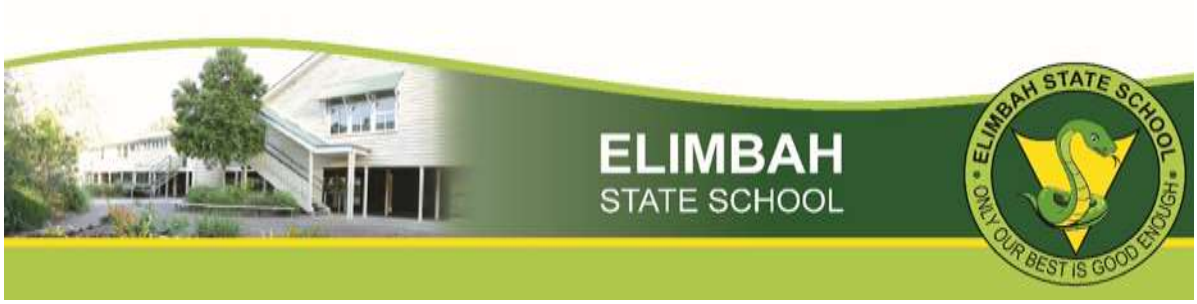

Elimbah State School

Student Code of Conduct 2023

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Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.det.qld.gov.au/ to ensure you have the most current version of this document.

Contact Information

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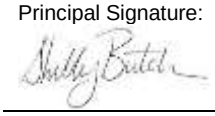
Endorsement

Principal Name:Shelley Butcher

Principal Signature:



Date: 15.11.2022

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

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

Date: 15.11.2022

Reviewed and updated Nov. 2022
Full Review – November 2023

Contents

Purpose and Principal's Foreword	4
Learning and Behaviour Statement	5
Whole School Approach to Discipline	7
PBL	9
Consideration of Individual Circumstances	13
Differentiated and Explicit Teaching	13
Focussed Teaching and Intensive Teaching	14
Legislative Delegations	15
Disciplinary Consequences	16-20
School Policies	21-31
Temporary removal of student property	
Use of mobile phones and other devices by students	
Preventing and responding to bullying	
Appropriate use of social media	
Restrictive Practices	32
Critical Incidents	33
Related Procedures and Guidelines	34
Resources	35
Conclusion	36-37

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Purpose

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

This *Elimbah 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.

Principal's Foreword

Elimbah State School has a proud tradition of providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Our school community has identified the following values which guide our expectations and promote high standards of behaviour across our community. These values are:

Be Safe
Be a Learner
Be Respectful

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

Elimbah staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate

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students about these policies and how students are explicitly taught the expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing the Elimbah State School Student Code of Conduct together.

Review Statement

The Elimbah State School Student Code of Conduct may undergo minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

All areas of Elimbah are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

It is the shared belief of the Elimbah school community that:

- behaviour is both learned and chosen; it is the result of choices
- all participants in schools must work to create a positive learning environment
- rewards and consequences help guide student behaviour
- the foundations for academic achievement and social/emotional/behavioural well-being need to be explicitly taught to students

Our *Student Code of Conduct* outlines our process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. The maintenance of a positive rapport between adults and students is crucial to effective support and learning.

All members of the Elimbah community should endeavour to:

- Be behaviour specific and make sure students know what they are being praised for
- Choose appropriate rewards and negotiate with students as appropriate
- Speak respectfully to students and expect respect from them
- Set expectations in a positive way e.g. speak respectfully – vs – don't swear
- When it is necessary to reprimand a student, promptly rebuild the relationship
- Where possible adopt and follow restorative justice strategies

Through our school plan, shared expectations for student behaviour are captured through the Superbus theme and are plain to everyone. These expectations are

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communicated visually in school signage and in student documentation. Our *Schoolwide Teaching Expectations Matrix* is displayed in all classrooms and the three underpinning rules are a part of daily practices in each and every part of the school environment. In this way, Elimbah State School can create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

Our school community has identified the following school rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be respectful
- Be a learner

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

Student Wellbeing

Elimbah State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the guidance officer if they would like individual advice about accessing particular services.

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

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Whole School Approach to Discipline

Positive Behaviour for Learning

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

PBL is an evidence-based framework used to:

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

Our school community has identified the following school values to teach and promote our high standards of responsible behaviour:

- **Be safe**
- **Be respectful**
- **Be a learner**

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

Elimbah State School uses a three tiered approach to facilitate standards of positive behaviour and to respond to unacceptable behaviour, by providing universal, targeted and intensive supports.

