



Coombabah State School

Student Code of Conduct 2020-2023

Every student succeeding

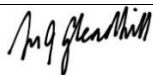
Every student succeeding is the shared vision of Queensland state schools. Our vision shapes regional and school planning to ensure every student receives the support needed to belong to the school community, engage purposefully in learning and experience academic success.

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

| | |
|--|---|
| Principal Name: | Murray Gleadhill |
| Principal Signature: |  |
| Date: | 20-11-2020 |
| P/C President and-or School Council Chair Name: | Shelley Curtis |
| P/C President and-or School Council Chair Signature: | |
| Date: | 20-11-2020 |

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Purpose

Coomabah State School is committed to providing a respectful and disciplined supportive school environment

- where all members feel safe and are valued;
- where social and academic learning outcomes are maximised for all through a quality, engaging and inclusive curriculum;
- where positive and respectful interpersonal relationships and partnerships are valued within an effective school organisation;
- where success is acknowledged and celebrated;
- where school practices are proactive rather than reactive;
- where expectations are positively and clearly defined, modelled and reinforced;
- where consequences and interventions are consistently and fairly implemented.
- That promotes inclusion and wellbeing
- That raises attendance, achievement and engagement of students.

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

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

Principal's Foreword

Coomababah State School proudly serves students and parents and aims to develop and encourage effective partnerships between home and school. These partnerships contribute to effective behaviour choices and a positive attitude towards learning. At Coombabah State School our plan is underpinned by the following beliefs about what is essential to achieving high standards of achievement and behaviour.

- **Attendance-** students learn through being at school and interacting with others within the school setting.
- **Challenging students through the curriculum-** having a viable curriculum that challenges the students to learn, assists them to become engaged in their learning and promotes a positive attitude (You can do it).
- **Habits that promote wellbeing-** supporting each person to become a socially and personally responsible citizen.
- **Inclusion-** inclusive practices recognise and foster the development of individuals and their needs – academic (learning styles/abilities), social, emotional, behavioural, spiritual and physical development.
- **Encouraging** students to reach their potential and providing them with learning in a safe and supportive environment.
- **Variety of classroom practices-** the school values classroom practices that respect the differences in students learning and teachers teaching to achieve the best learning outcomes and behaviour of students.
- **Effective engagement of students, staff and the community-** we recognise that all members of the school community play an important part in setting the standards for appropriate behaviour and high expectations.

Our school-wide framework for managing behaviour is framed within the Positive Behaviour for Learning Framework. PBL is a framework for enhancing the adoption and implementation of a continuum of evidence based interventions to achieve academically and behaviourally important outcomes for all students.

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

- Be Safe – how we look after and take care of self and others.
- Be Respectful – how we treat others and ourselves and how we expect to be treated by others.
- Be a Learner – how we show we are committed to the learning process.

P&C Statement of Support

As president of the Coombabah State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Mr Gleadhill and his team has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Coombabah State School Student Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Coombabah State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impact on our young people. It is important that every parent and child of Coombabah State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 44 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Consultation

The consultation process used to inform the development of the Coombabah State School Student Code of Conduct occurred in the following ways.

Meetings were held with the PBL team who had an input through reviewing our existing document and comparing it with the requirements of the new document. The PBL team regularly discuss current school data with the objective being to identify school strengths and weaknesses that need to be further developed or implemented.

The PBL team liaised with the staff and sought further opinions.

A draft was prepared and this draft was shared with the PBL team.

During this time the document was also shared with the P&C and a group of members were tasked with developing the P&C statement of support.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in December 2020, and the finished version, incorporating suggested changes and feedback, was sent to a special meeting of the P&C Association December 2020 for endorsement. The P&C Association unanimously endorsed the Coombabah State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Coombabah State School Student Code of Conduct, including parent information evenings, promotion through the school website and weekly newsletter.

Review Statement

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

Data Overview

The following information in the Data Overview reports on the schools key measures relating to students discipline, safety and wellbeing, parent satisfaction of discipline and the teaching and learning and staff satisfaction and morale.

It also reports on the number and type of school disciplinary absences (suspensions and exclusions)

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve.

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

Due to COVID – 19 a reduced data set was collected during 2020. The existing survey data questions will recommence in 2021.

School Opinion Survey

Parent opinion survey

| Performance measure | | | |
|--|-------|-------|-------|
| Percentage of parents/caregivers who agree# that: | 2017 | 2018 | 2019 |
| their child is getting a good education at school (S2016) | 97.7% | 90.6% | 98.1% |
| this is a good school (S2035) | 97.6% | 90.4% | 96.3% |
| their child likes being at this school* (S2001) | 93% | 90.6% | 94.3% |
| their child feels safe at this school* (S2002) | 97.7% | 88.7% | 94.4% |
| their child's learning needs are being met at this school* (S2003) | 95.2% | 81.1% | 98.1% |
| their child is making good progress at this school* (S2004) | 95.3% | 86.8% | 98.1% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 92.5% | 96.3% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 100% | 81.1% | 96.2% |
| teachers at this school motivate their child to learn* (S2007) | 90.7% | 86.5% | 96.3% |
| teachers at this school treat students fairly* (S2008) | 95.1% | 76.6% | 94.3% |
| they can talk to their child's teachers about their concerns* (S2009) | 97.7% | 88.5% | 98.1% |
| this school works with them to support their child's learning* (S2010) | 100% | 81.6% | 98.1% |
| this school takes parents' opinions seriously* (S2011) | 88.1% | 77.6% | 91.8% |
| student behaviour is well managed at this school* (S2012) | 81.4% | 75.5% | 87% |
| this school looks for ways to improve* (S2013) | 93% | 90% | 94.3% |
| this school is well maintained* (S2014) | 86% | 84.9% | 94.4% |

