



Hamilton State School

Student Code of Conduct

2025-2028

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Principal Signature:

Date:

12/11/25

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

Casey Grant

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

Date:

12/11/25

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Purpose

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

There are three (3) types of discipline:

- Preventative Discipline
 - Measures taken to pre-empt misbehaviour by keeping students engaged.
- Supportive Discipline
 - Measures taken to assist students with self-control by helping them get back on task.
- Corrective Discipline
 - Measures taken when students are not following classroom or school rules.

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

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

Whole School Approach to Discipline

Hamilton State School utilises our school values and beliefs to implement a multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions.

This values-based framework is used to:

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

At Hamilton State School we believe discipline is not about punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Hamilton State School Student Code of Conduct is an opportunity to explain the values with parents and students and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of this approach can be used in any environment, including the home setting for students. Doing all that we can do to set students up for success is a shared goal of every parent and school staff member.

Any students or parents who have questions or would like to discuss the Student Code of Conduct or our value-based approach to behaviour management are encouraged to speak with the class teacher or make an appointment to meet with a member of the Leadership Team.

Values-Based Behaviour Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four Values expectations in place for students by demonstrating Kindness, Resilience, Integrity and Excellence.

Students

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

Every classroom in our school uses the **Values-Based Expectations Matrix**, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom and in the playground. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



Values-Based Expectations

The Hamilton Way

In the Classroom

In the Playground

Kindness

- Following teacher's instructions
- Participating without disrupting learning
- Using words that make others feel good
- Giving helpful and positive feedback
- Being polite
- Speaking respectfully to others

- Including others in games
- Playing fairly
- Encouraging others to succeed in games
- Being polite
- Speaking respectfully to others
- Keeping hands and feet to yourself
- Helping someone who is hurt

Resilience

- Accepting teacher's decisions and directions
- Asking for help when needed
- Adapting to changes in routines
- Learning from mistakes
- Coping with disappointments
- Persisting with tasks

- Accepting the umpire's decision
- Being a 'good sport' when I don't win
- Practising game skills to improve
- Coping with disappointments
- Accepting others' friendship choice
- Handling the "no"

Integrity

- Lining up and moving around the school quietly and politely
- Talking with a teacher when something goes wrong
- Following instructions the first time
- Working hard
- Being in the right place at the right time with the right equipment ready to learn
- Doing the right thing even when no one is watching

- Admitting when I lose or 'get out' in a game
- Addressing conflict using the 'High 5'
- Following the rules of the game
- Stopping play when the bell rings
- Doing the right thing even when no one is watching
- Returning play/sporting equipment
- Picking up rubbish
- Caring for my own and others' safety
- Going to the toilet at break times

Excellence

- Taking pride in bookwork by writing neatly on every page of my books
- Keeping my tidy tray and classroom clean and tidy
- Practising to succeed in my work
- Demonstrating a positive attitude to learning
- Acknowledging others' success
- Asking for, and acting on feedback on my work
- Taking care of school and personal property
- Being punctual

- Having my hat for playtime
- Wearing the correct school uniform
- Keeping my hair presented neatly
- Practising skills needed to succeed in games
- Demonstrating a positive attitude in games and activities
- Acknowledging others' success in games
- Listening to others who are giving advice on improving my skills in games



Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

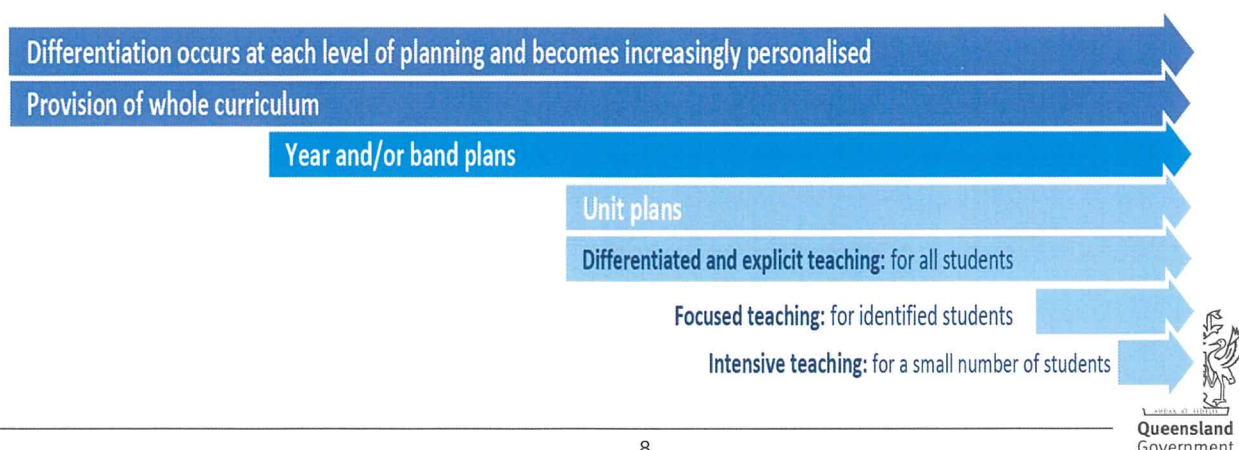
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's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

Differentiated and Explicit Teaching

Hamilton State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the *Values-Based Framework*, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Hamilton State School to provide focused teaching. Focused teaching is aligned to the Value-based Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

- no longer require the additional support
- require ongoing focussed teaching
- require intensive teaching.

Hamilton State School has a range of Inclusion Team staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

Intensive Teaching

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

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

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

Disciplinary Consequences

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

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

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

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is a necessary consequence for the student's behaviour. Usually, this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 'take-up' time for student/s to process instruction/s
- Reduce verbal language

- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Spend time with teacher during break

Focussed

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

- Targeted skills teaching in small group
- Token economy
- Lunch time supported-play activities
- Behavioural contract
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Inclusion Team for team based problem solving
- Meeting with parents

Intensive

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

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

School Disciplinary Absences

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

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

At Hamilton State 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/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Hamilton State 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. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from 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.

Arrangements

The invitation to attend the re-entry meeting will be communicated in writing, usually via email.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting.

Reasonable adjustments

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

School Policies

Hamilton State School has tailored school discipline policies 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:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

Temporary Removal of Student Property

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

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

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

The following items are explicitly prohibited at Hamilton State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Hamilton State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Hamilton State 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;
- 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 Hamilton State School:

- 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 Hamilton State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Student Use of Mobile Phones and Other Devices

All Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

The decision to implement a consistent, statewide approach to putting mobile phones away during the school day is based on the advice of Ms Cheryl Vardon AO, former Queensland Family and Children's Commissioner, who completed an independent review of Queensland's approach to mobile phones. Ms Vardon AO's review included consultation with key education stakeholders, such as principals, school staff, students and families from each education region, as well as a review of recent research on student use of mobile phones and personal devices in schools.

'Away for the day' supports schools to maintain a strong focus on student educational achievement, wellbeing and engagement by:

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

Queensland state schools are committed to reducing the distraction of mobile devices to provide optimal learning environments for all students.

The ***Hamilton State School Policy Approach***, in accordance with the *Student Use of Mobile Devices* procedure, states:

- All students must keep their mobile phones and wearable devices switched off and 'away for the day' by handing the device/s into the office on arrival at school each day.
- Devices can be collected from the office each afternoon as the student is leaving the school.
- The devices are signed in and out each day and are stored in a container in the office for the day.
- Student mobile devices are not to be taken on school excursions, sporting events or camps.

Schools should also include reference to the Advice for state schools on acceptable use of ICT facilities and devices, and may wish to include student and parent ICT agreements as part of the Student Code of Conduct. It is also recommended that the guidance developed in this section of the Student Code of Conduct is based on the Use of ICT systems procedure.

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

- understand the responsibility and behaviour requirements (as outlined in the Hamilton State School ICT Agreement) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices

- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Hamilton State School uses the values-based framework to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

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

Hamilton State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

One aspect of the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. At Hamilton State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Hamilton State 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 Hamilton State 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.