- **Universal:** in a supportive and well-disciplined school approximately 80-90% of students require little, if any, additional support to follow the school rules and demonstrate appropriate social behaviours. Universal levels of support are provided to all students.
- **Targeted:** In a supportive and well-disciplined school approximately 10-15% of students may occasionally need additional targeted support, specific adjustments or program intervention. Targeted support is typically delivered in small groups to the identified population.
- **Intensive:** In a supported and well-disciplined school approximately 2-5% of students may need more intensive support and/or flexible learning options to assist them to continue their learning. These are typically individualised interventions for students with highly complex and challenging behaviours.

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Professional Practice

Teachers work within Standard 4 of the Australian Professional Standards for Teachers: Identifying strategies to support inclusive student participation and engagement in classroom activities, demonstrating the capacity to organise classroom activities and provide clear directions, demonstrating knowledge of practical approaches to manage challenging behaviour and developing strategies that support students' wellbeing and safety working within school and/or system, curriculum and legislative requirements.

Universal Behaviour Support

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

The *Schoolwide Expectations Teaching Matrix* outlines our agreed rules and specific behavioural expectations in all school settings.

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POSITIVE BEHAVIOUR FOR LEARNING MATRIX

School Areas	Be Safe	Be a Learner	Be Respectful
ALL Areas	• I stay in the school grounds • I use technology safely • I keep my password private • I only use my USB • I ask permission to leave in ALL learning areas • I report bullying • I only enter a room when a teacher is present • I follow the school rules for mobile phones and devices • I keep my hands and feet to myself	• I am responsible for my own learning • I demonstrate good listening • I arrive at school and class on time	• I use my manners • I follow ALL adult instructions • I am honest and take responsibility for my actions • I care for our environment • I wait my turn • I respect other peoples differences
Learning Areas	• I walk inside and around the classrooms • I use equipment correctly • I line up to go into class	• I participate in my learning • I am organised for learning • I set myself learning goals • I cooperate with others • I work quietly • I participate in class discussions • I use the internet for learning	• I listen to others when they speak • I take care of my property • I look after school equipment • I put my bag on the rack and only take things from my own bag • I follow the routines for specific rooms • Library, Office, STIC/ Chappy Room
Transition Times	• I walk on concrete	• I arrive on time to class	• I walk quietly
Eating Areas	• I sit to eat • I stay in my eating area until an adults says I can go to play	• I eat my own food	• I put litter in the bin • I put my lunchbox in my class container
Tuckshop	• I line up in the right line	• I order my tuck shop before school	• I walk quietly around the school
Play Areas	• I stay in the correct play area • I wear my hat outside • I keep my hands and feet to myself • I finish playing when the first bell rings	• I include other students in my games • I stay calm to solve problems	• I share the equipment • I use the school 'High-5'
Toilets	• I use the toilets appropriately	• I use the toilets during break times	• I am private
Before and after school	• I sit quietly in the undercover area until 8:30 • I walk my bike inside the school grounds • I follow the road safety rules	• I follow the bus routines • I report to the office when I am late	• I speak politely to other people
Out of School Settings	• I follow ALL adult instructions	• I am an active learner on excursion	• I am a good sportsperson • I take pride in representing Elimbah State School

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Restorative Practices

Elimbah's Code of Behaviour is based on Restorative Practices, where students and their respective communities of care are active participants in processes that ensure equality, justice and fairness. Victims are empowered to have their needs met and to have their experience validated. Offenders are able to tell their stories and be given the chance to make amends. And finally, the community of care can seek ways to ensure the incident does not happen again. When an incident occurs, we are concerned with answers to the following questions:

- What happened?
- Who has been harmed and affected?
- What needs to happen to repair the harm?
- How do we ensure there is no recurrence?

This process is followed through the reflection process and on a regular basis with teachers in classroom and non-classroom environments.

The code of Behaviour outlines three rights that are essential for a safe, supportive and disciplined environment.

- The rights of all students to learn;
- The rights of all teachers to teach; and
- The rights of all to be safe.

The whole school approach to discipline is enhanced by explicit teaching and implicit learning through common language, environmental and organisational considerations and incidental learnings throughout each day – the common language of the **'Reboot'** program helps achieve this. It is designed to be implemented into the fabric of our *Whole School Approach to Positive Behaviour for Learning.*

Reboot Programme

Reboot is an evidence-based programme that addresses barriers to engagement arising from childhood adversity, trauma and low socio-educational advantage. Evolving over 10 years of working in schools and youth programs, Reboot integrates the latest multidisciplinary research and evidence-based practice in traumatology, neuroscience, developmental and educational psychology, positive psychology, human potential, social change theory, mindfulness and yoga. The Reboot 7-Step framework integrates social and emotional wellness into your daily interactions and enhances the use of executive brain functioning to compliment all pedagogies, curriculum content and frameworks:

1. Create Calm
2. Connect and belong
3. Get centred
4. Self-regulate
5. Grow well
6. Engage and Learn
7. Meaning and Purpose

Reboot lessons take place on a weekly basis. The lessons are sequenced throughout the year, but the content may change in response to the needs of the year group, class or individuals. Lesson content may include how to develop resilience, how to promote positive change and how to problem solve to attain positive outcomes.