Student opinion survey

| Performance measure | | | |
|---|-------|-------|-------|
| Percentage of students who agree# that: | 2017 | 2018 | 2019 |
| they are getting a good education at school (S2048) | 92.4% | 91.5% | 94.9% |
| they like being at their school* (S2036) | 94.9% | 86.4% | 83.2% |
| they feel safe at their school* (S2037) | 89.7% | 89% | 83.2% |
| their teachers motivate them to learn* (S2038) | 89.8% | 95.7% | 95.8% |
| their teachers expect them to do their best* (S2039) | 99.2% | 96.6% | 96.6% |
| their teachers provide them with useful feedback about their school work* (S2040) | 91.5% | 91.5% | 96.6% |
| teachers treat students fairly at their school* (S2041) | 70.7% | 80.3% | 84% |
| they can talk to their teachers about their concerns* (S2042) | 80% | 81.4% | 83.1% |
| their school takes students' opinions seriously* (S2043) | 82.2% | 78.8% | 89.1% |
| student behaviour is well managed at their school* (S2044) | 65% | 63.6% | 71.8% |
| their school looks for ways to improve* (S2045) | 92.3% | 94.9% | 90.8% |
| their school is well maintained* (S2046) | 86.4% | 85.5% | 81.4% |
| their school gives them opportunities to do interesting things* (S2047) | 90.7% | 92.3% | 92.4% |

Staff opinion survey

| Performance measure | | | |
|--|-------|-------|-------|
| Percentage of school staff who agree# that: | 2017 | 2018 | 2019 |
| they enjoy working at their school (S2069) | 93.2% | 87% | 91.8% |
| they feel that their school is a safe place in which to work (S2070) | 97.7% | 91.3% | 95.9% |
| they receive useful feedback about their work at their school (S2071) | 86.4% | 73.3% | 66.7% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 92% | 88.9% | 88% |
| students are encouraged to do their best at their school (S2072) | 95.5% | 100% | 100% |
| students are treated fairly at their school (S2073) | 95.5% | 95.6% | 97.8% |
| student behaviour is well managed at their school (S2074) | 69.8% | 82.2% | 91.5% |
| staff are well supported at their school (S2075) | 74.4% | 82.2% | 71.4% |
| their school takes staff opinions seriously (S2076) | 81.4% | 76.1% | 59.6% |
| their school looks for ways to improve (S2077) | 95.5% | 97.8% | 91.3% |
| their school is well maintained (S2078) | 86.4% | 93.5% | 87.8% |
| their school gives them opportunities to do interesting things (S2079) | 81.8% | 77.3% | 76.6% |

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

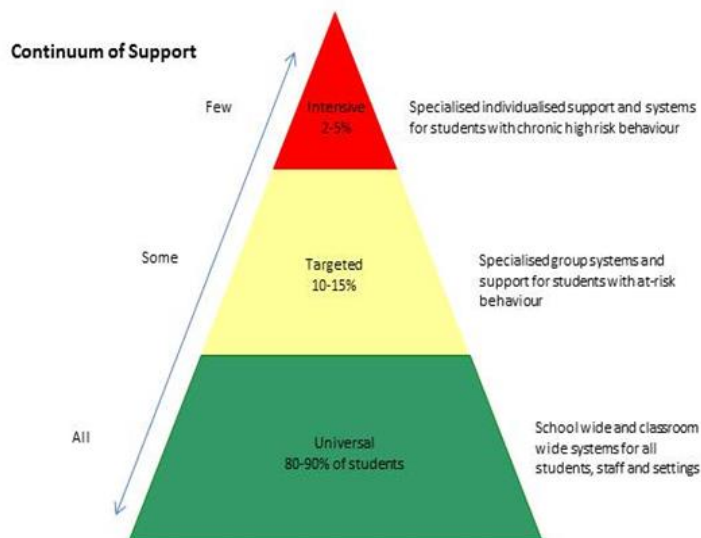
| COOMBABAH STATE SCHOOL DISCIPLINARY ABSENCES | | | |
|--|------|------|------|
| Type | 2017 | 2018 | 2019 |
| Short Suspensions – 1 to 10 days | 103 | 90 | 64 |
| Long Suspensions – 11 to 20 days | 0 | 0 | 0 |
| Charge related Suspensions | 0 | 0 | 0 |
| Exclusions | 0 | 1 | 1 |

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Multi-Tiered Systems of Support

Coombabah State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



| Tier | Prevention Description |
|------|--|
| 1 | <p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:</p> <ul style="list-style-type: none"> teaching behaviours in the setting they will be used being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made. |

| | |
|-----------------|--|
| <p>2</p> | <p>Targeted instruction (Yellow) and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.</p> <p>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are “evidence-based” interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.</p> |
| <p>3</p> | <p>Individualised services (Red) for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wrap around plan that includes personnel from outside agencies and rigorous problem solving procedures.</p> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p> |

