



Redland Bay State School

# Student Code of Conduct 2025-2028

***Equity and Excellence: realising the potential of every student***

*Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.*

Queensland Department of Education

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## Endorsement

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Principal Name: Alan Bunce

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Principal Signature:

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Date: 03 December 2024

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

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

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Date: 03 December 2024

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## Purpose

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

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

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

## Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

It is Redland Bay State School's belief that a positive approach to discipline for student behaviour is a part of the overall teaching and learning methodology 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 Redland Bay State School Student Code of Conduct is an opportunity to explain the PBL framework with parents and students, and gain their support to implement a consistent approach to teaching behaviour. The language and expectations of PBL 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 or PBL are encouraged to speak with the class teacher or make an appointment to meet with a member of the school leadership team.

Redland Bay State School is driven by our mission, through positive behaviour for learning, to create a supportive and proactive environment that promotes cooperation between parents, the community and all stakeholders.

We foster explicit respect within our community and promote a safe and inclusive atmosphere for everyone.

We are dedicated to providing the highest quality education to meet the diverse needs of each learner and prepare them for lifelong success in our changing world.

Through collaboration and a commitment to equity and excellence, we strive to create an educational community that empowers individuals to become adaptable and resilient while fostering their personal and academic growth.

# PBL Expectations

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

## Students

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

### We are Safe

- Stay in correct areas.
- Use equipment appropriately and safely.
- Keep hands, feet and objects to yourself.
- Walk on the footpaths.

### We are Respectful

- Follow teacher directions.
- Respect others' space and belongings.
- Say "please" and "thank you".
- Give someone a compliment.
- Encourage fellow students to do their best.

### We are Learners

- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.
- Be prepared for class.
- Complete your homework and assignments on time.
- Follow teacher directions/instructions.
- Ask for help when you need.

Parents/Carers are expected to follow the parent and community code of conduct. (See Appendix 1)

## Parents and staff

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

### We are safe

<i><b>What we expect to see from you</b></i>	<i><b>What you can expect from us</b></i>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a

	mutually agreeable date and time with you.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### **We are respectful**

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your 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.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You 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.

### **We are learners**

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You 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 regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter 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.
You 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.
You help your 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.

## Consideration of Individual Circumstances

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

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

Our teachers are also obliged, by law, to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what consequence 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 a member of the leadership team to discuss the matter.



## Differentiation and Explicit Teaching

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

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

Differentiation occurs at each layer and becomes increasingly personalised

**Differentiated and explicit teaching:** for all students

**Focused teaching:** for identified students

**Intensive teaching:** for a small number of students

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

Every classroom in our school uses the PBL Expectations Matrix, illustrated on page 10, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.



# SCHOOLWIDE EXPECTATIONS – TEACHING MATRIX

	ALL AREAS (Including on/off campus)	CLASSROOM	TOILETS/ BATHROOMS	EATING AREAS	SCHOOL TRANSITION
WE ARE SAFE	<ul style="list-style-type: none"> <li>We use expected behaviour in all areas (including classroom, bathrooms, eating areas, play time, leaving the school)</li> <li>We use equipment appropriately and store in correct areas</li> <li>We keep our hands, feet and objects to ourselves</li> <li>We move safely on pathways and moving around the school</li> <li>Report unexpected behaviour as soon as possible</li> <li>We stay in the appropriate area</li> <li>We move around the school with a buddy</li> <li>We wear expected uniform at all times</li> <li>We follow emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>We enter and exit learning spaces in a safe way</li> <li>We make safe choices in the classroom</li> </ul>		<ul style="list-style-type: none"> <li>We follow expected behaviours at eating time</li> </ul>	Bus Line <ul style="list-style-type: none"> <li>We wait for teacher direction for bus arrangements</li> <li>We follow transport and bus code of conduct guidelines</li> <li>We sit in seats</li> </ul> 2 Minute Zone <ul style="list-style-type: none"> <li>We wait sensibly and follow instructions</li> </ul> Road safety <ul style="list-style-type: none"> <li>We cross roads safely</li> <li>We follow the road rules</li> </ul>
WE ARE RESPECTFUL	<ul style="list-style-type: none"> <li>We respect our community</li> <li>We move quietly around the school during learning time</li> <li>Ask permission to leave designated area</li> <li>We are honest</li> <li>We are respectful</li> <li>We speak respectfully</li> <li>We wait our turn</li> <li>We care for the environment</li> <li>Follow instructions – first time, every time</li> </ul>	<ul style="list-style-type: none"> <li>Respect others' right to learn</li> <li>Respect the teacher's right to teach</li> <li>We help keep a tidy space</li> </ul>	<ul style="list-style-type: none"> <li>We respect the privacy of others</li> </ul>		<ul style="list-style-type: none"> <li>We arrive at and leave from school promptly</li> <li>We assemble sensibly at the correct meeting place</li> <li>We follow instructions of the driver (car, bus, ferry)</li> <li>We show respect to others who use the walkways and the road</li> </ul>
WE ARE LEARNERS	<ul style="list-style-type: none"> <li>We share and co-operate with others</li> <li>We are responsible for our own choices</li> <li>We are in the right place at the right time</li> <li>We come prepared</li> <li>We are active listeners</li> </ul>	<ul style="list-style-type: none"> <li>We follow the group plan</li> <li>We complete class tasks</li> <li>We keep our body in the group</li> </ul>			

