



Harrisville State School

# Student Code of Conduct 2021-2024

## ***Every student succeeding***

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

Queensland Department of Education  
State Schools Strategy 2020-2024

## Purpose

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


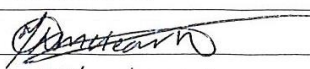
The Harrisville State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

## Contact Information

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Contact Person:	Principal

## Endorsement

Principal Name:	Michelle White
Principal Signature:	
Date:	09/12/2020
P/C President and-or School Council Chair Name:	Taneale McLeary
P/C President and-or School Council Chair Signature:	
Date:	09/12/2020

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# Principal's Foreword

## Introduction

Harrisville State School is committed to 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.

This Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community. Our school moto is 'Pride to Achieve". We foster and develop children's pride in their school, classroom, community and self through daily operations and policies.

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

- Be Safe
- Be Responsible
- Be Respectful                      To Learn

Harrisville State school 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 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 acknowledge the students, teachers, parents and other members of the community for their work in bringing this Harrisville State School Student Code of Conduct together over the last six months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

Michelle White  
Principal

## P&C Statement of Support (Optional)

As president of the Harrisville State School P&C Committee, I am proud to support the new Student Code of Conduct. As a representative of the parents of the school I have been consulted on the new Student Code of Conduct. The awareness and involvement of parents in this document is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Harrisville State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students understand the expected behaviours required within the Harrisville State School environment, through the Schoolwide Expectations Teaching Matrix.

Any parents who wish to discuss the Harrisville State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Harrisville State School P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

Taneale McLeary  
Harrisville State School P&C President

# School Captains/Leaders Statement

School Captain Name: Evelyn-Grace McLeary

School Captain Signature:



Date: 9/12/2020

School Captain Name: Lexie Ward

School Captain Signature:



Date: 9/12/2020

As the school captains of Harrisville State School we support the school rules of:

Be Safe

Be Respectful

Be Responsible to Learn

As representatives of the school community, we believe that the Student Code of Conduct is an important part of our school to improve our education and it provides a safe environment to attend every day. We believe that the role of senior leaders has an important part to play in caring for and being a role model for younger students to understand the school rules.

## Senior Pledge for 2020

As a school leader, I promise to respect myself and care about the other students of our school. I will follow the school rules and welcome new students and visitors. I will look after the school's sporting equipment and look after the school environment. We are safe, we are responsible, we are respectful. We are the leaders of Harrisville State School.

## Data Overview

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students from each state school.

Opinions on the school as a workplace are sought from all school staff and Principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- Principals.

Due to the small sample size of our school, specific data has not been reported in this document to protect the privacy of respondents. We are able to report that in 2019, 100% of parents agree that their child likes being at the school and their child feels safe at school. In the same survey period 100% of students agree that this is a good school, they like being here and they feel safe at school. One hundred percent of staff also report they like being at Harrisville State School and feel supported at work.

OneSchool is the Department's record keeping software platform. All significant contact with parents and students and positive and negative behaviour incidents are recorded on OneSchool. Information about accessing records, reports or timetables is provided here:

<https://www.qld.gov.au/education/schools/information/contact/pages/accessing>

### Review Statement

The Harrisville State School Student Code of Conduct will undergo annual 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.

## School Disciplinary Absences (SDA)

Principals use a range of disciplinary consequences to address inappropriate behaviour. Suspensions, exclusions and cancellations of enrolment are only used as a last resort option for addressing serious behaviour issues. Principals balance individual circumstances and the actions of the student with the needs and rights of school community members.

All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.

Information regarding the number of SDAs in each category is published yearly in the school annual report that is available on the school website [www.harrisvilles.com.au](http://www.harrisvilles.com.au). A copy of the school annual report may be requested from the school.



## Consultation

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

In the first phase, we held a series of internal meetings with staff between July to October 2020. During these meetings, we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, students, parents and staff were consulted on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

A draft Student Code of Conduct was prepared and distributed for comment to the P&C President. The P&C President has endorsed the Harrisville State School Student Code of Conduct for implementation in 2021. The P&C will be consulted in 2021 if any changes are required.