Consideration of Individual Circumstances

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

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

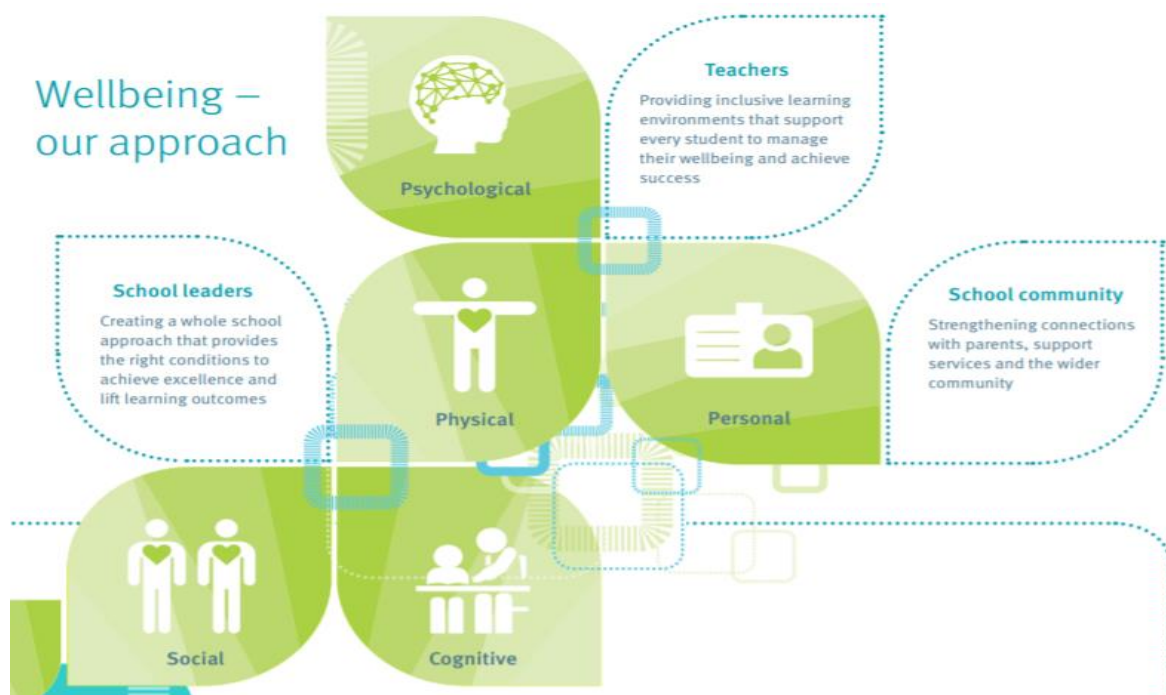
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's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

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

Student Wellbeing

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

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



Coombah State School monitors our school culture and students wellbeing and engagement through

- Attendance rates
- School opinion Survey responses
- Achievement data and
- PBL data

Our school approach to student learning and wellbeing

Creating safe, supportive and inclusive environments

We-

Provide safe environments where diversity is valued, positive social interactions are promoted, and risk of injury or harm is minimised.

Student support services team, PBL lessons, Assemblies, structured play, lunchtime activities, celebration days.

Develop an approach to wellbeing that supports the collective action of parents, support services and the wider community.

Parent involvement in school activities, Volunteers in classrooms, Induction process, Mental Health Week, R U Ok Day, school helper dog, Parent TV, interagency consultation (government and non government)

Demonstrate and communicate positive respectful relationships between staff, students, parents and members of the community.

School assemblies, Visiting specialists and programs, Mental Health week activities, classroom reward and recognition strategies, Childcare links, Work with cluster schools and the high school, liaise with referral agencies / para professionals, P&C, Student council, Happy School notifications.

Explicitly teach and model social and emotional skills, values and expectations for behaviour to support students wellbeing.

Explicitly taught lessons, Thinking room – think it out sheet, Life Education, Say no to bullying, Lunchtime clubs, Zones of regulation, Bullying No Way, Kids Help Line Program, You Can Do It.

Make sure the physical environment and school policies and practices are accessible and inclusive of students and families.

Clear signage, Wheel chair accessible areas, designated parking spots, Newsletter, Facebook, Website, flexible arrangements, Peer leaders at break times.

Plan for opportunities to promote and celebrate the traditions, values and cultures of the school community.

Day for Daniel, Worlds Biggest Morning Tea, NAIDOC week, Mental Health Week, Harmony Day, Under 8's Day, Over 8's day.

Provide learning opportunities and environments that promote healthy lifestyle choices.

Lunchtime play clubs, Chappy, Breakfast club, Choir, student council, Legacy project, school camps and excursions, structured play, instrumental music program, Boys and books, tuckshop menu, Deadly Choices.

Building the capability of staff, students and the school community

We-

Provide health and wellbeing learning opportunities for students through curriculum focused on mental health, relationships and sexuality, alcohol and other drugs, food and nutrition, benefits of physical activity, and safety.

Health and Phys Ed, Stephanie Alexander Garden, Life Education, Cybersafety talks, Incursions, Explicit Behaviour lessons -You Can Do It Program, Kids Help Line

Identify opportunities to build the capabilities of teacher and school leaders to support a whole school approach to student wellbeing and its connection to learning.

Professional Development in Behaviour Management, Berry Street Training, Functional Behaviour Assessment Training, PBL Team, Wellbeing Team, Lifeworks Psych Support (EQ)

Communicate information and advice on the benefits of supporting young people to be healthy, confident and resilient.

School Newsletters, Morning Assemblies, Whole school Assemblies, Visiting speakers, Happy School Articles (staff)

Respond positively to the needs of different groups within the school community.

Smith Family referrals, Referrals to other outside agencies, teacher professional development in staff meetings, Online Learning Place.

Strengthen connections with parents to support early intervention for students whose wellbeing is at risk.

Opportunities for parents to communicate with teachers, administration, GOC and specialist support, Advertising of local support groups for parents to access, 1,2,3 Magic, Wellbeing Parenting program, positive relationships with Queensland Health.

Increasing visibility of local support services to families whose children have higher levels of need.

Mental Health Week Celebration and Expo, Advertising of support through newsletters and Guidance Officer, Wellbeing noticeboard (interagency information and updates) NDIS.

Support staff health and wellbeing and recognising the resulting benefits for students.

Weekly Catch up (staff information), guest speakers at staff meetings, Professional Development at the commencement of the year, staff celebrations in staff meetings, Social events out of school, Breakfast – staff/students.

