



Queensland
Government

Student Code of Conduct

2020-2023

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



Queensland
Government

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Endorsement

Principal Name:	Ursula Carty
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Principal Signature:	
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Date:	27-10-2020
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P/C President and-or School Council Chair Name:	Leanne Millard
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Date:	27-10-2020
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Purpose

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

The Park Lake 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 can experience success and staff enjoy a safe workplace.

Whole School Approach to Discipline

Park Lake State School uses a whole school approach to proactively manage discipline in the school setting. This approach, is used in all classrooms and programs offered throughout the school, including sporting activities and excursions.

Our whole school approach to discipline is used to:

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

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

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct are encouraged to speak with the class teacher or make an appointment to meet with a member of the executive leadership team.

Positive Behaviour Expectations

Students

Below are examples of what these positive behaviour expectations look like for students across the school. For a more comprehensive overview of expected positive behaviours please refer to the Positive Behaviour Matrix on page 11. In addition, each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at Park Lake State School.

Be a Learner

- Listen to fellow students' questions in class.
- Be prepared for class.
- Follow teacher directions.
- Ask for help when you need.
- Do your own work.
- Learn from your mistakes.

Be Respectful

- Hand in items you find to the teacher.
- Be honest.
- Put rubbish in the bins provided.
- Use "G rated" language at school.
- Look for opportunities to help others.
- Respect others space and belongings.
- Speak politely to others.

Be Safe

- Use technology appropriately
- Walk on the concrete
- Dispose of rubbish appropriately
- Tap, don't tackle

Parents and staff

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour expectations in place for students; Being Safe, Being Respectful and Being a Learner.

The table below explains the Positive Behaviour expectations for parents/caregivers when visiting our school and the standards we commit to as staff.

Be Respectful

<i>What we expect to see from parents</i>	<i>What you can expect from staff</i>
Parents/Caregivers make an appointment to speak with the class teacher initially, to discuss any matters relating to your child. For issues that cannot be resolved through the class teacher, parents/caregives will make an appointment to speak with the Deputy Principal/Principal.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
Parents/Caregivers are respectful in their conversations at home about school staff.	We will ensure we are respectful in our conversations at school about families.
Parents/Caregivers leave and collect their child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
Parents/Caregivers respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
Parents/Caregivers ensure their children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
Parents/Caregivers recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
Parents/Caregivers respect school, student and staff privacy in their online communications.	We will act quickly to address social media issues that affect staff, students or families.

Be a Learner

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Parents/Caregivers seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
Parents/Caregivers help their child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
Parents/Caregivers stay informed about school news and activities by reading the school newsletter, emails and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.

Be Safe

<i>What we expect to see from you</i>	<i>What you can expect from us</i>
Parents/Caregivers approach the class teacher, Deputy Principal or Principal if you are concerned about the behaviour of any student or adult on site.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
Parents/Caregivers support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations and contact you to provide feedback about your child's progress, when necessary.
Parents/Caregivers share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.
Parents/Caregivers take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

Consideration of Individual Circumstances

Staff at Park Lake 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 staff and Principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our staff 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 consequences 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.

Explicit Teaching of Positive Behavioural Expectations

Park Lake 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 Park Lake 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 the teaching of positive behaviour, as illustrated in the diagram below. This model is also used for academic and pedagogical differentiation.



Differentiated and Explicit Teaching for all students

Park Lake State School uses the “You Can Do It! Education” program to explicitly strengthen the personal, social and performance capabilities of students. This is regularly taught in our classrooms.