A communication strategy has been developed to support the implementation of the Harrisville State School Student Code of Conduct, including promotion through the school website, weekly newsletter and staff communication through email. Any families who require assistance to access a copy of the Harrisville State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

## Learning and Behaviour Statement

At Harrisville State School the staff believe that all students can achieve high standards given the right time and the right support. We believe that high expectations and early and ongoing intervention are essential. We believe that it is important to instil the school motto of 'Pride to Achieve' within the school. We believe that all teachers can teach to a high standard given time and the right assistance. We believe that all teachers and students can articulate where they are in their learning and what they need to do to improve. We believe in tracking each child's progress and use a case management approach to student learning

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. All areas of Harrisville State School 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.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan shared expectations for student behaviour are plain to everyone, assisting Harrisville State School to 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 responsible
- Be respectful to Learn.

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. These are visible in all areas of our school.

We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

### **Consideration of Individual Circumstances**

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

Harrisville State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent

- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
  - express opinions in an appropriate manner and at the appropriate time
  - work and learn in a safe environment regardless of their age, gender, disability,
  - cultural background or socio-economic situation, and
  - receive adjustments appropriate to their learning and/or impairment needs.

## Student Wellbeing and Support Network

Students at Harrisville State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour supports by:

- Parents
- Teachers/Support Staff
- Principal
- Guidance Officer
- Advisory Visiting Teachers
- School Chaplain

Support is also available through the following government and community agencies:

- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

## Whole School Approach to Discipline

### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to **all** students. At Harrisville State School we emphasise the importance of directly 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.

At Harrisville State School we are committed to creating and maintaining a safe and supportive learning environment that meets the needs of all students. We do this through supporting students' participation by identifying, formulating and implementing programs and strategies that support inclusive student participation and engagement in classroom activities. Our staff manage classroom activities that are appropriately challenging for all students. Teachers and classroom staff organise classroom activities in ways that support all children by providing clear directions and support for those children who may find these activities challenging. Staff at Harrisville State School are supported by the Principal to develop professional and practical approaches to manage challenging behaviour and to maintain the safety of all students.

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

SCHOOLWIDE EXPECTATIONS TEACHING MATRIX						
	All Areas	Classroom	Playground	Stairways	Toilets	Bus Line/Bike Racks
Be Safe	Use equipment appropriately Keep hands, feet and objects to yourself	Walk Sit still Enter and exit room in an orderly manner	Participate in school approved games Wear shoes and socks at all times Be Sun Safe – wear a broad brimmed hat (8cm brim) Walk on concrete areas	Rails are for hands Take one step at a time Carry items safely Keep passages ways clear at all times	Respect the privacy of others Use soap and hand towels Keep floors free of litter and water	Use own bike or scooter only Walk bike/scooter from/to the gate Wait for directions inside the gate to go the bus Wear your seatbelt Follow the bus driver's instructions
Be Responsible	Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions the first time	Be prepared Complete set tasks Take an active role in the classroom activities and learning opportunities Keep work space tidy Be honest	Be a problem solver Return equipment to appropriate place at the first bell Follow instructions first time	Move sensibly into single file.	Use toilets during breaks Flush toilets after use Turn off taps Keep floor free from litter and water	Wait while roll is taken Leave school promptly
Be Respectful	Respect others' personal space and property Care for equipment and resources Clean up after yourself Use respectful, polite, language Wait your turn	Raise your hand to speak Respect others' rights to learn Talk in turns Be a good listener	Play fairly – take turns, invite others to join in and follow rules Care for the environment	Walk quietly and orderly so others are not disturbed		Wait your turn Keep your belongings nearby

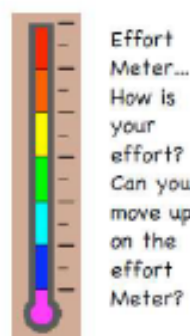
These expectations are communicated to students via a number of strategies, including:

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons on School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Harrisville State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School newsletter items enabling parents to be actively and positively involved in school behaviour expectations.
- Comprehensive induction programs in the Harrisville State School Responsible Behaviour Plan for Students delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Classroom and school reward days to promote and celebrate positive behaviour.
- Development of specific policies to address:
  - The Use of Personal Technology Devices\* at School
  - Procedures for Preventing and Responding to Incidents of Bullying
  - Attendance Policy
  - Enrolment agreement
  - Uniform policy

Our school also actively promotes and teaches the High 5 strategy and encourages children to put effort into all facets of school life. Our school also holds an annual school camp for Yr 4 to 6 as part of our Health Curriculum program for personal development and an excursion for P-3.



### Reinforcing expected school behaviour

At Harrisville 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. All staff members are trained to give consistent and appropriate acknowledgement and rewards. Staff reward students weekly on parade and through our classroom monitoring system. Classrooms have a traffic light system that teachers use to monitor, reinforce and reward the expected standards of behaviour. Harrisville State School prides itself on its leadership program in the senior years to promote and develop leadership qualities within the school. Please refer to our Student Leaders policy for more information.