Commit to continual improvement using evidence-based strategies to improve student wellbeing, seeking ways to develop and share new ideas.

Data Conversations, team meetings, staff meetings, coaching for teachers, beginning teachers program, Web based programs, Griffith University Psych Clinic.

Developing strong systems for early intervention

We-

Plan and document school processes to support staff to respond appropriately to students at risk.

Intervention, Student Support Services, Guidance Officer support (3 days per week), SEP teacher support, School Data Conversations, Australian Early Developmental Collection of data.

Recognise the early signs that a student's wellbeing is at risk and responding appropriately by noticing, inquiring and planning.

Student Support Services – GO, HOSES, SEP staff, Advisory Visiting Teachers assist with early intervention and strategies for individual students, Individual structured enrolment interviews and screener (Prep), use of Early Start information, School data conversations, Suicide risk continuum, Sexual Behaviours Traffic Lights, Child Protection Guide.

Share responsibility for supporting students at risk by:

- Seeking support from Guidance Officers and the leadership team as first responders
- Encourage students and families to access support services
- Using a wrap-around approach for students involving parents, school support services, health professionals and other agencies.

School based playgroup, support through Chaplaincy program, Early Years Network, Queensland Health, Benevolent society, accessing Regional Office professionals, maintaining professional confidentiality, Family and Child Connect.

Curriculum and pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding [personal and social capabilities](#) (self-awareness, self-management, social awareness and social management) in the implementation of the [P-12 curriculum, assessment and reporting framework](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Coombabah State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

Policy and expectations

Within a school community there are specific health and wellbeing issues that will need to be addressed for the whole school, specific students, or in certain circumstances.

Specialised health needs

Coomababah State School works closely with parents to ensure students with specialised health needs, including those requiring specialised health procedures, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Coomababah State School requires parent consent and medical authorisation (prescribed by a doctor) to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the School can provide further information and relevant forms.

For students with a long-term health condition requiring medication, parents need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

Coomababah State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's/campus first aid kit to provide emergency first aid medication if required.

Mental health

Coomababah State School implements early intervention measures and treatments for students where there is reasonable belief that a student has a mental health difficulty. This includes facilitating the development, implementation and periodic review of a [Student Plan](#).

Suicide prevention

Coomababah State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid.

Other Critical Incidents impacting students

Where any critical incident has occurred on school grounds or at a school event, Coombabah State School staff immediately enact the School Emergency Management Plan and follow the procedures that are set out in detail in this document.

Student Support Network

Coomabah State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Coomabah State School to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate representative of the Student Support Network.

| Role | What they do |
|--------------------------------|--|
| Community Education Counsellor | <ul style="list-style-type: none"> provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities. |
| Community Elder | <ul style="list-style-type: none"> provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students. |
| Guidance Officer | <ul style="list-style-type: none"> provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting assists students with specific difficulties, acting as a mediator or providing information on other life skills liaises with parents, teachers, or other external health providers as needed as part of the counselling process. |
| Behaviour Support Teacher | <ul style="list-style-type: none"> Provide explicit lessons from Program Achieve to classes Support teachers with Tier 2 and 3 students. Complete FBA for identified students. |
| Chaplain | <ul style="list-style-type: none"> Provide support for students in a pastoral care arrangement Support families who are experiencing difficulty |
| Behaviour Support Aide | <ul style="list-style-type: none"> Support teachers to deal with challenging students during the school day. Assist with the Thinking room Record thinking room information |

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

Whole School Approach to Discipline

Coomababah 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.

At Coombabah State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive instruction about how to meet these expectations and strive to use behavioural incidents as opportunities to re-teach.

The development of the Coombabah 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 the principal.

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 three Positive Behaviour for Learning (PBL) expectations in place for students-

Be a Learner
Be Safe
Be Respectful.

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 Coombabah State School.

Be Safe

| | | |
|---|--|----------------------------|
| Standing in orderly lines outside of classrooms | Following Playground boundaries | Hands and feet to yourself |
| No Hat – No Play | Walk around buildings | Be aware of strangers |
| Follow teacher instructions | Manage your anger | Follow bell rules |
| Ask to leave the classroom | Play fairly and by the rules with others | |

Be Respectful

| | | |
|------------------------------------|--|---|
| Hands up to speak | Use appropriate language towards others | Play fairly |
| Hand in mobile phones each morning | Stand up to bullying | Respect others |
| Respect our school | Move quietly and orderly around the school | Look after your own and others property |
| Listen to others in class | | |

Be a Learner

| | | |
|--|----------------------------|------------------|
| Be prepared for class | Use the 5L's | Show persistence |
| Complete your work to the best of your ability | Follow teachers directions | Show resilience |
| Be an active participant | Take pride in your work | Ask for help |
| Use class time for learning | Complete homework | |

This list is not exhaustive and at various times throughout the year other expectations will be discussed with students depending on circumstances or current issues/events.

Parents and staff

The same expectations that are in place for students also apply to parents and staff at the school.