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

Positive Behaviour Expectation Matrix

Code of Conduct	I am Safe	I am Respectful	I am a Learner
Uniform	<ul style="list-style-type: none"> Wear the designated jumper/jacket without a hoodie Wear permitted jewellery only Hair below jawline is tied back Shoes/laces are tied Wear a hat for play 	<ul style="list-style-type: none"> Wear the designated uniform only Uniform is clean and neatly presented Hats are removed indoors Uniform is worn correctly 	<ul style="list-style-type: none"> See DP or Principal for uniform pass if unable to wear correct uniform
Classrooms	<ul style="list-style-type: none"> Use words and actions to ensure everyone is physically and emotionally safe and able to engage in learning Use all equipment appropriately Keep our hands/feet and objects to ourself 	<ul style="list-style-type: none"> Raise hand to speak Speak respectfully Ask permission to use things Cooperate with your teacher and class mates Use manners at all times 	<ul style="list-style-type: none"> Be organised Follow the teacher's instructions Work diligently Complete work to the best of your ability Engage with supports offered Attempt all learning activities Ask for help when needed
Language / Following instructions	<ul style="list-style-type: none"> Use appropriate gestures Use non-threatening language Speak with a respectful tone of voice Respond to reasonable adult direction promptly Participate as directed Engage in all tasks to the best of your ability Stay in the supervised learning space/area at all times 	<ul style="list-style-type: none"> Be truthful Be polite Use manners Use appropriate respectful language Greet visitors to the school Listen without interrupting when being spoken to Use appropriate language Use manners Speak politely and respectfully 	<ul style="list-style-type: none"> Acknowledge the diverse cultural and racial backgrounds of school community members Accept redirection and correction Complete consequences as directed
Digital devices	<ul style="list-style-type: none"> Devices for learning remain in the classroom unless otherwise instructed by a teacher Walk when carrying devices for outdoor activities e.g. iPads Where possible keep device in appropriate case At the beginning /end of day personal digital devices remain in school bags Personal devices are not accessed during school hours e.g. mobile phones 	<ul style="list-style-type: none"> Images/recordings are taken with the consent of the subject and in accordance with the learning activity Utilise the same language expectations on a device (see language) 	<ul style="list-style-type: none"> Use device as instructed within learning situation

Movement around the school	<ul style="list-style-type: none"> • Walk on concrete paths/areas • Park bikes/scooters on bike racks or in bike cages during school day • Access designated areas and within the school boundaries • Use pathways, do not walk through gardens 	<ul style="list-style-type: none"> • Walk quietly around the school during learning time • Use facilities/ complete tasks and return promptly to class • Keep pathways neat and clean • 	<ul style="list-style-type: none"> • Remind peers and younger students of safety rules • Report unsafe behaviour • Know and follow rules/guidelines of the Indigenous and Japanese gardens
Eating	<ul style="list-style-type: none"> • Sit down to eat • Eat your food only • Use a quiet voice • Eat in designated areas 	<ul style="list-style-type: none"> • Follow instructions of adults • Use manners at all times • Put all rubbish in the bin • Wait to be dismissed by the adult before play time 	<ul style="list-style-type: none"> • Model eating manners • Put lunch boxes and drink bottles in school bags prior to play
Playground	<ul style="list-style-type: none"> • Keep hands, feet and body to self • Be Sun Smart • Stay in designated areas on specific days • Use equipment properly • Run only where permitted • Safe play, no rough play permitted • Tag – no tackle 	<ul style="list-style-type: none"> • Share equipment • Take turns and play cooperatively • Include others • Consider and care for the environment • Return all equipment borrowed 	<ul style="list-style-type: none"> • Know the playground rules and use them • Remain in designated play area
Environment/	<ul style="list-style-type: none"> • Wash hands with soap and water • Walk carefully on any wet areas • Walk safely on concrete and steps • Use play spaces, not garden beds • Run only on grassed areas • Stay on the footpath 	<ul style="list-style-type: none"> • Keep toilet area clean • Flush toilet after use • If all toilets are occupied – line up outside • Put rubbish in the bin • Care for plants/animals in school grounds 	<ul style="list-style-type: none"> • Use water wisely • Report problems to the teacher • Only use chalk as permitted by staff on pathways/walls
Community	<ul style="list-style-type: none"> • Use the crossing • Put seat belt on and stay in your seat • Keep hands and objects inside the vehicle • Keep hands, feet and body to self 	<ul style="list-style-type: none"> • Follow adult instructions • Be courteous • Use a quiet voice • Move punctually and sit in spare seats without a fuss • Follow driver's instructions and Bus Code of Conduct 	<ul style="list-style-type: none"> • Help younger children to develop safety rules • Be on time • Sit in assigned seat if requested
Property	<ul style="list-style-type: none"> • Use items as they are designed to be used e.g. sit on chairs, do not rock • Pass items or carry them safely • Take care of own and others belongings • Do not possess or create items that could be used as a weapon 	<ul style="list-style-type: none"> • Use your own equipment e.g. stationery or items allocated by staff • Only bring permitted items to school, leave toys at home • Do not take or accept items belonging to others 	<ul style="list-style-type: none"> • Leave stationery and other items in classrooms e.g. scissors (unless given permission by a teacher)