#### Responding to unacceptable behaviour

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others.

### Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask them to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

All teacher's use their traffic light system to record positive behaviour as well as unacceptable behaviour. The traffic light system :-

- Super Star- Students go on the board for following school rules or displaying exemplary behaviour. Children are rewarded in a variety of ways as determined by their classroom teacher.
- The Green traffic light is to record positive behaviour that the teacher would like to reinforce. Classroom teachers reward students in a variety of ways as determined by their classroom teacher.
- The Orange traffic light is to record minor inappropriate behaviour and rule reminders. Classroom teachers use a variety of consequences and strategies- Refer to minor incidents.
- The Red traffic light is to record major incidents that require further intervention. Classroom teachers use a variety of consequences and strategies for students that move to the Red Traffic Light -Refer to major incidents.

## Related Legislation

### Legislation

- [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”.

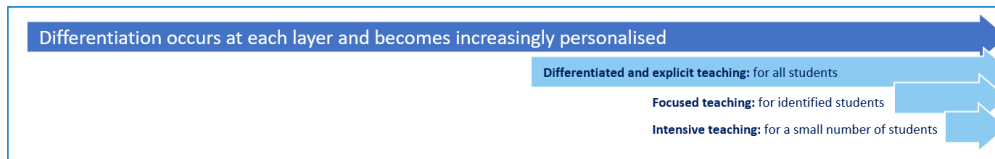
Principals are afforded a number of **non-delegable powers** to assist them to meet this obligation, including the authority to suspend, exclude or cancel the enrolment of a student at the school. These decision-making responsibilities cannot be delegated to other staff in the school, such as deputy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

## Systems of Support – How do we teach expected behaviours?

Harrisville State School uses a multi-dimensional and responsive model of teaching expected behaviours in a similar way to the way we support student learning in other areas.



### Explicit Teaching

**ALL STUDENTS** at Harrisville State School receive explicit and differentiated support for their academic and socio-emotional (including behaviour) development. We take into account academic and developmental milestones when teaching expected behaviour.

- Modelling and teaching behaviour in context and for year levels
- Consistently dealing with behaviour across the school
- Teaching both planned and spontaneous lessons to respond to or proactively address behaviours

### Focused Teaching

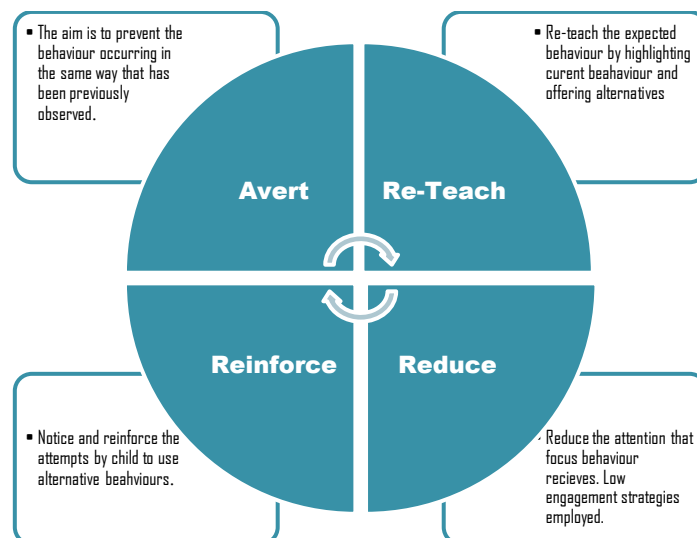
**SOME STUDENTS** (less than 10%) will require more focussed or targeted instruction to support behaviour. Focussed teaching allows the adults to provide more explicit support based on individual children's needs and builds understanding of challenges and responses needed for healthy respectful relationships and behaviours. Students who require targeted behaviour support work with their classroom teacher, the principal, and their parents to develop an individual behaviour plan.

