Southport Special School:

1. 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 Southport Special 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;
2. Collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.



Mobile phones and wearable devices policy

In accordance with Education Queensland's directive, from the beginning of Term 1 2024, all student mobile phones and certain wearable devices, such as smart watches, will be;

'Away for the day.'

This policy will support schools to maintain a strong focus on educational achievement, and student wellbeing and engagement, by;

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

Exemptions will be available for digital learning opportunities or in exceptional circumstances, including reasons related to disability, health and wellbeing.

Students are;

- to switch off their phone and hand into the office before school and then collect prior to leaving school
- to follow instructions given by staff to comply with this policy, showing responsibility for their property.

Parents are;

- able to contact their child during school hours using the school's existing communication channels
- to monitor students use of devices outside of school hours
- support your child to understand the requirement to have their phone switched off and 'away for the day'.

Working alongside parents, Southport Special School aims to build students capabilities around the safe and ethical use of mobile phones, giving them the knowledge and confidence to navigate and use these phones. However, the detriment brought about through misuse, can have significant impact on others, causing harm and disruption to learning.

It is unacceptable for students at Southport Special School to:

- Download, distribute or publish offensive messages or pictures
- Use obscene, inflammatory, racist, discriminatory, derogatory or abusive language to insult, harass or attack others
- Use language and/or threats of violence that may amount to bullying and/or harassment
- 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.

The recording of both images and sounds can breach other student's rights under the Privacy Act and requires consent. This consent must be fully informed, freely given, current and specific in how the information will be presented and who it will be presented to.

Parents will be notified, and school disciplinary actions taken, for those students who deliberately fail to follow the above requirements.

Mobile phones and other electronic equipment are used at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage to any device unless it can be established that the loss, theft or damage resulted from the department's negligence.

Student Name: _____

Student Signature: _____ Parent Signature: _____



Preventing and responding to 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 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 Southport Special School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the Principal or Deputy Principal.

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 Southport Special 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. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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



Cyber Safety and Reputation Management (CRM)

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

This team provides direct support for schools to respond to concerns of inappropriate online behaviour and misuse of information and communication technology. They provide a guide for parents with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Southport Special 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.

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 that 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 (Cth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the Defamation Act 2005 (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Student Use of ICT Resources Agreement

Rationale

Access to Internet, email and other ICT facilities and services are essential teaching and learning tools that provide valuable learning experiences for students, and supports the school's teaching and learning programs. At Southport Special School, The Queensland Department of Education (DoE) provides access to ICT facilities and services to students that improves communications, enhances productivity and enables the use of learning tools in support of the curriculum. Our school's ICT Services and Systems are secured, monitored and filtered by the DoE.

Network monitoring

The department monitors and reports on intranet, internet and network usage and inspects email messages sent or received by anyone using department's ICT business systems. The department may conduct security audits and scans, and restrict or deny access to the department's network by any personal mobile device if there is any suspicion that the integrity of the network might be at risk.



It is acceptable for students at Southport Special School to use ICT to:

- complete assigned class work set by staff
- develop appropriate literacy, communication and information skills
- conduct general research for school activities and projects
- develop text, artwork, audio and visual material for educational purposes

Unacceptable/inappropriate use/behaviour by a student

Inappropriate content and material must not be accessed, stored or transmitted on the department's network. The below provides specific examples of inappropriate use of the department's network including email, storage and internet access. This list is provided as guidance and is not considered an exhaustive list of inappropriate use. These actions by a user may constitute a crime under the Criminal Code Act 1899 (Qld) or be viewed as serious misconduct under the Student Code of Conduct;

- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory, derogatory or abusive language towards others
- ignore staff directions when using ICT
- damage computers, printers or network equipment



Student Use of ICT Resources

• Student Acceptance and Sign-Off

I understand that;

- Southport Special School's information and communication technology (ICT) facilities and services provide me with access to a range of essential learning tools, including access to the internet and email.
- The internet is a tool to help connect me to others and information.
- I have a responsibility to respect the privileges I have been given, and respect ICT facilities and services
- Parents/guardians are also responsible for ensuring students understand the school's ICT access and usage requirements, including the acceptable and unacceptable behaviour requirements.
- The school will educate students (DoE employees only) regarding cyber bullying, safe internet and email practices, and health and safety regarding the physical use of ICT devices. Students have a responsibility to adopt these safe practices.