Positive Behaviour Recognition

Kookaburra Awards	A Kookaburra Award is awarded each assembly, to a student who has demonstrated exceptional learning behaviour aligned to the school rules. One award is given per class.
SMARTS Awards	These are given in class, recognising the qualities and strengths of an individual.
You Can Do It Postcards	Postcards are sent home throughout the year to inform families of the student, that they have demonstrated one or more of the five foundations of the program: Confidence, Persistence, Resilience, Organisation and Getting Along.
Key to Success	Each assembly a student will receive the “Key to Success” for successfully demonstrating one of the following foundations to the “You Can Do It!” program Confidence, Persistence, Resilience, Organisation and Getting Along.
Playground raffle tickets	Given daily to students who demonstrate behaviours aligned to our school rules. These points go into a Sports House aligned box and result in an end of term award for the winning house.
Individual classroom reward systems	Personalised classroom system aligned to the school rules: Be Safe, Be Respectful, Be a Learner.

Focused Teaching for some students

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Park Lake State School to provide focused teaching. Focused teaching is aligned to our school rules, and student progress is monitored by the classroom teacher/deputy principal to identify those who:

- no longer require the additional support
- require ongoing focussed teaching (eg behaviour contract)
- require intensive teaching with close monitoring by Executive Leadership Team.

Park Lake State School has a range of Student Support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs and processes to address specific skill development for some students:

- The Rock and Water Program
- Extra Curricular activities
- Ooze in programs
- Structured Play
- Chaplaincy Programs
- Social Skills classes
- Functional Based Assessment.

For more information about these programs, please speak with your sector Deputy Principal or Head of Student Services.

Intensive Teaching for a small proportion of students

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

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

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

Students who require intensive teaching will be assigned a case manager at the school to oversee the coordination of their program and will be monitored by the Deputy Principal/Principal.

Disciplinary Consequences

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

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

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

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

The school response to problem behaviour is organised into three layers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Layers of Behaviour Support

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 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
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention in class during lunchbreak
- Detention out of classroom (Planning Room) during lunchbreak

Focussed

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

- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy (immediate or delayed reinforcement of positive behaviour e.g. sticker)
- Planning room (Detention)
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in/Check Out strategy with case managers, teachers or Executive Leadership Team
- Teacher coaching and debriefing
- Meeting with parents that may lead to referral to Student Support Services for team-based problem solving

Intensive

The school leadership team will work in consultation with Student Support staff 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
- Temporary removal of student property (e.g. mobile phone)
- 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 Park Lake State School for a defined period of time or permanently)