Each child will have different needs however, our behaviour model at this level will:

- Have clear and transparent links between expected behaviour and focused teaching of skills
- Are easy to include in classroom management and transportable – between classroom and playground
- Communicated to specialist teachers and other teaching staff
- Are attainable to assist the child in achieving success

### Intensive Teaching

**VERY FEW CHILDREN** (less than 2%) demonstrate a need for very intensive teaching and reteaching of behavioural expectations to achieve success at our school. This involves the use of specialist teams to work together with the child to scaffold behavioural learning. At Harrisville State School, this approach looks like this:







## Disciplinary Consequences (Mandated)

Harrisville State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. ***OneSchool – behaviour incident report is used to record all minor and major problem behaviour.***

### **Minor and major behaviours**

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

- **Minor** problem behaviour is handled by staff members at the time it happens;
- **Major** problem behaviour is referred directly to the school Principal

**Minor** behaviours are those that:

- are minor breeches of the school rules
- do not seriously harm others or cause you to suspect that the student may be harmed
- do not violate the rights of others in any other serious way
- are not part of a pattern of problem behaviours
- do not require involvement of specialist support staff or Principal.

Minor problem behaviours may result in the following consequences:

- a minor consequence logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member takes the student aside and:
  1. names the behaviour that student is displaying,
  2. asks student to name expected school behaviour,
  3. states and explains expected school behaviour if necessary
  4. gives positive verbal acknowledgement for expected school behaviour.

**Major** behaviours are those that:

- significantly violate the rights of others
- put others / self at risk of harm
- require the involvement of school Principal.

**Major** behaviours result in an immediate referral to Administration because of their seriousness.

When major problem behaviour occurs, staff members calmly state the major problem behaviour and remind the student of expected school behaviour. ***The staff member completes the OneSchool behaviour incident and contacts the Principal.***

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

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, individual behaviour support plan/feedback cards.

AND/OR

- **Level Two:** Parent contact, individual behaviour plan/behaviour feedback cards, referral to Guidance Officer, referral to Intensive Behaviour Support Team, suspension from school
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of major and minor problem behaviours:

	Area	Minor	Major
<b>Being Safe</b>	Movement around the school	Running on concrete or around buildings Riding bike in school grounds	
	Play	Incorrect use of equipment Not playing school approved games Playing in /around toilets/in an out of bounds area	Throwing objects Possession of weapons
	Physical contact	Minor physical contact (eg: pushing and shoving)	Serious physical aggression Fighting
	Correct Attire	Not wearing a hat in playground Not wearing shoes outside	
	Other		Possession of or selling drugs
<b>Be Responsible</b>	Class tasks	Not completing set tasks that are at an appropriate level. Refusing to work	
	Being in the right place at the right time	Not being punctual (eg: late after breaks) Not in the right place at the right time	Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	Low intensity failure to respond to adult request Non compliance Unco-operative behaviour	
	Accept outcomes for behaviour	Minor dishonesty	Major dishonesty
	Rubbish	Littering	
	Mobile Phone	Mobile phone switched on in any part of the school t any time without authorisation (written permission from an authorised staff member)	Use of a mobile phone in any part of the school for calls, voicemail, email, text messaging, messaging, social media or photographing or filming without authorisation.
<b>Be Respectful</b>	Language	Inappropriate language (written/verbal/signed) Calling out Poor attitude Disrespectful tone	Offensive language Aggressive language Verbal abuse/directed profanity
	Property	Petty theft Lack of care of the environment	Stealing/major theft Wilful property damage Vandalism
	Others	Not playing fairly Minor disruption to class Minor defiance Minor bullying/harassment	Major bullying/harassment Major disruption to class Blatant disrespect Major defiance.

### Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour
- explain how their behaviour differs from expected school behaviour,
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour. Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

### Ensuring consistent responses to problem behaviour

At Harrisville State School staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through

training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training about how to respond when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

### **Excursions**

In order to participate in extra curricular activities and excursions students need to demonstrate the expected standard of behaviour. Children may be excluded from excursions or extra curricular events at the principal's discretion.

### **Senior Leader Policy**

Our school has a senior leader application process that all students in Year 5 participate in and then act in leadership positions in Year 6. The Principal may request a meeting with a student who holds a position of student leadership and ask for them to show cause as to why their appointment should not be cancelled. The Principal may call a meeting of this nature when the Student Leader is not following the values and expectations of the Harrisville State School' "Code of School Behaviour". When it is determined by the Principal that the Student Leader is not sufficiently modifying their actions to maintain their position of leadership, the Principal will cancel the appointment and call for new candidates to fulfil that role.

## **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 Harrisville 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 Harrisville 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 may be communicated via telephone or in writing. 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.

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, may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies (Mandated)

### Temporary removal of student property (Mandated)

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, students and visitors. This procedure is based on the legislative framework outlined in Division 2, Education (General Provisions) Regulation 2017 (Qld).