At Redland Bay State School, we understand the importance of acknowledging and celebrating positive behaviour to reinforce and encourage students to repeat the same behaviour. Students will learn to demonstrate the behaviour for which they receive positive feedback.



Name:

Class:

We acknowledge and celebrate positive behaviour **responses** in many ways;

- ∞ ACE Rewards (School Wide System)
- ∞ Classroom Rewards (Classroom System)
- ∞ Individual Behaviour Plans (Individual System)

ACE Rewards are our free and frequent tangible reinforcer given to students displaying the school expectations. These paper tokens are used to encourage expected behaviour.

Our **Student of the Month Principal's Awards** are another way in which we acknowledge and celebrate students who demonstrate meeting school expectations. Each month, teachers in each year level/faculty:

- Select one student, who is demonstrating a standard of excellence within a determined area
- Record student's achievement on OneSchool and print a certificate by Friday

Students will be presented on parade with their certificate and have Morning Tea the following Thursday with the Principal. Photos will be published in School Newsletter and Social Media.

**Individual Positive Behaviour Plans** are written by the class teacher in an attempt to reduce the number of minor behaviour incidents and to work on individual behaviour goals. These are individual documents designed by class teachers and must contain the following:

- Goals (1-3; dependant on age) – What is the change you are trying to see? - Timeframe of plan (e.g. 2 weeks)
- Agreed goal for the end of the plan
- Visual tracking system for the acknowledgement of positive behaviours
- Positive **outcome** for achieving goals - Who the plan is shared with? – this should include parents but also may include Deputy Principal or designated wellbeing staff member.

# Proactive Classroom Strategies

## Differentiated and Explicit Teaching (Tier 1)

- Before students go out to play, have a “plan your play” conversation with students
- Wellbeing check-ins with students each morning
- Mindfulness activities after break times
- Movement and Brain Breaks after periods of heavy learning
- Check in with students as to what ‘Zone’ they are in following play breaks and provide them with strategies to get back to the green zone
- Refer to Principal’s Awards, aligning to the 6C’s of Education:
  - Communication,
  - Collaboration,
  - Citizenship/Culture,
  - Character/Compassion,
  - Critical Thinking,
  - Creativity
- Use Teaching Strategies including:
  - Establishing expectations,
  - Giving instructions
  - Waiting and scanning
  - Cueing with parallel acknowledgement
  - Body language encouraging
  - Descriptive encouraging
  - Selective attending
  - Redirecting to the learning
  - Giving a choice
  - Following through

Each classroom displays Zones of Regulation posters with suggested tools that students use to manage their behaviours and emotions in each of the four zones and support them to get back to the Green Zone ready to learn.



## Focused Teaching (Tier 2)

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. An individual plan may be created to support the student and monitor their progress.

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

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

### **Intensive Teaching (Tier 3)**

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 work with their class teacher to develop a program of support, with relevant stakeholders involved in the process.

## Disciplinary Consequences

The disciplinary consequences model used at Redland Bay 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.

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 focused 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.

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 deputy principal or 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.