Disciplinary Behaviours Matrix

Code of Conduct	DIFFERENTIATED Minor Behaviours	FOCUSED (Repeated minor behaviour, or new, higher level behaviour)	INTENSIVE (Direct ELT referral)
Uniform	<ul style="list-style-type: none"> • Not wearing a hat for play • Not wearing shoes • Wearing incorrect uniform (inclusive of hair, jewellery, non-uniform items) 	<ul style="list-style-type: none"> • Continuous breach of uniform policy 	<ul style="list-style-type: none"> • Disrespectful slogans on clothing
Classrooms	<ul style="list-style-type: none"> • Not attempting work to the best of ability • Minor disruption to class 	<ul style="list-style-type: none"> • Refusal to attempt set work, including assessment tasks • Academic dishonesty 	<ul style="list-style-type: none"> • Persistent refusal to engage in set task or activity forming part of the school curriculum • Major disruption to class
Language / Following instructions	<ul style="list-style-type: none"> • Low intensity failure to respond to reasonable adult direction • Noncompliance • Unco-operative behaviour • Back chatting, answering back • Reluctance to begin work/participate as directed 	<ul style="list-style-type: none"> • Walking off from teacher when being spoken to • Non-directed swearing when given instructions • Ongoing, delayed compliance or non-compliance • Verbal misconduct • Name/calling insults 	<ul style="list-style-type: none"> • Persistent refusal to follow instructions, talking back • Major defiance • Refusal to go to Buddy Class • Inappropriate verbal bullying • Directed swearing • Verbal threats to others • Repeated name/calling insults
Digital devices	<ul style="list-style-type: none"> • Removing personal device from the classroom • Accessing device (e.g. watch, phone) inappropriately during school hours 	<ul style="list-style-type: none"> • Repeatedly accessing device (e.g. watch, phone) inappropriately during school hours 	<ul style="list-style-type: none"> • Using mail, email, text messaging or filming without authorisation • Cyber bullying • Using an electronic carriage to send inappropriate messages to other students or staff
Movement around the school	<ul style="list-style-type: none"> • Running on concrete or around buildings/in gardens • Riding bike/scooter in school grounds • Playing in an out of bounds area • Not being punctual • Not in the right place at the right time 	<ul style="list-style-type: none"> • Leaving class without permission • Unsafe/Disruptive movement around the school – not following teacher instructions • Continually not being punctual for class • Using toilets as a means for work avoidance (pattern of behaviour) 	<ul style="list-style-type: none"> • Leaving an activity or class causing a major safety risk • Leaving the school grounds • Disruptive movement causing serious injury to others (e.g. running through school knocking others over causing injury)
Eating	<ul style="list-style-type: none"> • Sharing Food • Taking food into toilets • Littering 	<ul style="list-style-type: none"> • Stealing food • Spitting and/or throwing food at others 	<ul style="list-style-type: none"> • Directed spitting
Playground	<ul style="list-style-type: none"> • Incorrect use of equipment • Playing inappropriate games for school • Playing in toilets • Rough play (pushing/shoving within a game e.g. tiggy) • Not playing fairly 	<ul style="list-style-type: none"> • Out of bounds after a reminder • Physical contact (not causing harm) • Intentional breach of the safety rule causing minor harm • Throwing sticks, rocks or whipping with grass reeds (unintentional harm) 	<ul style="list-style-type: none"> • Aggressive, targeted actions with intent to harm • Serious physical aggression, fighting • Inappropriately touching another student • Throwing objects, causing harm
Environment	<ul style="list-style-type: none"> • Littering • Causing minor damage to the school environment e.g. swinging around tree. 	<ul style="list-style-type: none"> • Consistent disregard for the school environment e.g. destroying plants, picking at signs • Defacing walls/pathways/objects 	<ul style="list-style-type: none"> • Creating graffiti that contains inappropriate images/ language or causes damage to property. • Intentionally defecating or urinating on surfaces other than the toilet.