The Principal of Harrisville State School will ensure that staff are aware of the responsibilities outlined in this procedure that must be followed when temporarily removing student property:

- That consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- That consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.
- That where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- That under normal circumstances, principals and state school staff members are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- That under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- That principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.
- That the principal ensures parents and students are informed of the procedure which enables state school staff to temporarily remove student property and the expectations in relation to property students may bring to school and that they are aware of the student/parents' right to refuse permission for state school staff to search student property, and that police may be called if consent is not provided
- That staff are provided with clear communication to inform what student property can be temporarily removed and the expectations in relation to property students may bring to school.

Students must not bring property onto school grounds or other settings used by the school (e.g. camp, or sporting venues) that are:

- illegal items or weapons -e.g. guns, knives\*, throwing stars, brass knuckles, chains.
- knives - of any kind 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.

- imitation guns or weapons
- potentially dangerous items -e.g. blades, rope
- drugs -including tobacco
- alcohol
- aerosol deodorants or cans of any kind
- explosives - e.g. fireworks, flares, sparklers, gun powder or bullets
- flammable solids or liquids - fire starters, mothballs, lighters
- poisons
- inappropriate or offensive material that does not maintain and foster mutual respect eg. -. racist literature, pornography, extremist propaganda

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

### **Parents**

- Will ensure their children do not bring property onto school grounds or other settings used by the school that is prohibited according to the Student Code of Conduct as listed above.
- Will 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.

Only persons who are authorised under the Education (General Provisions) Regulation 2017 (Qld) to remove from a student at the school any property in the student's possession if the principal or staff member is satisfied the removal is necessary. Property may be temporarily removed from a student if the principal or state school staff are reasonably satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school.

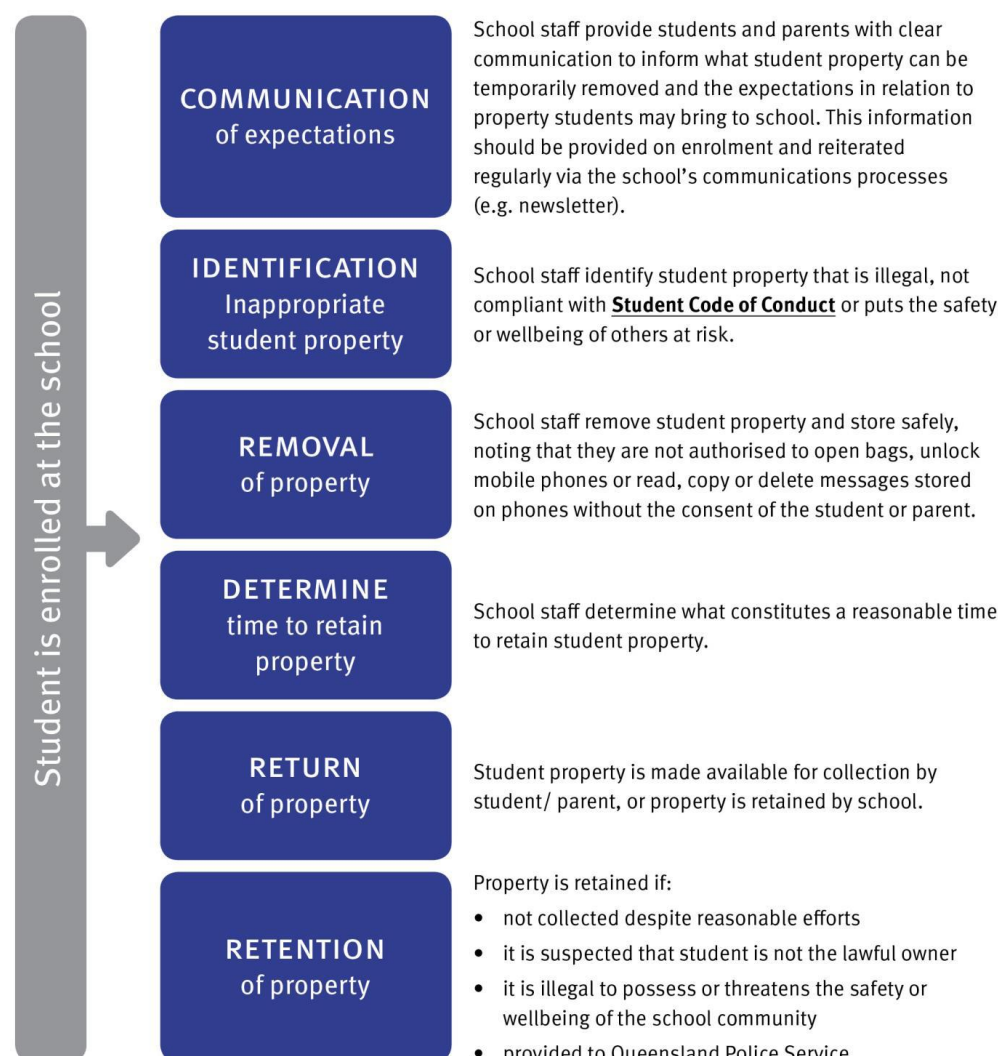
### **Return of temporarily removed student property**