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

### Differentiated (Tier 1)

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 five positive to one 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)
- Reflection time

## Focussed (Tier 2)

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Reflection Room
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

## Intensive (Tier 3)

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Early end of day, to reset for next school day
- Short term suspension (up to 10 school days)



- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

## Minor and Major Behaviours

The majority of student behaviour is positive and when minor breaches (Tier 1 and Tier 2) do occur, these can be redirected or addressed at the time of the incident.

- **Minor problem behaviours** are intermittent behaviours. These could occur in the playground or be behaviours that disrupt the learning process in classrooms and on excursions.
- **Tier 1 and Tier 2 behaviours are considered Minor concerns** as they can be corrected with appropriate strategies and interventions.

### WHEREAS

- **Major problem behaviours** are dangerous, ongoing, highly disruptive and/or deliberate behaviours that result in disruption to learning or physical harm to self, others or property
- **Tier 3 behaviours are considered major concerns** because of the high level of irresponsible, disrespectful and/or unsafe behaviour exhibited by the student.

**Minor problem behaviours in the classroom, on excursions or at playground level are to be dealt with at the time of the incident.**

Behaviour examples	Tier 1 and Tier 2 Disciplinary Responses
Work Refusal <ul style="list-style-type: none"> <li>• low intensity</li> <li>• failure to respond to an adult request</li> <li>• not completing set tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Redirection – allow ‘thinking/processing’ time</li> <li>• Corrective feedback verbal and non-verbal</li> <li>• Rule reminder – Code of Behaviour</li> <li>• Class reflection</li> <li>• Reflection time → Reflection form → Time out in Office</li> <li>• Before returning to class – teacher and student develop an action plan</li> <li>• Plan monitored by Class teacher</li> </ul>
Unsafe Behaviour <ul style="list-style-type: none"> <li>• playing in/near toilets,</li> <li>• running on walkways</li> </ul>	<ul style="list-style-type: none"> <li>• Rule Reminder – Code of Behaviour</li> <li>• Short term withdrawal - from playground:-walk with me, sit on seat</li> <li>• Develop short term plan for student monitored by teacher on duty</li> </ul>
Verbal Outburst – Class distruption <ul style="list-style-type: none"> <li>• Calling Out</li> <li>• Inappropriate Language</li> </ul>	<ul style="list-style-type: none"> <li>• Rule Reminder – Code of Behaviour</li> <li>• Reflection time</li> <li>• Reflection time in playground for repeated poor language during play</li> <li>• Negotiated Behaviour Plan monitored by Class Teacher</li> </ul>

Playground Disagreements	<ul style="list-style-type: none"> <li>• Rule Reminder – Code of Behaviour</li> <li>• Encourage students to identify “How big is the problem? Is it something the student can solve themselves? Is it something they can ask friends for help with?” Is it something the student needs an adult to help with?</li> <li>• Encourage student to STOP. THINK. Make a Good CHOICE</li> <li>• Ideas the students may consider: <ul style="list-style-type: none"> <li>○ High Five Process</li> <li>○ Talk it Out</li> <li>○ Apologise</li> <li>○ Share and Take Turns</li> </ul> </li> <li>• Short term withdrawal from playground:- walk with me, sit on seat,</li> <li>• Referral to Supported Play</li> </ul>
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**Major problem behaviours in the classroom, on excursions or at playground level result in:**

- Immediate attention by supervising staff with support from administration if required.
- **An entry on One School, and referral to the administration team for action.**
- The incident being recorded by that staff member on Oneschool as soon as possible.

Disciplinary responses for Tier 3 apply to all major behaviours. These responses should:

- Be relative to the behaviours at the time of the incident
- Provide the opportunity for all students to learn
- Ensure the safety of staff and students
- Assist students who exhibit challenging behaviours to accept responsibility for themselves and their actions and develop strategies to manage behaviour.

In applying consequences for unacceptable student behaviour, the individual circumstances and actions of the student and the needs and the rights of school community members will be considered at all times.

Parent notification, and if necessary, liaison with parents to establish an appropriate re-entry program are undertaken by an administration officer.