I will;

- seek teacher approval when I wish to use a DoE device
- only use ICT facilities and services for education purposes
- immediately inform my teacher if I come across something that is illegal, dangerous or offensive, or receive an inappropriate email
- immediately close the window and inform staff should any offensive pictures or information appear on my
- be courteous, considerate and respectful of others when using a device

I will not;

- look for or share anything illegal, dangerous or offensive
- reveal my password, allow anyone else to use my school account or attempt to access any other users
- use the school's ICT facilities and services (including the internet and email) to annoy, offend or bully anyone else

Declaration

- I have read this agreement in full
- I understand what constitutes appropriate and inappropriate use/behaviour
- I agree to abide by the terms and conditions of this agreement and the Student Code of Conduct
- I understand that any breaches may result in disciplinary action, including loss of access to ICT facilities and services, suspension or exclusion from Southport Special School

	Student	Parent / Guardian	Administration
Name	_____	_____	_____
Signature	_____	_____	_____
Date	_____	_____	_____



Restrictive Practices

School staff at Southport Special School need to respond to student behaviour that presents a risk of physical harm to the student themselves or others. 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 containment or physical interventions). These strategies are recorded in advance and are based upon behaviour risk assessment or clinical health need. The use of planned strategies will only be where there is foreseeable immediate risk, consistent with 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 is effective in reducing the use of restrictive practices.

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

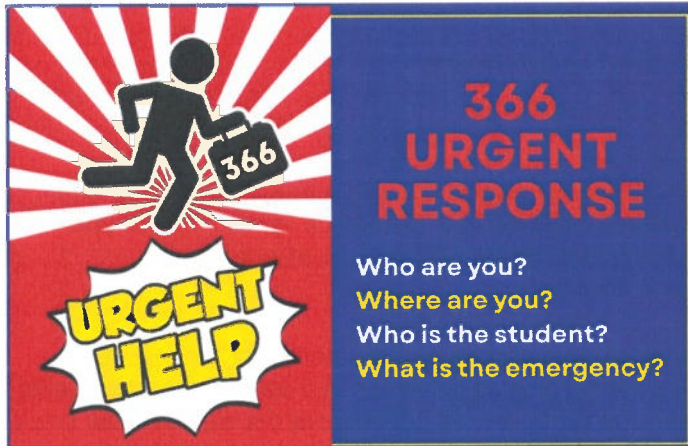


Critical Incidents

A critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action (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 is saved and available for staff to review on OneSchool.

For unexpected critical incidents, staff should phone 366 (55520366) for urgent help and enact RESPOND:



- R** Remain calm and remove other students
- E** Evaluate potential dangers (scan environment)
- S** Strategies (↓verbals, ↑visuals, AAC, Zones)
- P** Personal safety and space
- O** Observe (allow time & do not engage)
- N** Need support? Change of face? Buddy class?
- D** Do not discuss consequences

Post critical incidents, with the support of Leadership, staff will;

- De-brief - Who do you need to contact to constructively address the critical incident?
- Report - OneSchool and or MyHR (for injury or near miss)
- Problem solve – Thinking functionally. Purpose? Triggers? Patterns?
- Wellbeing check-in



Parent Engagement

Genuine parent engagement exists when there is a meaningful relationship between parents and teachers, with the shared goal of maximising learning outcomes for students. Research shows that the most successful schools engage students, parents, carers and the community as partners in supporting student learning and wellbeing.

The department's parent and community engagement framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Parent and community engagement that is effectively focused on student learning can deliver powerful outcomes.



Parent Participation

Keeping Informed

Southport Special School provides many formal and informal opportunities for parents be involved in their child's progress at school.

- Reports on student performance - All schools are required to provide parents with a written report on their child's performance at least twice a year.
- Use of images and recordings - Parents and carers may be requested for their permission for images and recordings of their children to be used on departmental websites.
- School annual reports – Southport Special School provides information in the form of an Annual report for parents and the community to read, which is available on the school's website
- Newsletters – Southport Special School produces a fortnightly newsletter, Keeping in Touch (KIT) with Families, to inform parents, caregivers and community members about school activities, developments and initiatives.
- Letters – Southport Special School will often communicate information about specific issues relating to a student by way of a personal letter, usually sent home with the student.
- Personal appointments - Parents are encouraged to meet with any staff member at a mutually convenient time at their child's school to discuss relevant issues and concerns.



- Facebook – School Facebook Page
- ClassDojo – Some teachers choose to use the internet platform ClassDojo to stay in contact with parents

Becoming involved – Parent and Citizens' (P&C) Association

Southport Special School offer opportunities for parents to join a Parents and Citizens' (P&C) Association. This association is involved in a variety of school activities from policy to financial planning as well as fundraising, school functions and out-of-school-hours care.