The Principal of Harrisville State School or authorised staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service. The Principal will ensure temporarily removed student property held by the school is made available for collection by the student or parent within a reasonable time period. The principal or school staff member may choose to make the temporarily removed property available for collection to the parent only if it is more appropriate to do so, given its condition, nature or value, and/or to ensure the safety of students or staff, and/or for the good order and management, administration and control of the school. The Principal will ensure temporarily removed student property made available for collection is in the same condition as when the property was removed.

## Retention of temporarily removed student property

The Principal of Harrisville State School or authorised school staff may retain temporarily removed student property if:

- the property is illegal to possess, threatens the safety or wellbeing of students or staff or is reasonably suspected to have been used to commit a crime and Harrisville State School staff are in the process of notifying police
- police state that they will come to the school to investigate matters relating to the temporarily removed student property, then it is kept until police attend
- in accordance with *Police Powers and Responsibilities Act 2000* (Qld), advise the student and their parent of this action and that the temporarily removed student property is no longer in the possession of school staff
- if police decide not to seize the property, the Principal will organise to return the temporarily removed student property to the student or parent as soon as practicable.
- student or parent has not collected the temporarily removed student property despite reasonable efforts (multiple phone calls, emails or meetings) by the principal or state school staff to advise the student or parent it is available for collection
- where staff reasonably suspect that the student is not the lawful owner of the property.



## Use of mobile phones and other devices by students (Mandated)

### 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. If a student needs to bring a mobile phone to school, it is to be given to the principal, a class teacher or office staff for collection at the end of the school day.

### 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.

### 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 teacher or school office at the end of the school day unless required to be kept for purposes described in the Removal of Student's belongings Policy. 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.

### Personal Technology Device Etiquette

Bringing personal technology devices to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. However, if they are brought to school, they must be turned off and be given to a staff member. With specific authorisation from the principal personal technology devices may be used at morning tea and lunch breaks and before and after school.

### 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 [Harrisville 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<sup>1</sup> or 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 Principal immediately.

#### **Assumption of cheating**

Personal technology devices may not be taken into or used by students at exams or during class assessment unless expressly permitted by staff. Staff will assume students in possession of such devices during exams or assessments are cheating. Disciplinary action will be taken against any student who is caught using a personal technology device to cheat during exams or assessments.

#### **Recording Private Conversations and the *Invasion of Privacy Act 1971***

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation' that they are not a party to. It is also an offence under the Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

#### **Special Circumstances Arrangement**

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

\* *Personal Technology Devices includes, but is not limited to, phones, iPads, games devices (such as Portable gaming devices, laptop computers, PDAs, Blackberrys®, cameras and/or voice recording devices (whether or not integrated with a mobile phone or MP3 player), mobile telephones, iPods® and devices of a similar nature.*

## **Preventing and responding to bullying**

Harrisville State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures
- raising achievement and attendance
- promoting equality and diversity and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Harrisville State School. Research indicates that both those being bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

In Australia the agreed definition of bullying is that it is a behaviour or set of behaviours that are *deliberate, organised and repeated*.

Bullying behaviours may or may not include name calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. Bullying may be related to race, religion or culture, disability, appearance or health conditions, sexual orientation, sexist or sexual language, young carers or children in care.

At Harrisville State School there is broad agreement among students, staff and parents that bullying is an observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Bullying behaviour will be responded to in a consistent fashion, that is, it is a *categorically unacceptable behaviour in our school community*.

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at Harrisville State School are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

### **Prevention**

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the Non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school.