**Examples of major behaviours for all students:**

- |  |
|--|
| <ul style="list-style-type: none"> <li>○ Repeated deliberate non-compliance</li> <li>○ Continuous high level bullying/harassment</li> <li>○ Verbal misconduct – abusive language towards staff or students</li> <li>○ Defiant/Threats to others</li> <li>○ Physical misconduct – aggressive, unsafe</li> <li>○ Severe aggression – fighting/assault</li> <li>○ Major disruption to class</li> <li>○ Repeated refusal to participate in a program of instruction</li> <li>○ Other conduct prejudicial to the good order and management of school</li> <li>○ Patterns of anti-social behaviour (theft, lying)</li> <li>○ Possess prohibited items</li> <li>○ Bringing inappropriate and/or dangerous objects to school</li> <li>○ Property misconduct</li> <li>○ Vandalism / wilful property damage</li> <li>○ Substance abuse</li> <li>○ Smoking/drug offences</li> <li>○ IT misconduct</li> <li>○ Inappropriate online behaviour, including out of school behaviour that affects the school's good order and management</li> <li>○ Misuse of personal technology devices in any part of the school for voicemail, email, text messaging or filming purposes without authorisation</li> </ul> |
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**See Appendix 2 for full list of Minor vs Major Behaviour Categories**

The flowchart (attached) outlines how student unexpected behaviours (minor/major) are responded to.



# Flowchart for Responding to Unexpected Behaviour



## 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 Redland Bay 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 Redland Bay State School may be invited to attend a re-entry meeting prior to or on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents to attend a re-entry meeting. It may be offered as a support for the student to assist in their successful re-engagement in school following suspension.

### **Arrangements**

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via email. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending with the student and their parent/s.

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

**Structure**

The structure of the re-entry meeting should follow a set agenda. A separate arrangement should be made to meet with the parent/s at a later date and time if additional items need to be raised. This meeting should be narrowly focused 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 and key support staff, may also offer important advice to ensure a successful outcome to the re-entry meeting.

# Approach to Supportive School Environment

Redland Bay State School has a tailored school discipline approach designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

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

## Temporary removal of student property

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

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

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

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

The following items are explicitly prohibited at Redland Bay 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), vapes
- 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)
- paint pens

\* 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

### State school staff at Redland Bay 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 Redland Bay State School

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

### Students of Redland Bay State School

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - are prohibited according to the Redland Bay State School Code of Conduct
  - are illegal



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

## **Use of mobile phones and other devices by students**

From the beginning of Term 1 2024, all Queensland state school students must keep their mobile phones switched off and 'away for the day' during school hours.

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

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

In consultation with the broader school community, Redland Bay State School has determined that explicit teaching of responsible use of electronic devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

### **Responsibilities**

#### **Phones/Smart Watches**

All mobile phones must be turned off and handed in at the office upon arrival at school. Mobile phones are stored in a safe location in the office. Students collect their phones at the end of the day.

Notifications on wearable devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

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

#### **iPad/Tablets (BYOD)**

It is **acceptable** for students at Redland Bay State School to:

- use other devices 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 school work
- 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.

It is **unacceptable** for students at Redland Bay State School to:

- use other devices in an unlawful manner
- 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 or use obscene or abusive language
- 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 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 digital cameras 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, Bluetooth use etc.) of such material
- use electronic devices (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, will be required to act in line with the requirements of the Redland Bay 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

Redland Bay 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.

Redland Bay State School has a **Student Council**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Executive Council are the core elements of the Australian Student Wellbeing Framework:



### **1. Leadership**

Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, safe and respected.

### **2. Inclusion**

All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.

### **3. Student voice**

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

### **4. Partnerships**

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

### **5. Support**

School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Council is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at Redland Bay State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

## **Bullying**

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

However, these conflicts are still considered serious and need to be addressed and resolved. At Redland Bay State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

The following flowchart explains the actions Redland Bay 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.