Be Safe

| What we expect to see from you | What you can expect from the school |
|---|---|
| Your collect your child from designated areas in and around the school. | Clear directions about what is safe and unsafe practices around the school where the safety of others is at risk. |
| You approach others in a non threatening way. | We will listen carefully to any concerns relating to your safety and the safety of your child or other students and try to seek a resolution. |
| You approach teachers, Principal or Deputy Principal if you have a concern. | We will work with you to quickly address any complaints. |
| You respect school, student and staff privacy in your online communications and monitor your child's online interactions. | We will act quickly to address social media issues that affect staff, students or families or will refer the matter to the appropriate authorities. |

Be a Learner

| What we expect to see from you | What you can expect from the school |
|--|--|
| Make an appointment to speak with school staff. | We will respond to any requests for a meeting as soon as possible at a mutually agreed time and date. |
| Stay informed of school activities and events that relate to your child. | Information about upcoming events and any associated costs sent home with sufficient notice for families to prepare. |
| Show an active interest in your child's schooling and progress. | Activities that involve parental engagement throughout the year. |

Be Respectful

| What we expect to see from you | What you can expect from the school |
|--|--|
| You seek out opportunities to provide positive feedback to the classroom teacher about their work with your child. | A close collegial working relationship aimed at achieving the best outcomes for your child and family. |
| You contribute positively to behaviour support for your child. | A focussed and well prepared approach to solving any behaviour challenges within the school. |
| You conduct yourself in a lawful, ethical and safe manner within the school grounds and when dealing with staff. | We will listen to your concerns and work to resolve a school related complaint. |
| You help your child develop a level of responsibility and resilience. | Explicit teaching of behaviours to build resilience and consistency of schoolwide consequences. |
| You are respectful in your conversations at home about school staff. | We will ensure positive behaviours are role modelled for all students. |

Our school also has a consistent approach to positive behaviour strategies and a school wide recognition of expectations.

Strategies to support, encourage and acknowledge appropriate behaviours

| WHOLE SCHOOL | CLASSROOM | PLAYGROUND |
|--|--|-----------------------------------|
| Assemblies/Newsletters | Praise/ Encouragement Verbal/ Non Verbal/ Written | Raffle tickets |
| Behaviour of the Week | Class Responsibilities Messenger, Monitor etc | Playground Buddies |
| Student of the Week – parents invited | Principal’s and Deputy Principal’s Awards | Alternate Play Programs |
| Awards to celebrate excellent attendance | Token/ Point/ Star Systems | Leadership Roles to assist others |
| Raffle tickets with associated incentives. | Individual/ Group Rewards Stickers, free time, computer etc | |
| Specialist Awards – Class of the Week | Whole Class rewards Parties, fun days, games, movies | |
| Students to bring work to Principal/ DP to share | Phone Call to Parents Communication Books | |
| Term Awards to House based on house points | Sharing Work with Others Principal, DP, other classes/ teachers | |
| Yearly Awards Certificates/ Badges | Golden Time | |
| Community Morning Teas | Bike riding | |
| Structured Play – Chaplain | Raffle tickets | |
| Buddy Reading | | |

Reinforcing Expected School Behaviour

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

Class teachers

Class teachers have their own reward systems operating in their classrooms. This is negotiated with students at the start of a school year.

Whole School

As well as their own system, we have a school wide system that provides students with feedback about their behaviour that is taken home and shared with their parents. All classrooms have the charts clearly displayed.

We reward positive behaviours on our daily and weekly assembly and parents are invited to attend this presentation.

We have a weekly focus that is also mentioned each morning on the morning assembly.

Our school PBL team undertake regular meetings to review data and to analyse school trends which is then shared with staff at regular staff meetings.

Classrooms

Teachers discuss rules with students as part of setting up an effective classroom.

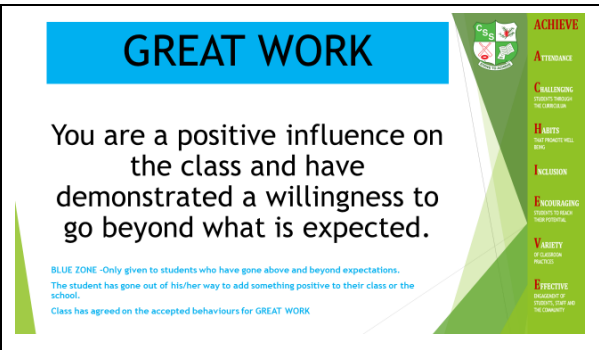
Teachers have their own reward systems operating in line with the proposed whole school process



Teachers reward positive behaviours on our daily and weekly assembly.

The school has a weekly behaviour focus that is also mentioned each morning on the morning assembly.

Raffle tickets are given to students throughout the day to be placed in the prize box. Raffle tickets will be drawn out of the box each week on assemblies (five prize draws each week per grade level)

Behaviour process – Classroom and Playground

| | |
|--|--|
|  <p>GREAT WORK</p> <p>You are a positive influence on the class and have demonstrated a willingness to go beyond what is expected.</p> <p><small>BLUE ZONE -Only given to students who have gone above and beyond expectations. The student has gone out of his/her way to add something positive to their class or the school. Class has agreed on the accepted behaviours for GREAT WORK</small></p> | <p>BLUE ZONE -Only given to students who have gone above and beyond expectations.</p> <p>The student has gone out of his/her way to add something positive to their class or the school.</p> <p>Class has agreed on the accepted behaviours for GREAT WORK.</p> |
|--|--|

| | |
|--|--|
| <p>READY TO LEARN</p> <p>You have shown the qualities of a learner and have been safe and respectful throughout the day.</p> <p><small>GREEN ZONE - each day students start READY TO LEARN Students may receive a warning throughout the day. If they can turn this around they can still be in the Green Zone at the end of the day.</small></p>  | <p>GREEN ZONE – each day students start READY TO LEARN</p> <p>Students may receive a warning throughout the day. If they can turn this around they can still be in the Green Zone at the end of the day.</p> |
| <p>YOU CAN DO BETTER!</p> <p>Several examples of unacceptable classroom/playground behaviours have been exhibited throughout the day despite clear teacher redirection.</p> <p><small>ORANGE ZONE - a student with more than one warning throughout the day will move to this zone and receive a -'YOU CAN DO BETTER' reminder. Students have the ability to move between zones depending on their behaviour choices. Teachers provide a reminder about the rule that has been broken and what the expected behaviour should look like.</small></p>  | <p>ORANGE ZONE - a student with more than one warning throughout the day will move to this zone and receive a -'YOU CAN DO BETTER' reminder.</p> <p>Students have the ability to move between zones depending on their behaviour choices.</p> <p>Teachers provide a reminder about the rule that has been broken and what the expected behaviour should look like.</p> <p>Three ORANGE ZONE behaviours in one day will result in the child going to the Thinking room.</p> |