Community	<ul style="list-style-type: none"> • Failure to use the crossing appropriately (e.g. riding bike across, running onto crossing without looking) • Unsafe low level behaviour (e.g. attempting to move around the bus) 	<ul style="list-style-type: none"> • Failure to follow instructions given by community personnel (e.g. camp instructor) • Disruptive behaviour • Refusal to follow driver's instructions and Bus Code of Conduct • Repeated unsafe behaviour (e.g. removing seat belt, moving around the bus) 	<ul style="list-style-type: none"> • Major unsafe and disruptive behaviour (e.g. throwing items around bus or out windows) • Major defiance relevant to community activity/location
Property	<ul style="list-style-type: none"> • Petty theft (eg pencil) • Lack of care for the environment • Damage to own property • Taking someone's hat (as a game) • Not taking care of personal belongings • Possession of toys, cards, games not allowed at school 	<ul style="list-style-type: none"> • Stealing • Intentional damage of school/others' property/work • Use of someone else's property without permission (eg scooter) • Taking someone's hat and discarding it (eg throwing it in dirt) • Ongoing possession of items not allowed at school 	<ul style="list-style-type: none"> • Major theft • Major property damage • Vandalism • Threatening others with an object • Possession or selling of drugs • Possession of weapons or items that could be used to cause bodily harm

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 school days to confirm, amend/vary or set aside the original SDA decision by the Principal.

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

Re-entry following suspension

Students who are suspended from Park Lake 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 consequence 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 or 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.

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

School Policies

Park Lake 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
- Restrictive Practices
- Critical Incidents
- Complaints Policy

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 order and management of the school

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff.

** 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

Staff at Park Lake State School:

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

Parents of students at Park Lake State School

- ensure your children do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Park Lake 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 school staff that the property is available for collection.

Students of Park Lake State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Park Lake State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or staff that it is available for collection.

Use of mobile phones and other devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

At Park Lake State School, we utilise iPads, laptops and desktop computers to teach digital literacies to our students. Mobile phones, portable music players, Personal digital Assistants and smart watches are disruptive to the learning environment of our students.

Responsibilities

The responsibilities for students using mobile phones, iPads or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Park Lake State School to:

- use iPads for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to schoolwork
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight during classes, before and after school, and during lunch breaks unless the device is being used in a teacher directed activity to enhance learning
- seek teacher's approval where they wish to use a mobile device under special circumstances (eg diabetes management or particular project use)
- If a student has a mobile phone at school, in class or in the playground, the teacher will have the student immediately deliver the mobile phone to the office. There it will be kept in a secure area until after school. It is the responsibility of the student to collect the phone and it will only be returned after 3pm.
- Smart Watches must be set to school mode between the hours of 8:45am -3pm so that they don't pose a disturbance to classroom learning.

It is **unacceptable** for students at Park Lake State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone or portable device in the classroom or playground during school hours, except during supervised lessons
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email, messaging and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use mobile device cameras (eg phone, iPad, watches etc) anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, screen mirroring, air-dropping, Bluetooth use etc.) of such material
- use a mobile device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, in addition to personal devices bought into the school, will be required to act in line with the requirements of the Park Lake State School Student Code of Conduct. In addition students and their parents should:

- 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.

Preventing and responding to bullying

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

The following flowchart explains the actions Park Lake State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Park Lake State School - Bullying response flowchart for staff

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher and/or Deputy Principal

Initial 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, please notify any member of ELT immediately. Let the student know how you will address these. Immediate concern 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.

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, referring the matter immediately to Deputy Principal
- Notify parent/s that the issue of concern is being investigated

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

Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue. If determined to be bullying- refer to Deputy Principal
- 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 available through school or external agencies
- Agree to a plan of action and timeline for the student, parent and yourself

Implement

- Document the plan of action in OneSchool
- 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 staff if needed

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 Principal within 48 hours if problems escalate
- Look for opportunities to improve school wellbeing for all students

Cyberbullying

Cyberbullying is treated at Park Lake 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 personal spaces, 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 students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the [Office of the e-Safety Commissioner or the Queensland Police Service](#).

Students enrolled at Park Lake 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. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.

Park Lake 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](#).