### **Redland Bay State School - Bullying response flowchart for teachers**

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

## Process for Reporting Bullying

### Step 1. Listen

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



### Step 2. Document

- Write a record of your communication with the student on Oneschool
- Include additional information – handwritten notes, screenshots...
- Line Manager/designate to notify the parents that the student has raised a concern and it is being investigated
- Check back with student regarding facts



### Step 3. Clarify and Check

- Gather additional information
- Review previous reports
- Clarify information with the student
- Check on their well-being



### Step 4. Evaluate and discuss

- Evaluate the information to determine if bullying has occurred
- Discuss with the student and engage them as part of the solution (plan)
- Provide feedback to student and their parent
- Engage the student as part of the solution where appropriate
- Refer to Administration for disciplinary action if repetitive, notify the parents



### Step 5. Monitor and refer

- Monitor student and check-in regularly on their wellbeing
- Keep record of check-ins/communication
- Seek assistance from Inclusion Support Team if needed
- Communicate with parents



### Step 6. Review and Follow-Up

- Continue to check-in with the student
- Add additional notes on Oneschool if the problem persists.
- Refer to administration or Inclusion Support Team if problems escalate

## “High Five” Process

The High Five process is an effective strategy to develop problem solving strategies. It provides a consistent whole school approach that can be used to help students deal with inappropriate behaviour from others and address bullying issues.

### High Five Process

#### 1. Ignore

Make no eye contact and try to ignore

#### 2. Talk Friendly

Treat everyone with respect. Ask them to ‘Stop’

#### 3. Walk Away

Move away from them - Walk Away

#### 4. Talk Firmly

Make eye contact, talk firmly and tell them to ‘Stop’

#### 5. Report

Report to a Teacher or Duty Person



## Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Teachers can refer to the relevant Deputy Principal for major incidents.

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 Redland Bay 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 Redland Bay State School Principal, Alan Bunce.