Harrisville State School uses behavioural data for decision-making. Behaviour incidents are entered into OneSchool and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

# Cyberbullying response flowchart for school staff

## How to manage online incidents that impact your school

### Student protection

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

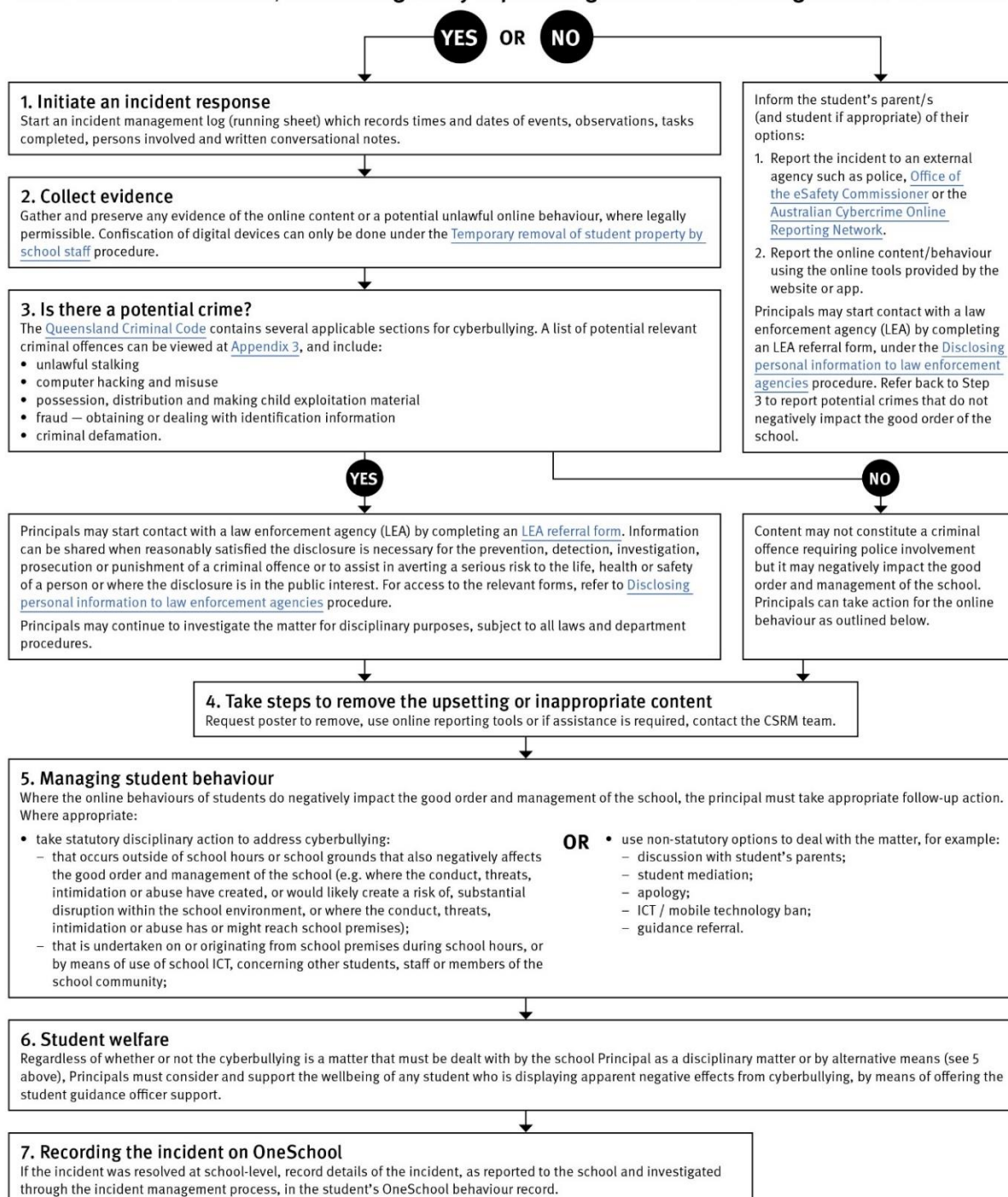
### Explicit images

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

### Help

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

Does the online behaviour/incident negatively impact the good order and management of the 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:

**Prep to Year 6** – Class teacher

**Principal** – Michelle White

First hour  
Listen

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

Day one  
Document

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

Day two  
Collect

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

Day three  
Discuss

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

Day four  
Implement

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

Day five  
Review

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

Ongoing  
Follow up

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

## Appropriate use of social media (Mandated)

Technology, the internet and social media provide us all with amazing opportunities to be connected to each other and the world. This connectedness allows us to have positive interactions with others but can also cause embarrassment and hurt to others if used improperly or without sufficient thought.

In any community, but especially in small communities, negative commentary on social media can cause much hurt and potentially damage the reputation of students, teaching staff and administrators – sometimes permanently. There have been cases where serious misuse of social media has been dealt with by police, and more recently, the court system.

