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Heatley State School

Student Code of Conduct 2025-2026

Equity and Excellence: realising the potential of every student

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

Queensland Department of Education

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/student-discipline-procedure to ensure you have the most current version of this document.

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Date:	28/01/2025

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

Contents

Purpose
Principal's Foreward
Learning and Behaviour Statement
- Multi-Tiered Systems of Support
- Consideration of Indiviudal Circumstance
- Student Wellbeing
- Student Support Network

Whole School Approach to Discipline
PBL Expectations
- Differentiated and Explicit Teaching

Positive Recognition Schedule
- Focused Teaching
- Intensive Teaching

Legislative Delegations
- Legislation
- Delegations

Disciplinary Consequences
- Differentiated
- Focused
- Intensive
- School Disciplinary Absences (SDA)

School Policies
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and respondoing to bullying
- Bullying
- Bullying response flowchart
- Cyberbulling
- Cyberbullying response flowchart
- Cybersafety and Reputation Management
- Student Intervention and Support Services
- Anti-Bullying Compact
- Appropriate use of social media

Restrictive Practices
- Behaviour for Learning – Understanding Expectations

Critical Incidents
Related Procedures and Guidelines
Resources
Conclusion
Appendices

Queensland Government

Purpose

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

The Heatley 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.

The Heatley State School Student Code of Conduct affirms that students and teachers have the right to work to their potential, free from disruption, abuse or threat. It also affirms that parents/carers have a joint responsibility to encourage students to be accountable for their behaviour and to contribute to the wider school community in a positive manner.

Principal's Foreword

Heatley State School is a great school!
We lead the way to learn, care, play when we are safe, responsible, and respectful.

This Student Code of Conduct reflects our school expectations of being Safe, Responsible and Respectful. It is an expectation that all students conduct themselves in a way that exemplifies this Code.

Learning and Behaviour Statement

Everyone brings their own set 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 set 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 a member of the school Leadership Team through Administration to discuss the model of behavioru support and discipline used at this school.

Student Wellbeing and Support Network

Student Wellbeing

Heatley State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents/carers to arrange a time to speak with one of

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the school Leadership Team members if they have concerns about their child. The leadership team member may do a referral to the Student Support Services Team (SSST) if specialised assistance is required.

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.

Student Support Network

Heatley State School is proud to have a comprehensive Student Services Team (SST) 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 dedicted roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any school staff member at Heatley 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 Team.

Role	What they do
Principal	• leads the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students • upholds the principalship as a values based, ethical and moral activity • embeds socially just practices in daily school life • sets high standards for student and staff performance • actively participates in lifelong learning and ongoing professional development • forms partnerships with parents, other government agencies, community groups, industry and business • is futures oriented and strategic • understands the legislation and policies impacting on schooling • manages resources to achieve goals
Deputy Principal	• assists the Principal to lead the school community to develop, articulate and commit to a shared educational vision focused on providing quality learning outcomes for all students • deputises for the Principal when required • improves the educational outcomes of students in their schools • develops the quality of teaching and learning • nurtures positive relationships between students, teachers, the community and stakeholders • monitors attendance, behaviour and academic data to identify areas of additional need
Head of Special Education	• leads an Inclusion Team to assist and ensure students with disabilities are supported under the DDA • leads inclusive education for all students at the school • leads inclusive school reform through development of inclusive culture, policies and practices • coordinates and collaborates with external support providers

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	• identifies needs and allocates resources to support students identified through SST
Head of Department (Student Services)	• leads the Student Engagement and Wellbeing Team to promote an inclusive, positive school culture • ensures PBL and Reboot are constant and consistent • monitors behaviour, attendance and wellbeing data to identify areas of additional need • uses data to ensure students who are not functioning in a Tier 1 environment are supported • builds capability of multidisciplinary teams to plan differentiated and personalised learning through whole school approach to supporting student learning • coordinates and collaborates with external support providers • identifies needs and allocates resources to support students identified through SST
Guidance Officer	• assists students with specific difficulties, acting as a mediator or providing information on other life skills • leads complex case management processes • liaises with parents/carers, teachers and other external agencies • advises staff through professional development
Head of Department (Curriculum)	• Ensures all students have access to the Australian Curriculum in alignment with K–12 Framework • manages whole of school curriculum frameworks and implementation schedules to support student learning and engagement • builds capabilities of teachers and support staff to deliver school and curriculum initiatives • monitors academic data to identify areas of need
CEC	• Provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students • Participates in the development of activities, in and out of school, likely to enhance the involvement in education of Aboriginal and Torres Strait Islander students and their families
Social Worker	• supports identified students with mild to moderate mental health concerns through the delivery of appropriate and tailored therapeutic interventions
Chaplain	• supports toast room and lunch programs/activities • provides student support and wellbeing check-ins when required
Family Support Coordinator	• works across prep to Year 2 to achieve smooth transitions • actively manages student and family responses • supports student and family engagement • collaboratively supports families

It is important for parents/carers to understand there are regional and state-wide support services also availableto supplement the school network. For more information about these services and their roles, please speak with one of the Leadership Team.