Behaviour choices

| Example | Process |
|---|--|
| <p>3 warnings in a day</p> | <p>Thinking room at the next closest break. (parents are notified by SMS if their child has completed a thinking room and will also be notified of the number of thinking rooms they have received) in a term.</p> <p>The questions that all students are asked in time out and in thinking room are</p> <ul style="list-style-type: none"> • What did I do? • What rule did I break? • Why do we have this rule? • What should I have done/be doing? |
| <p>If a child needs to be removed from class</p> | <p>This is an immediate thinking room. It could also result in a more serious consequence depending on the severity of the behaviour.</p> |

| | |
|---|--|
| If a child misbehaves in the thinking room | There will be another thinking room given to the child. |
| If a child receives a warning and is able to turn their behaviour around | The child will move from the ORANGE Zone back to the GREEN ZONE. |
| Playground or classroom behaviour plan | Plan in place for child after discussions with parent/s in relation to repeated poor behaviour choices. |

Teachers and classes establish their classroom expectations at the beginning of the school year. Each teacher has their own rewards and consequences that link to the whole school program depending on the needs of the class and the agreement on expectations between the teacher and the class.

For students who are identified as persistently disrupting the learning and teaching process due to non-compliance and refusal to participate in classroom instruction or who show disrespect towards teachers a suspension could be the appropriate consequence.

Existing school strategies that the school has in place to assist students requiring targeted support include:

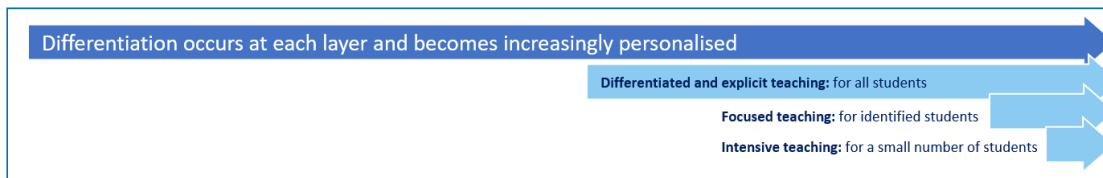
- Guidance Councillor referral
- Chaplaincy Support
- Support Services Committee
- Mentor teachers
- Supported play
- Buddy class
- Time Out
- Teacher aide assistance
- Variation to the school day
- Classroom and playground program modification
- Communication books between home and school
- Community agency support
- Withdrawal for individual support with Behaviour teacher/Deputy or Principal

Differentiated and Explicit Teaching

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

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



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

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. 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.

| PBL Expectation | Be Safe | Be a Learner | Be Respectful |
|-----------------|---|---|--|
| Classroom | Ask permission to leave the room Sit on chairs correctly Use equipment correctly Place bags away Learn and follow rules | Do your best at all times. Seek feedback Know your goals and steps to achieve them. Be prepared and ready to learn | Raise your hand to speak Respect others right to learn Talk in turns Follow teacher instructions promptly |
| IT room | Only handle Electrical equipment when instructed to Keep passwords private Be aware of your own safety online | Have your electronic devices charged and ready to use Access only the APPs required for the lesson | Communicate respectfully online Only communicate with the teacher or peers during the days lessons. |

| | | | |
|--------------------------|---|--|--|
| | Report any online communication that is inappropriate | | Respect others property and your own property. |
| Play Areas | Stay within the schools safe areas where you can be seen Wear a hat outside Use sporting equipment safely | Help resolve conflicts with others Ask a teacher for help if needed | Play fairly following the rules of the game. Invite others to play Care for school property Follow teachers instructions in the playground. |
| Eating areas | Sit down and eat Wait for teachers instructions before leaving the area | Keep your area clean Use appropriate manners | Quiet voices while eating Eat your own food Remove your rubbish by putting it in the bins. |
| Moving around the school | Walk bikes into and out of the grounds Walk between classes Keep stairwells clear and stay to the left | Be on time to lessons Don't waste time when going to the toilets | Walk quietly past other classes. Use respectful and appropriate language when moving past classrooms. |
| Toilets | Use the toilets appropriately Wash hands using soap provided | Ask for teacher permission before leaving the class to go to the toilets | Keep toilets clean for others Respect others privacy Avoid playing or hanging around the toilets |
| Tuckshop | Line up and wait to be served Walk away and eat your food when seated | Ensure you have the correct money for your food. | Be patient while waiting in line Use good manners with the tuckshop staff |
| Hall | Remember to use appropriate audience manners Only use the hall when there is a teacher present | Participate fully in the activity you are attending | Sit or stand quietly Remember that you are an audience member and respect the presenters |
| All areas in the school | Keep hands and feet to yourself Stay away from out of bounds areas | Participate in the class lessons. Follow instructions | Respect others space and property Care for equipment Be honest |

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Coombabah 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.