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Reinforcing expected school behaviour

At Elimbah State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Our community prides itself on providing an environment that rewards and celebrates achievements of all students. These celebrations take many forms and are regularly reviewed for effectiveness.

To ensure the accuracy and consistency of rewards awarded, teachers will collect data - both positive and that requiring some intervention above their regular classroom management strategies. These expectations extend beyond the classroom to specialist lessons, the playground, incursions and excursions and a communication system (white slips) has been established to support consistency across all learning environments.

Acknowledgement Systems

In line with the 'Superbus' theme, *bus tickets* are the primary token reinforcer used at Elimbah. Staff members hand bus tickets out each day to students they observe following school rules in both classroom and non-classroom areas. This reinforcement occurs continuously throughout the day. Collection of bus tickets leads to additional rewards as set out below. The bus ticket has two components – one part will be for students to paste on to their individual "Superbus Pass', while the other part is cut off and put into the purpose built 'Superbus'.

Class Systems

- Class incentive rewards established collaboratively between students and class teachers are outlined in the class 'Engaged-Learning Plan'
- A copy of the class 'Engaged Learning Plan' will be placed in the TRS class folder and stored in the office and on One Note
- Class teachers may implement their own reward menus within the class while still adhering to the whole school reward systems

Weekly rewards on Parade

- **Student of the week** – this award is initiated by the class teacher and awarded for improvement, consistency or specific class contribution
- **Superbear Award** – Awarded to children nominated as 'Upstanders' by their teacher
- **Bus Ticket draw** - each week tickets are drawn for each year level from the 'Superbus' and students being drawn receive a Tuckshop voucher.
- Bus ticket totals for each house are collected weekly and totalled at the end of term. The winning house receives the Superbus Cup.

Ongoing rewards/ or as required

- **Administration Awards** – students who display excellence in learning, behaviour or improvement may be referred to the Leadership Team for recognition

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- **‘Superbus certificates** – Presented to any student that collects 50 and 100 Bus Tickets. These certificates recognise the student’s achievement in consistently modelling the Superbus rules.
- **Ticket to Ride Day –** this reward will be celebrated and attended by students who have consistently modelled the Superbus rules throughout the term in both the classroom and the playground. The criteria for attaining the reward is that students have received at least 50 bus tickets over the term.
  Students participate in fun activities run by the class teachers.
  A half-termly celebration may occur when students have received 25 bus tickets.

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Staff at Elimbah 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 equality, 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.

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

Differentiated and Explicit Teaching

Elimbah 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 Elimbah 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.

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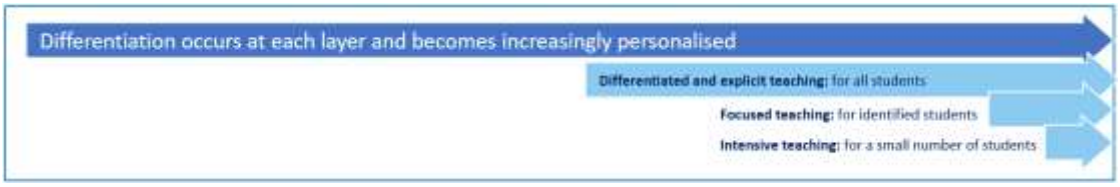

These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for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

Every classroom in our school uses the PBL Expectations Matrix 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. 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. Teaching of the expectations sits alongside the Reboot programme and its accompanying lessons and visual prompts.

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.

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 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.

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Legislative Delegations

Legislation

In this section of the ESS Student Code of Conduct are links to legislation which influences form and content of Queensland state school discipline procedures.

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

Delegations

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

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

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

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

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Disciplinary Consequences

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. At Elimbah we recognise that, at times some students require some form of intervention to assist them with managing their behaviour.