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Whole School Approach to Discipline

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

Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with a Leadership Team member if needed.

Consideration of Individual Circumstances

Staff at Heatley 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 was we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support 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 inappropriateor ineffective due to complex trauma or family circumstances. These are all matters that our teachers and administration staff 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/carers to know what consequence another student might have received, we will not disclose or discuss this

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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/carers and students will respect the privacy of other students and families.

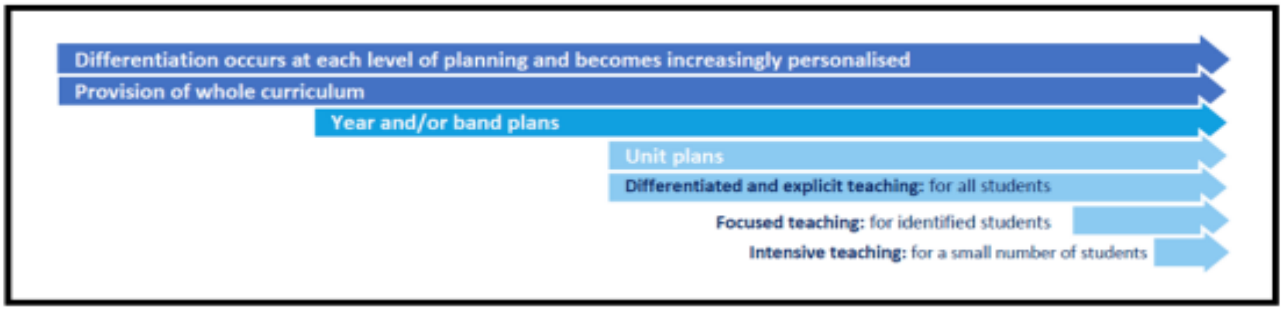
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with one of the Leadership Team to discuss the matter.

Differentiated and Explicit Teaching

Heatley State School is a safe, supportive and 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 Heatley State School follow The Australian Curriculum and differentiate to support student engagement and positive 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 differentiate, as illustrated in the diagram below.



These three layers map directly to the multi-tiered approach that is discussed in the next section.

Every classroom in our school uses the PBL Expectations Matrix, see appendix 1, as a basis for developing their behaviour standards. Using this matrix, the class teacher works will all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisted regularly to address any new or emerging issues.

Multi-Tiered Systems of Support

Heatley State School uses a multi-tiered systems of support (MTSS) as the foundation for out 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	Description
1	**<u>All students</u>** (100%) in the school receive an inclusive and differentiated curriculum which is responsive to 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: • teaching behaviours in the setting they will be used, eg: classroom or play ground • 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.
2	Targeted instruction and supports for **<u>some students</u>** (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. 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 students body, but all have certain things in common: • there is a clear connection between the skills taught in the inverventions 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 have "evidence-based" interventions that are matched to the student's need). 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.
3	Individualised services for **<u>few students</u>** (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. 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 as assessed through a Functional Behaviour Assessment (FBA) and should include strategies to: • 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

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	Many students can benefit from a simple (or brief) Functional Behaviour Assessment 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. 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.

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/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 Heatley 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 focused teaching
- Require intensive teaching

Our school invests in the following programs to address specific skill development for some students:

- Rock and Water
- Reboot
- Me Too
- Deadly Choices
- Brolga Brave
- Queensland Engagement and Wellbeing Survey (QEW)

For more information about these programs, please speak with one of the Leadership Team.