Coombabah State School has a range of Student Support Network 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 to address specific skill development for some students:

- Cybersafety talks
- Bullying incursion
- Say No to Bullying
- Life Education
- Chick Chat (girls self esteem program)
- Boys in Action (boys self esteem program)
- PLC (Positive Learning Centre)
- FBA (Functional Behaviour Assessments)
- YCDI (You Can Do It) Lessons

For more information about these programs, please speak with a member of administration

Intensive Teaching

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

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

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

Students who require intensive teaching will be assigned an individual mentor at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

- [Education \(General Provisions\) Act 2006 Director-General's delegations](#)
- [Education \(General Provisions\) Act 2006 Minister's delegations](#)
- [Education \(General Provisions\) Act 2006 Director-General's authorisations](#)
- [Education \(General Provisions\) Regulation 2006 Minister's delegations](#)
- [Education \(General Provisions\) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Coombabah 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 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.

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.

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.

Examples of Student Behaviour and potential consequences

| Behaviour (low level) | School Management Strategies |
|--|--|
| <ul style="list-style-type: none"> • Inappropriate talking and/or calling out • Continually out of place; off task • Not following directions; not listening; • Name-calling (not swearing); • Not completing work without valid reason • Uniform/hair/makeup/jewellery transgressions • Littering • Running on concrete, • Inappropriate water play/wastage, | <ol style="list-style-type: none"> 1. Give a verbal rule reminder 2. Where the reminder is ignored there must be immediate TIME OUT/Reflection time (10 minutes) in classroom/playground. 3. If the misbehaviour continues the student is sent to a Buddy Class (class) with work for the remainder of the session <p>Other strategies could include:</p> <ul style="list-style-type: none"> • Tactical ignoring and non-verbal messages • Give clear choices or rule reminders |

| | |
|---|---|
| <ul style="list-style-type: none"> • Out of bounds - climbing trees/walls/in gardens, playing in/around toilets • Throwing non-harmful projectiles • Rough play • Not sitting down during eating time • Yelling • Playing with sticks • Playing after the bell • Sliding or jumping down stairs, swinging off beams | <ul style="list-style-type: none"> • Give clear instructions • Remind students of rules and/or class behaviour system • Apologise to person/s involved (verbal or written) • Removal of litter (provide gloves) • Clean/Tidy mess made by student • Separate student from other students in the class or playground |
| <p>Behaviour (moderate level, more serious and repeated low level behaviours)</p> | <p>School Management Strategies</p> |
| <ul style="list-style-type: none"> • Disobeying teacher's instructions • Frequently demonstrating low level behaviours • Continually annoying other children • Continually answering back; disrupting the learning process • Some forms of bullying (unintentional but unwanted) • Play fighting which hurts others or unwelcome • Ongoing teasing/consistent name calling • Throwing projectiles at or towards other/s • Leaving school grounds without permission • Wasting school resources • Inappropriate gesturing • Dangerous play - throwing or playing with stones, sticks, tackling in sport etc | <p>In consultation with the class teacher, the Deputy Principal/Principal or Behaviour teacher will initiate actions which could include:</p> <ul style="list-style-type: none"> • Referral to the Buddy Classroom • Alternate lunchtime activities • Loss of privilege • Monitoring program – Walk with a teacher • Resolution meeting as required between aggrieved party and student • Peer mediation or restorative conference • Lunchtime detentions • Individual Behaviour Support Plan • Restitution • Parent contact • Warning regarding future consequence for repeated offence • Referral to Guidance Officer or Chaplain • Suspension |
| <p>Behaviour (high level, dangerous and intentional)</p> | <p>School Management Strategies</p> |
| <ul style="list-style-type: none"> • Abusive language; uses sexually explicit words or actions • Ongoing middle level behaviours - ongoing defiance and disruption, depriving others of their right to learn and/or safety • Fighting, intimidation - both physical and emotional bullying, continual teasing that constitutes harassment (sexual, physical, racial, verbal) - endangering safety of self and others • Theft/Vandalism/damage to property • Behaviour likely to endanger the health of others (spitting, urinating) • Continued deterioration of behaviour, ignoring attempts to help by refusing to follow Individual Re-entry plan or Behaviour Support Plan • Blatant disrespect for teachers or other adults • Possession of dangerous or banned objects and illegal substances eg. knives, cigarettes, lighters, matches, razor blades, projectiles, | <p>Referral to Deputy Principal or Principal.</p> <ul style="list-style-type: none"> • Review Individual Behaviour Support Plan • Parent/carer interview • Detention • PLC Referral • External agencies • Suspension • Individual Behaviour Agreement • Police notification (if illegal behaviour) • Suspension in line with Education Queensland • Policy SM-16 Student Disciplinary Absences • Behaviour Improvement Condition in accordance with Ed.(GP) Act 2006 |

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

Focussed

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- 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

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)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

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

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

At Coombabah 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 Coombabah State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It

is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone, in writing, usually via email or at the time when the child is collected by the parent. Re-entry meetings are short, taking less than 10 minutes, and kept small with only the Principal or their delegate attending, the class teacher and 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, 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 support available (eg. Guidance officer)
- Agreement with student and parent on positive actions moving forward or a structured plan to assist the child with a positive re-entry
- 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

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

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

Temporary removal of student property

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

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

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

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

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

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for

example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Coombabah 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 Coombabah State School

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

Students of Coombabah 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 Coombabah State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;

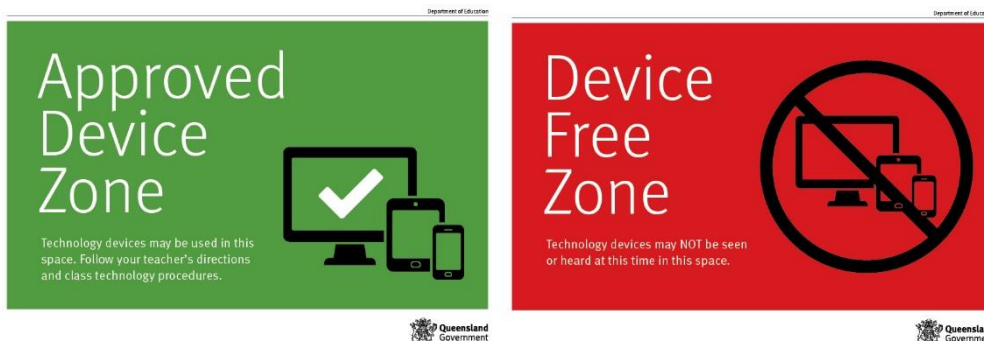
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

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.