Parents and students who have concerns about cyberbullying incidents should immediately seek assistance through the [Office of the e-Safety Commissioner](#) or the Queensland Police Service.

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.

Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

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

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

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

Hamilton State School – Anti-Bullying Compact

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

Hamilton State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Hamilton State School. It is through intentional consideration of our behaviour and communication that we can reduce the occurrence of bullying and improve the quality of the schooling experience for everyone.

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate Use of Social Media

The internet, mobile phones and social media provide wonderful opportunities for students to network and socialise online. While these technologies provide positive platforms for sharing ideas, they also have the potential to cause pain and suffering to individuals, groups or even whole communities.

It's important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, teachers, schools, principals and even parents can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

Being aware of a few simple strategies can help keep the use of social media positive and constructive:

- Before you post something online, ask yourself if the community or individual really need to know. Is it relevant, positive and helpful?
- Remember that what you post online is a direct reflection of who you are. People will potentially form lasting opinions of you based on what you post online.
- Be a good role model. If things get heated online consider logging out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (*Criminal Code Act 1995* (Cwth) s. 474.17). School staff may contact their union or obtain personal legal advice if they feel that online content seriously impacts their reputation. Defamatory online content may give rise to litigation under the *Defamation Act 2005* (Qld).

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Hamilton State School 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.



Values-Based Behaviour Framework

The Hamilton Way

Explicit Teaching

At Hamilton State School, our school community is guided by the values of **Kindness, Resilience, Integrity, and Excellence**. These values underpin everything we do and are embedded in our teaching, learning, and relationships. They provide a shared language and understanding that support the social, emotional, and academic growth of every student.

Each classroom teacher intentionally teaches the selected Value from the ***Values in Practice*** for the fortnight, through explicit lessons and ongoing reinforcement from the Hamilton State School ***Values-Based Expectations***. A key lesson is delivered at the start of each fortnight, followed by additional teaching opportunities as needed. These lessons are carefully designed to be age-appropriate, engaging, and purposeful, ensuring that students can connect the lesson to their daily experiences.

Each classroom prominently displays the fortnightly focus, easily visible to both students and teachers. This visible reminder supports consistency and ongoing discussion of the value across learning and play.

We Believe:

- Students behave in line with their values to have their needs met
- Effective discipline involves behaviour learning and restoring relationships rather than punishment
- The only behaviour we can control is our own

Responding to Data

The focus for each fortnight is selected from the ***Values-Based Expectations*** using One School incident records, alongside anecdotal data from classroom and playground observations. Each focus is chosen and taught in response to student needs.



Values-Based Expectations

The Hamilton Way

In the Classroom

In the Playground

Kindness

- Following staff instructions
- Participating without disrupting learning
- Using words that help not harm
- Giving helpful and positive feedback
- Being polite
- Speaking respectfully to others

- Including others in games
- Playing fairly
- Encouraging others to succeed in games
- Being polite
- Speaking respectfully to others
- Keeping hands and feet to yourself
- Helping someone who is hurt

Resilience

- Accepting staff decisions and directions
- Asking for help when needed
- Adapting to changes in routines
- Learning from mistakes
- Coping with disappointments
- Persisting with tasks

- Accepting the umpire's decision
- Being a 'good sport' when I don't win
- Practising game skills to improve
- Coping with disappointments
- Accepting others' friendship choice
- Handling the "no"

Integrity

- Lining up and moving around the school quietly and politely
- Talking with a teacher when something goes wrong
- Following instructions the first time
- Working hard
- Being in the right place at the right time with the right equipment ready to learn
- Doing the right thing even when no one is watching

- Admitting when I lose or 'get out' in a game
- Addressing conflict using the 'High 5'
- Following the rules of the game
- Stopping play when the bell rings
- Doing the right thing even when no one is watching
- Returning play/sporting equipment
- Picking up rubbish
- Caring for my own and others' safety
- Going to the toilet at break times