# Redland Bay 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](#).

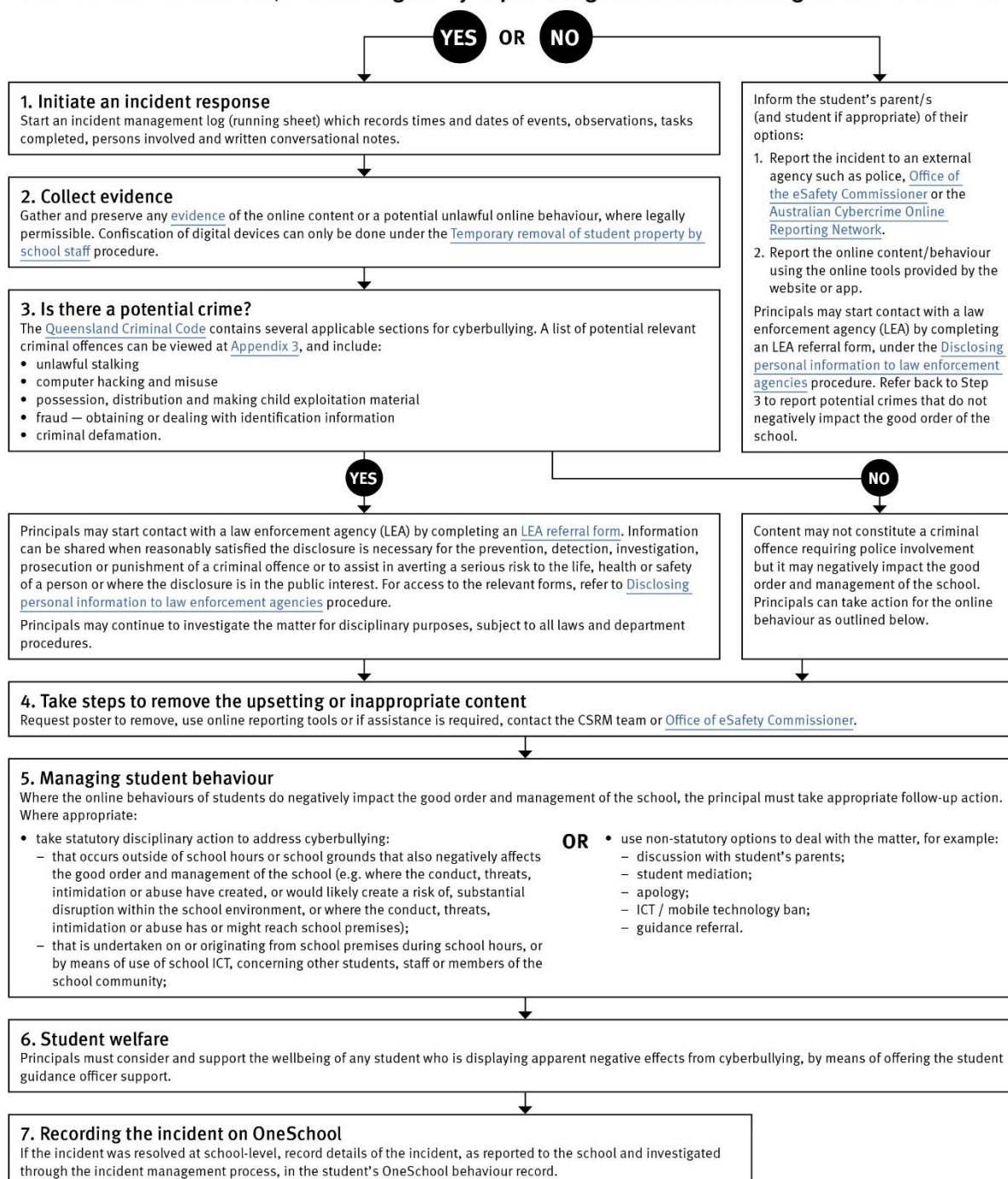
### Explicit images

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](mailto: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.

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

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

### Student Intervention and Support Services

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

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

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include withdrawal from social events or celebrations or more severe punishments 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 out and taking a few moments to relax and think. Hasty, emotive responses could inflame situations unnecessarily.
- Be mindful when commenting, try to keep general and avoid posting anything that could identify individuals.
- A few years ago parents may have discussed concerns or issues with their friends at the school gate. Today with the use of social media, online discussions between you and your close friends can very quickly be shared with a much wider audience, potentially far larger than intended.
- Taking a few moments to think about the content you are about to post could save upset, embarrassment, and possible legal action.
- As a parent you have a role in supervising and regulating your child's online activities at home and its impact on the reputation and privacy of others. Parents are their child's first teachers — so they will learn online behaviours from you.

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

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

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

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

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

### **Possible civil or criminal ramifications of online commentary**

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

### **What about other people's privacy?**

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

### **What if I encounter problem content?**

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

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

## Restrictive Practices

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

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

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

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

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

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

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

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

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

## Critical Incidents

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

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

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

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

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



**Appendix 2**

**Minor vs Major Behaviour Categories**

Teacher

Admin

Teacher then Admin if repeated behaviour

	Minor	Major
<p><b>Abusive Language</b></p> <p>Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way.</p>	Swearing to self or inanimate objects	Swearing with intent directed to others
<p><b>Academic misconduct</b></p> <p>Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism.</p>	Any form of cheating	Repeated any form of cheating
<p><b>Bomb Threat/False Alarm</b></p> <p>Student delivers a message of possible explosive materials being on campus, near campus, and/or pending explosion.</p>		<p>Possible bomb threat</p> <p>Confirmed bomb threat</p>
<p><b>Bullying</b></p> <p>Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden.</p>		<p>Ongoing intentional targeted repeated</p> <p>Distribution of inappropriate imaging to cause intentional harm</p> <p>Recruiting peers/others to cause harm to targeted individuals</p>
<p><b>Defiance</b></p> <p>Student refuses to follow directions given by school staff</p>	Student defies instructions	If defies instructions resulting in unsafe outcome/hiding or in unsupervised area



		If defies instructions resulting in leaving school grounds
<p><b>Disrespect</b></p> <p>Student intentionally delivers socially rude or dismissive messages to adults or students</p>	<p>Talkback, using swear words, use of derogatory terms</p> <p>Refusal to engage in appropriate timely discussion</p>	Sexual or drug related inuendo, targeted discrimination towards specific individual or group of individuals
<p><b>Disruption</b></p> <p>Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; and/or sustained out-of-seat behaviour.</p>	General ongoing disruption that ceases after redirection	<p>General repeated behaviour which disrupts the teaching and learning</p> <p>Intended and repeated behaviour resulting in class evacuation or lockdown</p>
<p><b>Dress code</b></p> <p>Student wears clothing that is not within the dress code guidelines defined by the school.</p>	Does not adhere to dress code	Deliberate non-compliance with dress code after redirection
<p><b>Falsifying documents</b></p> <p>Student intentionally creates, changes or modifies a document with the intention of misleading. It includes signing a person's name without that person's permission.</p>	Use of Artificial Intelligence	Forgery of document/note, i.e. absence
<p><b>Fighting</b></p> <p>Student is involved in mutual participation in an incident involving physical violence.</p>		Planning and engaging in physical violence inciting others to participate
<p><b>Harassment</b></p> <p>Student engages in the delivery of harmful messages in any format related to gender identify; ethnicity; sex; race; religion; disability; physical features or other identity characteristics.</p>	Single incident using inappropriate language or actions directed towards others	Repeated incidents using inappropriate language or actions directed towards others