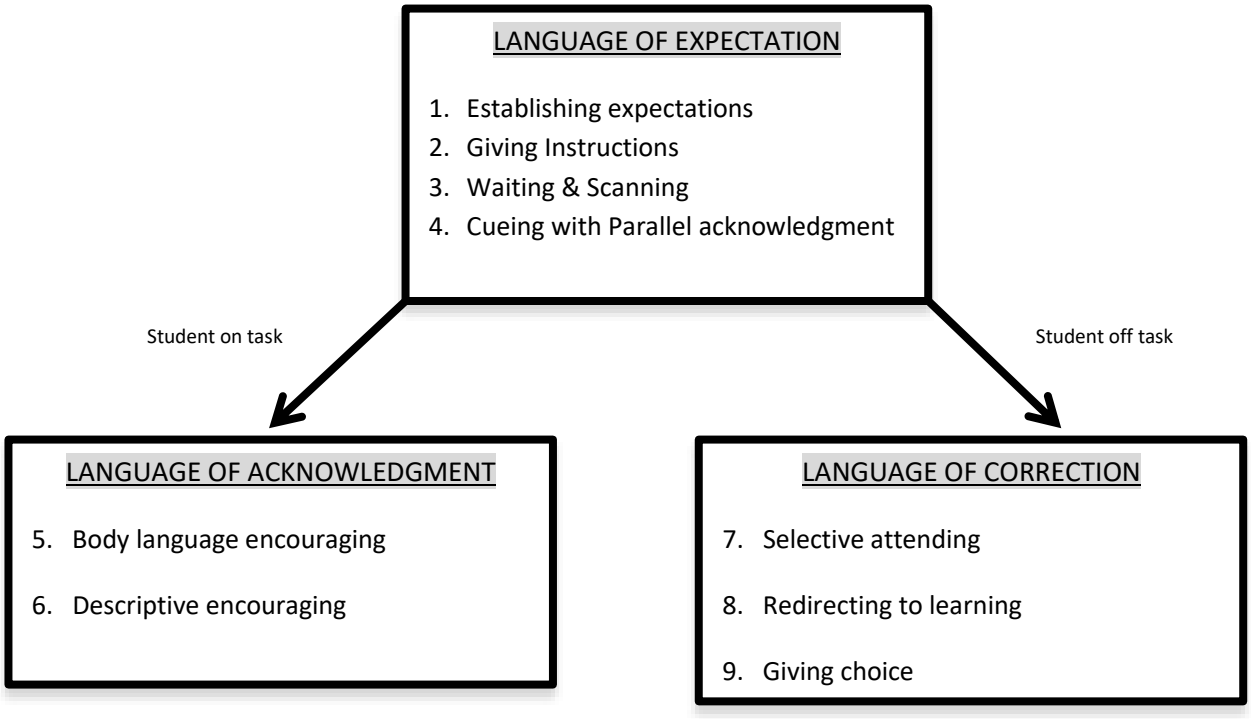
Re-directing low-level and infrequent problem behaviour
Essential Skills for Classroom Management

When a student exhibits low-level and infrequent problem behaviour, teachers are trained in and universally apply the Essential Skills for Classroom Management. This may be enhanced by Classroom Profiling. Elimbah State School staff may also remind the student of expected school behaviour, then ask them to think of how they might be able to act more safely, more respectfully or as a learner to align with our Superbus expectations. This encourages students to reflect on their own behaviour and evaluate it against expected school behaviour.

- **Classroom Engaged Learning Plan**

This plan is developed collaboratively between the teacher and the class at the commencement of each school year and reviewed each term. This plan outlines shared expectations, the reinforcement (reward) system and corrective strategies for the class.

Essential Skills Model:



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
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second ‘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
- Verbal Reprimand
- Warning of more serious consequences (e.g. removal from classroom)
- Exit Class
- SpeedBump Room referral

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Speed Bump Room referral
- Classroom profiling
- Behavioural contract/monitoring card
- Counselling and guidance support
- Self-monitoring plan
- Check in - Check Out strategy
- Teacher coaching and debriefing – thinking functionally

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- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Behaviour Monitoring Card/Contract – Yellow and Red (loss of privileges)
- Internal Suspension
- 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)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

Playground

During playground breaks, students are expected to model the 'Superbus Rules' (Be Safe, Be Respectful, Be a Learner). School staff actively supervise and engage with students within their playground area, proactively communicating and positively reinforcing these rules. 'Bus Tickets' are available in each playground folder for staff to give out during the break period.

Our preferred way of redirecting low level problem behaviour is to redirect the student to the expectation – instead of 'stop running' – 'walking, thank you'. Teachers may also ask the student what rule they are breaking, how they might correct their behaviour and what the importance of the rule is. Students may accompany the teacher for a short period or sit out for a set time and if necessary the supervising teacher may record and inform the student's class teacher through a communication slip.