In consultation with the broader school community, Coombabah State School has determined that explicit teaching of responsible use of mobile phones and other 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.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the community agreed expectations for these spaces and behaviours.



Responsibilities

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

It is **acceptable** for students at Coombabah State School to:

- use mobile phones or 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 Coombabah State School to:

- use a mobile phone or other devices in an unlawful manner
- use a mobile phone in technology-free designated spaces or times
- 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 in-phone 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 a mobile phone (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 Coombabah 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

Coomabah 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.

Coomabah State School has a **Student Leadership Forum**, 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 Leadership Forum 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 Leadership Forum 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 Coombabah 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 Coombabah 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 Coombabah 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.

Coombabah State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

First hour
Listen

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

Day one
Document

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

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
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 network if needed

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

Cyberbullying is treated at Coombabah 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 (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 Coombabah 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 Dean of Students, Malcolm Smith.

Cooababah 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](#).

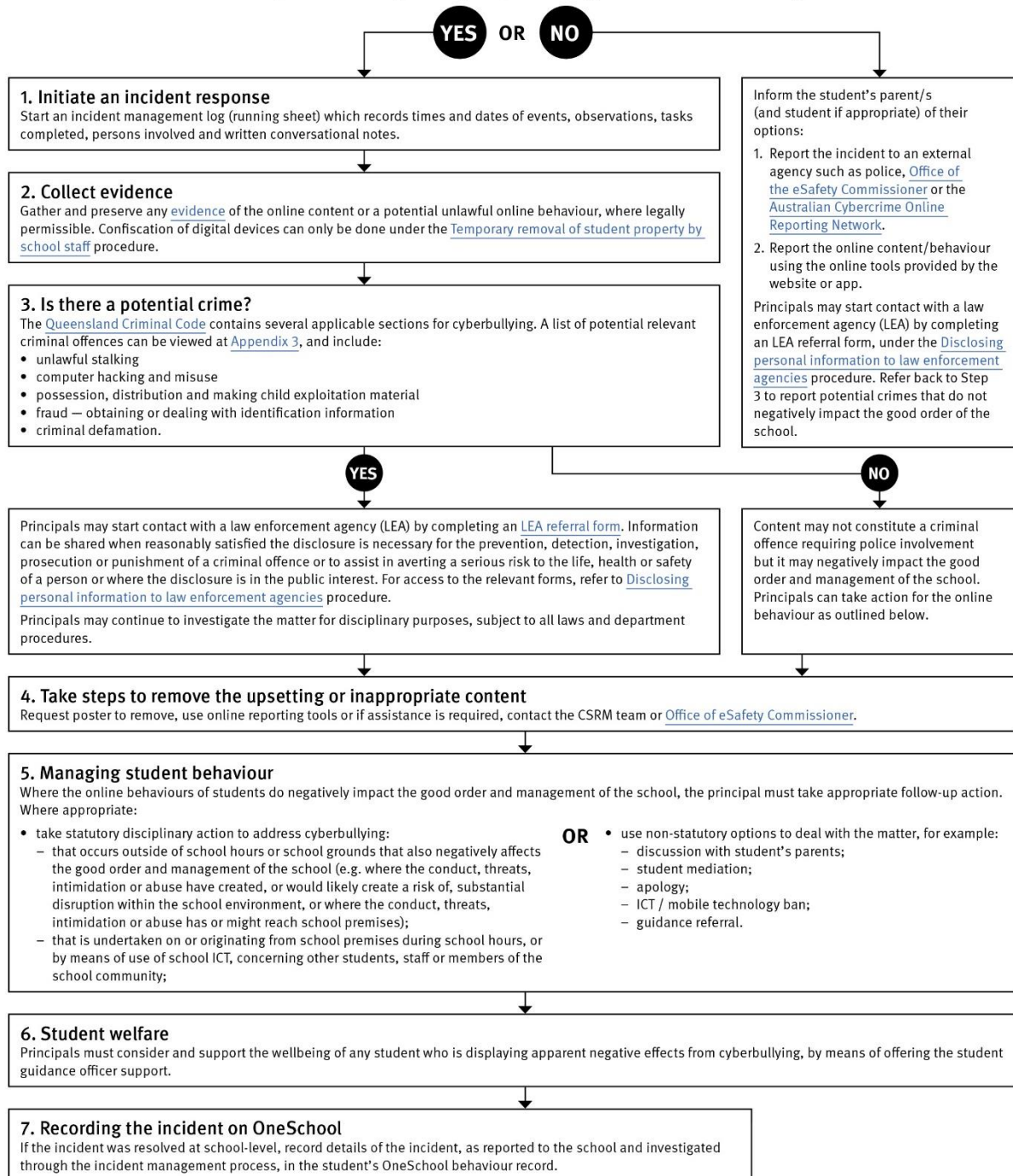
Explicit images

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.

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

Coomabah 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 Coombabah 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 internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Coomabah State School – Anti-Bullying Compact

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

Coomabah State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school,

hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

A serious instance of inappropriate online behaviour may constitute a criminal offence and become a police matter. For example, online content may substantiate the offence of 'using a carriage service to menace, harass or cause offence' (Criminal Code Act 1995 (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 Coombabah 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.

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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](#).