<p><b>Other – charge-related suspension</b></p> <p>Principal is reasonably satisfied that the student has been</p> <ul style="list-style-type: none"> <li>Charged with a serious offence;</li> </ul> <p>Or charged with an offence other than a serious offence, and that the nature of the offence precludes the student’s attendance on the basis that they pose an unacceptable risk to other students or staff.</p>		
<p><b>Physical aggression</b></p> <p>Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premediated acts or incitement of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or animals; or flora or fauna</p>		<p>Any physical unsafe behaviour with potential to harm others</p> <p>Causing physical harm to others with intent</p> <p>Causing physical harm to others with intent resulting in external medical intervention, lockdown or evacuations</p>
<p><b>Property damage</b></p> <p>Student participates in an activity that results in destruction, damage or disfigurement of property</p>	<p>Accidental damage to property</p>	<p>Deliberate graffiti on school property</p> <p>Deliberate damage to school and others’ property</p> <p>Deliberate damage to school property resulting in legal or medical intervention</p>
<p><b>Property misuse causing risk to others</b></p> <p>Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using</p>		<p>Deliberate misuse of property with potential of causing harm to others</p> <p>Deliberate misuse of property causing harm to others</p>

<p>objects in an unsafe manner causing injury.</p>		<p>Deliberately causing physical harm to others with intent resulting in external medical intervention, lockdown or evacuations</p>
<p><b>Refusal to participate in the educational program of the school</b></p> <p>Student refuses to take part in activities or learning that are requested or expected as part of the education program at the school.</p>	<p>General refusal that ceases after redirection or use of teacher intervention (use of strategies)</p>	<p>General repeated behaviour refusing to participate despite support and modification as necessary</p> <p>General repeated behaviour refusing to participate despite support and modification as necessary resulting in class evacuation or lockdown</p>
<p><b>Substance misconduct involving tobacco and other legal substances</b></p> <p>Student is in possession of, has supplied or is using tobacco, alcohol, other prohibited substances or implements.</p>	<p>Single incident requiring reminder, e.g. aerosol</p>	<p>Use of tobacco or vape</p> <p>Repeated incidents</p>
<p><b>Substance misconduct involving illegal substances</b></p> <p>Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements.</p>		<p>Possession of any illegal substance</p>
<p><b>Technology violation</b></p> <p>Student engages in inappropriate/as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing DoS attacks, use of key loggers, impersonating staff or other students.</p>		<p>Not adhering to technology policy</p>
<p><b>Theft</b></p>		<p>Intently being in possession of or moving someone else's property or</p>

<p>Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property.</p>		<p>school property without their knowledge or approval</p>
<p><b>Truancy (out of class)</b></p> <p>Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reasons (i.e. an unauthorised absence).</p>	<p>Single offence, e.g. deliberately late back from lunch/lengthy bathroom visits</p>	<p>Repeated offence</p>
<p><b>Truancy (out of school)</b></p> <p>Student is absent from school (morning, afternoon or entire school day) without permission or appropriate reason (i.e. an unauthorised absence)</p>		<p>Not adhering to school attendance policy</p> <p>Leaving school grounds without permission</p>
<p><b>Use/possession of combustibles</b></p> <p>Student is/was in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, firecrackers, petrol, lighter fluid, aerosols).</p>	<p>Student unaware/accidentally brings substances/item to school</p>	<p>Intently in possession of substance</p>
<p><b>Use/possession of weapons</b></p> <p>Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm.</p>	<p>Student unaware/accidentally brings weapon to school</p>	<p>Intently in possession of weapon or creates weapon at school, e.g. removing blades from sharpeners</p>