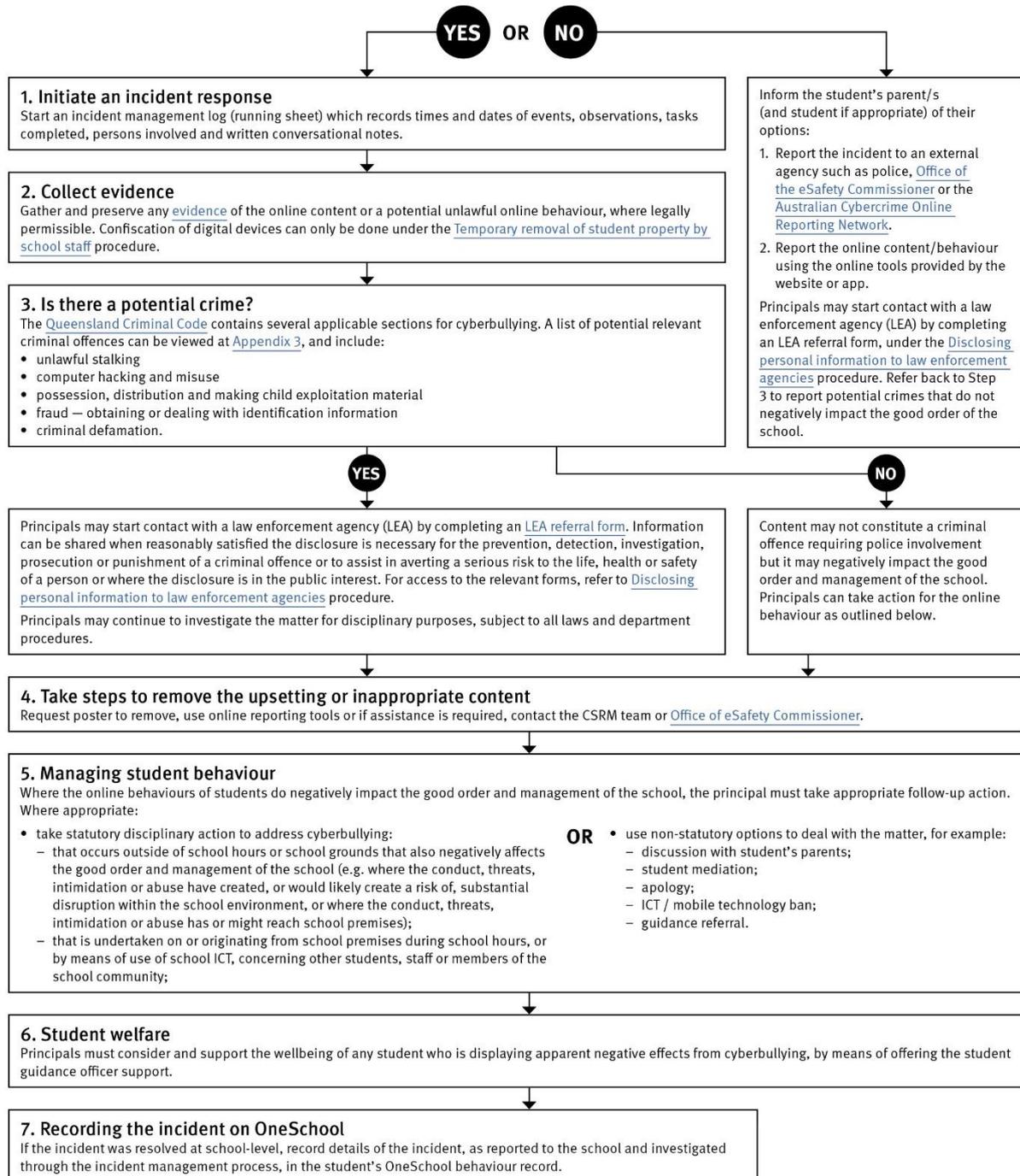
Explicit images

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?



Cybersafety and Reputation Management (CRM)

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Park Lake State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

Staff should follow the documented plan for any student involved in regular critical incidents, which should be saved and available for staff to review in OneSchool.