Excellence

- Taking pride in bookwork by writing neatly on every page of my books
- Keeping my tidy tray and classroom clean and tidy
- Practising to succeed in my work
- Demonstrating a positive attitude to learning
- Acknowledging others' success
- Asking for, and acting on feedback on my work
- Taking care of school and personal property
- Being punctual

- Having my hat for playtime/HPE/outdoor events
- Wearing the correct school uniform
- Keeping my hair presented neatly
- Practicing skills needed to succeed in games
- Demonstrating a positive attitude in games and activities
- Acknowledging others' success in games
- Listening to others who are giving advice on improving my skills in games



Values in Practice

The Hamilton Way

Term 1

Week 1	Excellence	I show excellence in the way I present myself.
Week 2		
Week 3	Kindness	I show kindness by allowing students to learn and teachers to teach.
Week 4		
Week 5	Integrity	I show integrity by doing the right thing when lining up and moving around the school.
Week 6		
Week 7	Resilience	I show resilience by accepting decisions that do not go my way.
Week 8		
Week 9	Excellence	I show excellence by practising to succeed.
Week 10		

Term 2

Week 1	Kindness	I show kindness by choosing words and actions that help not harm.
Week 2		
Week 3	Integrity	I show integrity by addressing any conflict quickly, appropriately and honestly.
Week 4		
Week 5	Resilience	I show resilience by asking for help when required.
Week 6		
Week 7	Excellence	I show excellence by being a positive role model.
Week 8		
Week 9	Kindness	I show kindness by encouraging others.
Week 10		

Term 3

Week 1	Integrity	I show integrity by following instructions and rules the first time.
Week 2		
Week 3	Resilience	I show resilience by adapting to change.
Week 4		
Week 5	Excellence	I show excellence by acknowledging others' success.
Week 6		
Week 7	Kindness	I show kindness by speaking respectfully to others.
Week 8		
Week 9	Integrity	I show integrity by working hard to do my best.
Week 10		

Term 4

Week 1	Resilience	I show resilience by learning from my mistakes.
Week 2		
Week 3	Excellence	I show excellence by seeking and responding to helpful feedback.
Week 4		
Week 5	Kindness	I show kindness by including others in games and activities.
Week 6		
Week 7	Integrity	I show integrity by being in the right place at the right time.
Week 8		
Week 9	Resilience	I show resilience by coping with disappointments.
Week 10		



Behaviour Step System

The Hamilton Way

At Hamilton State School, each classroom follows a behaviour system that promotes positive choices and supports a safe, respectful learning environment. On occasions, teachers need to remind students of their expectations and follows a consistent system. Teachers explicitly teach the classroom expectations and clearly explain what each step of the system means for students. In some cases, individual students have a documented behaviour plan that works alongside the step system to meet their specific needs.

Behaviour Step System

1	NON-VERBAL REMINDER Communication expressed through gestures, facial expressions, body language, and other non-verbal cues.
2	CHECK IN Engaging with the student to assess their wellbeing, emotions, and needs, promoting a supportive environment.
3	REMINDER Using spoken words to reinforce positive expectations and actions.
4	TIME IN Relocating the student to a different seating arrangement in the classroom to promote a more conducive learning environment and encourage improved behaviour.
5	REFLECTION Preferably at play break.
6	TIME AWAY Consult with support staff to provide opportunity for reset.



Self- Reflection

The Hamilton Way

Name:

Class:

What happened?

What would have been a better choice?

What school 'Value' do I need to work on so this doesn't happen again?

How can I make things right? What is a reasonable consequence?



Connecting with Others

The Hamilton Way

At Hamilton State School, we use connecting habits to establish productive relationships. We are aware of habits that can disconnect us and work to avoid these in our interactions with others.

Connecting Habits	Disconnecting Habits
• Supporting	• Criticising
• Encouraging	• Blaming
• Listening	• Complaining
• Accepting	• Nagging
• Trusting	• Threatening
• Respecting	• Punishing
• Negotiating Differences	• Bribing to Control



Responding to Conflict

The Hamilton Way

HIGH 5 Strategy



**Ignore
Talk Friendly
Walk Away
Talk Firmly
Report**