### **There are a number of things for adults and children to keep in mind before posting on social media:**

- Is what you're about to post something that should be handled privately between the parties involved?
- Is what you're posting or responding to something that involves you? Or have you just heard about this story?
- Is what you're about to post or respond to a positive, relevant and helpful information?
- Does your post or comment reflect to the school and local community about who you are as a person? Its helpful to remember that people will often make assumptions about you based on what you post online. What are your posts and responses saying about you?
- Ask yourself if your post or response would be the same if you waited for 24/48 hours? In the heat of the moment it is easy to make decisions that you might later regret. Give yourself time to stop and think.
- Is this something that should be discussed in detail for the social media world to see? You may be exposing yourself to embarrassment and possible legal action.
- Is your child properly supervised whilst using social media? Children learn about online behaviour in the home.

### **Social media comments and posts about schools.**

Most schools maintain a social media presence and these are effective tools in keeping the community updated about events, achievement and notices. Its important to keep in mind the limitations of such media pages as a way to give and receive feedback from parents.

The Department encourages parents to contact school staff directly with feedback or concerns and its preference is that you would do so in a timely, respectful fashion to ensure that these concerns can be addressed privately.

If you are communicating about a concern to school staff please consider if it is necessary for this to be discussed in the public domain. Naming or discrediting those involved on social media is not appropriate and as mentioned those choosing to behave in this manner may be prosecuted through the court system.

## **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 breach the criminal code and particularly the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (Cth) s. 474.17). School staff may seek union support or employ 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).

## **Sharing photos of children or others adults**

Please be mindful when sharing photos on social media of your child with friends or with others in the background. You may be very happy and excited to share these photos however, others may not be. It is always very important to remember that tagging people may make that photo more public than you intended, so please check with those people before you do so.

## **What if I see social media content that concerns me?**

Concerns regarding the use of social media are valid and should be communicated to relevant school personnel or authorities as quickly as possible.

Please ensure that:

- You do not respond – this may inflame an already difficult situation
- You take a screenshot or print out content that is concerning
- If you consider problem content to be explicit, pornographic or exploitative of children, you should keep a record of the URL of the page containing that content but *NOT print, save or share it*. The URL can be provided to the school Principal, or police
- If a post or content makes you feel concerned or worried about your safety that you contact police immediately

## Restrictive Practices (Mandated)

School staff at Harrisville 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 staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe.

An **emergency situation or critical incident** is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

**Severe problem behaviour** is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

### Basic defusing strategies

- *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).

- *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).

- *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).

- *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).

- *Debrief*

(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).

### Physical Intervention

Staff may make legitimate use of physical intervention if all non-physical interventions have been exhausted and a student is:

- physically assaulting another student or staff member
- posing an immediate danger to him/herself or to others.

Appropriate physical intervention may be used to ensure that Harrisville State School's duty of care to protect students and staff from foreseeable risks of injury is met. The use of physical intervention is only considered appropriate where the immediate safety of others is threatened and the strategy is used to prevent injury.

Physical intervention can involve coming between students, blocking a student's path, leading a student by the hand/arm, shepherding a student by placing a hand in the centre of the upper back, removing potentially dangerous objects and, in extreme situations, using more forceful restraint.



**It is important that all staff understand:**

- physical intervention cannot be used as a form of punishment
- physical intervention must not be used when a less severe response can effectively resolve the situation
- the underlying function of the behaviour.

**Physical intervention is not to be used as a response to:**

- property destruction
- school disruption
- refusal to comply
- verbal threats
- leaving a classroom or the school, unless student safety is clearly threatened.

Any physical intervention made must:

- be reasonable in the particular circumstances,
- be in proportion to the circumstances of the incident
- always be the minimum force needed to achieve the desired result, and
- take into account the age, stature, disability, understanding and gender of the student.

**Record keeping**

Each instance involving the use of physical intervention must be formally documented. The following records must be maintained:

- incident report
- OneSchool Behaviour Support
- OneSchool Record of Contact
- Health and Safety incident record
- debriefing report (for student and staff)

## Related Procedures and Guidelines (Optional)

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

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

## Resources

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

## Conclusion (Optional)

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

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

As a complainant, it is your responsibility to:

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

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

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

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

1. **Early resolution:** discuss your complaint with the school

The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the Principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).

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

2. **Internal review:** [contact the local Regional Office](#)

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. **External review:** contact a review authority

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