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Complaints Policy

Park Lake 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 they 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.

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.

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](#).

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](#)

External Resources and Websites

- [Australian Professional Standards for Teachers](#)
- [Bullying. No Way!](#)
- [eheadspace](#)
- [Kids Helpline](#)
- [Office of the eSafety Commissioner](#)
- [Parentline](#)
- [Queensland Department of Education School Discipline](#)
- [Raising Children Network](#)
- [Student Wellbeing Hub](#)

School Templates

Park Lake State School has developed templates to utilise when managing student behaviour

- Intensive Behaviour Plan
- Focused Behaviour Plan
- Planning Room Template
- Individual Behaviour Chart flowchart



Planning Room

Name: _____ Class _____

Date: ___/___/___

1. Which school rule did you break?



Be Safe



Be Respectful



Be a Learner

2. How did you break this school rule?

3. What happened before you broke the rule?

4. What will you do next time?

Supervisor's Comments



Focussed Behaviour Plan

Park Lake State School

Student		Class		Teacher	
<p style="text-align: center;">Student image</p>		<p>I have been placed onto an Individual Plan due to the behaviour choices I have made. The rules I am working on include:-</p>			
		<p>Proactive Strategies:</p> <ul style="list-style-type: none"> · Praise and give positive reinforcement for the appropriate behaviours. · Remind student of the school rules and how to interact with peers. · Give student additional breaks if needed <p>Encourage student to use resilient strategies such as deep breathing, counting, asking an adult for assistance.</p> <p>Reactive Strategies:</p> <ul style="list-style-type: none"> · Discuss what rule has been broken and what student needs to do next time. · Removal from play area or game that student is playing – time out. · Class teacher to consult with Deputy Principal or planning room referral regarding the incident. 			

Day/Session	Date	Goals				Comments	Staff Members Signature
		1=3 = OK-Excellent PR = Planning Room					
Monday 1 st Session		PR	1	2	3		
Monday 2 nd Session		PR	1	2	3		
Monday 3 rd Session		PR	1	2	3		
Tuesday 1 st Session		PR	1	2	3		
Tuesday 2 nd Session		PR	1	2	3		
Tuesday 3 rd Session		PR	1	2	3		
Wednesday 1 st Session		PR	1	2	3		
Wednesday 2nd session		PR	1	2	3		
Wednesday 3rd session		PR	1	2	3		

Day/Session	Date	Goals				Comments	Staff Members Signature
		PR	1	2	3		
Thursday 1 st session		PR	1	2	3		
Thursday 2 nd session		PR	1	2	3		
Thursday 3 rd session		PR	1	2	3		
Friday 1 st session		PR	1	2	3		
Friday 2 nd session		PR	1	2	3		
Friday 3 rd session		PR	1	2	3		



Intensive Behaviour Plan

Park Lake State School

“Learning and Growing Together”

Student name	Age	Class	Teacher	IBP commencement date	IBP review date
Referrals					
Guidance Officer Report		Psychologist Report		Speech & Language Report	
Individual Health Plan		SEP Student – Verification		Occupational Therapist	
EVOLVE		External Behaviour Program		Other: Infinity Solutions	

Strengths and Interests	Behaviour Concerns
Triggers for Behaviours	Impact of Behaviour on Learning

Preventative/Proactive Strategies		
Curriculum Adjustments	Environmental Adjustments	Transitions
•		•

Summary of Targeted Behaviour Outcomes for the Period of the IBP		
Goal Information	Proactive - Key Strategies to Improve Behaviour	Reactive - Consequences for Identified Behaviour/s