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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 Elimbah 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 schools 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 Elimbah 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 via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

Structure

The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

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Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

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, such as guidance officers or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Queensland Government

School Policies

Elimbah 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 Elimbah 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 drug utensils, tobacco, e-cigarettes and vaping equipment)
- 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

Queensland Government

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 at Elimbah State School:

- do not require the student's consent to search school property such as 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 Elimbah 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 Elimbah 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.

Queensland Government

The Use of Personal Technology Devices at School

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Certain Personal Technology Devices Banned From School
Students must not bring valuable personal technology devices like cameras, digital video cameras or MP3 players to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in discipline.

Confiscation
Permitted personal technology devices used contrary to this policy on school premises will be confiscated by school staff. They will be made available for collection from the school office at the end of the school day unless required to be kept for purposes of disciplinary investigation, when it will only be returned in the presence of a parent.

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

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording voice and Images
Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Elimbah State School. Students using personal technology devices to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g. in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy).
Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who uses a personal technology device to record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute is considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by personal technology devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or

Queensland Government

harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students involved in:
- recording; and/or
- disseminating material (through text messaging, display, internet uploading etc); and/or,
- knowingly being a subject of a recording

Breach of this policy may be subject to discipline (including suspension and recommendation for exclusion).

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

Text communication
The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school, should ensure they keep the message as evidence and bring the matter to the attention of the school office.

Use of mobile phones and other devices (inc. Smart watches) by students

Mobile telephones and smart watches will only be brought onto the school grounds, or to a school event, by a student child where consent has been given by the parent and by the principal of the school. This consent is to be signed and stored on the student's file in the school office.

Unless specifically approved by the class teacher as a part of an educational program mobile telephones and smart watches may not be taken into a classroom and must be stored at the school office during school hours.

- Should a child need to contact their parents, or should the parents need to contact the child during the school day, this must be done through the school office.

- Appropriate action will be taken against my child should they record or distribute images of other students or staff without their consent or use a mobile telephone to harass or bully other students.

- Mobile telephones should never be used in a place where it would be inappropriate to take a camera i.e. school toilets.

- Should a child need to access their phone in special circumstances during the school day they will only do so after receiving permission from their class teacher or the school principal or deputy principal.

- Should students breach this policy the consent of the Principal for them to bring a mobile telephone onto the school grounds may be withdrawn.

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 Elimbah State School Student Code of Conduct. In addition students and their parents should:

Queensland Government

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

Queensland Government

Preventing and responding to bullying

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

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

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 Elimbah State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting.

Queensland Government

Elimbah State School - Bullying response flowchart for teachers

Please note these timelines may be adjusted depending on the unique circumstances and risk associated with each situation. This is at the professional judgment of the staff involved. Timeframes should be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:

Class teacher
Principal
Deputy Principal

First Report Listen

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

Step 1 Document

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

Step 2 Collect

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

Step 3 Discuss

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

Step 4 Implement

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

Step 5 Review

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

Step 6 Follow up

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

Queensland Government

Cyberbullying

Cyberbullying is treated at Elimbah 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.

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher.

It is important for parents to monitor the online activity of their children. Social media platforms such as Facebook, Snapchat, Instagram etc have an access age of 13 and over and are not recommended for children under the age of 13. If parents choose to allow their children to access social media platforms they must understand that it is their responsibility to ensure their children do so in a safe, monitored environment.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address cyber bullying behaviour that occur outside of school hours or school grounds if they directly impact incidents that occur at school. Parents and students who have concerns about cyberbullying incidents occurring out of school hours that are impacting behaviour at school should contact their child's class teacher directly. If this occurs during a vacation period, parents can seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Elimbah State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Queensland Government

Elimbah State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

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

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

YES

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

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

NO

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

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

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

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

OR

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

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

Queensland Government

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.

The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.

For more information about cybersafety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

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 negative comments posted about the school community can 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 inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that identifies 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.

Queensland Government

- 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 complaint or enquiry about an issue at school, parents should speak directly to school staff 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, refrain 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:

1. block the offending user
2. report the content to the social media provider
3. refrain from responding
4. take a screen capture or print a copy of the concerning online content
5. 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.

Queensland Government

Restrictive Practices

School staff at Elimbah 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.

Queensland Government

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 One School.

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.

Queensland Government

Related Procedures and Guidelines

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

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

Queensland Government

Resources

- Australian Professional Standards for Teachers
- Behaviour Foundations professional development package (school employees only)
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

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Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority

Queensland Government

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the Student protection procedure.

complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the Excluded complaints factsheet

Reviewed and updated in consultation with Elimbah P & C in November 2022 – Full Review scheduled for November 2023

Signed

Shelley Butcher

Principal – Elimbah State School

Bree Glatzer

President – Elimbah P & C

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