Insert Student Photo Here

Individual Behaviour Plan – Flowchart

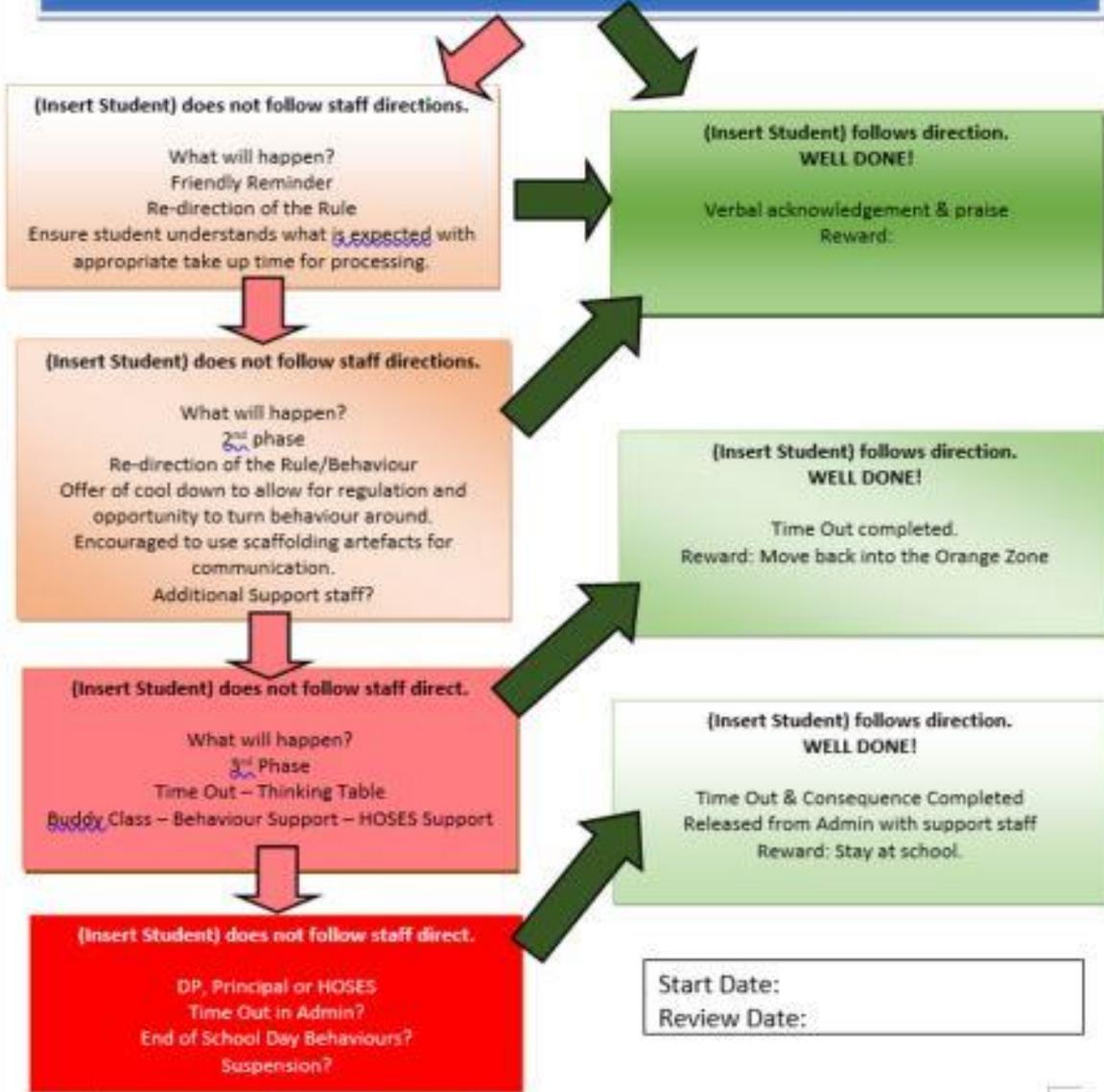
Park Lake State School
"Learning and Growing Together"

Student:	
Teacher – Class:	
Date:	

Considerations:

-
-
-
-

(Insert the specific target goal/s from Individual Behaviour Plan)



Start Date: _____
Review Date: _____