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 behaviural 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 more prolonged period. Decisions

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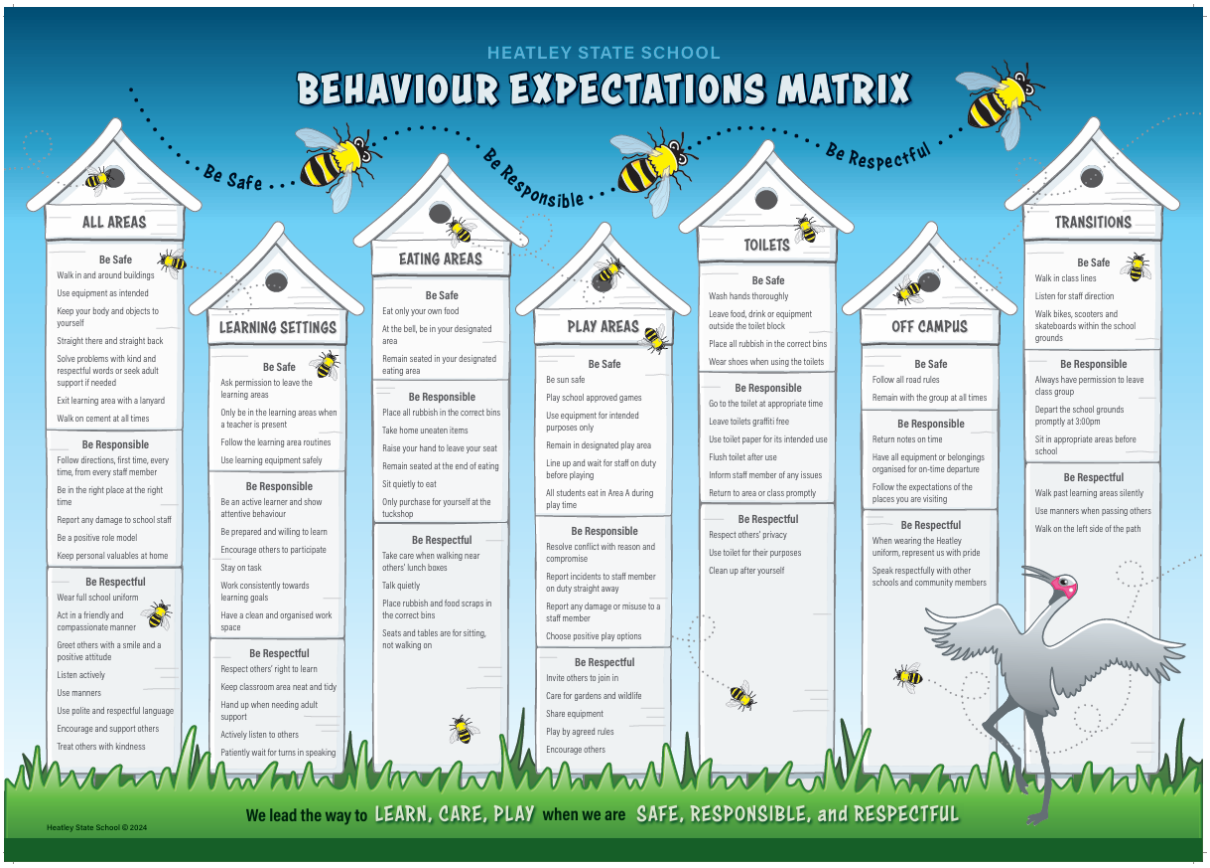
about the approach will be made based on data collected from their teacher or teachers, and following consultation with he student's family.

For a small number of students who continue to display behaviorus that are deemed complex and challenging, 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.

PBL Expectations

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

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 Heatley State School.



Full copy attached - Appendix 1

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Parents/Carers
Genuine parent engagement exists when there is a meaningful relationship between parents and teachers with a shared goal of maximising learning and wellbeing outcomes for students.

5 elements of PACE – Parent and Community Engagement Framework

This framework outlines five key elements of parent and community engagement to make a positive difference in our students' education.

Please click on link for full Parents and Community Engagement Framwork document.

Positive Recognition Schedule

At Heatley State School we have a systematic, consistent, school-wide approach to reinforcing and acknowledging expected behaviours. We respond to students with specific, timely and constructive feedback and recognition, in turn supporting students to learn and practise the behaviours that are expected in and outside of the classroom.

At Heatley State School we use three levels of acknowledgement.

- Free and frequent – for everyday use by all staff in school settings
- Moderate and intermittent – awarded occasionally
- Significant and infrequent – quarterly or yearly types of recognition

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Free and Frequent

Golden Bindii – Playground
Golden Bindiis are given to students by staff. These acknowledgements are given when the student is modelling the school wide expectations of Safe, Respectful and Responsible behaviour in the playground. The Golden Bindiis are drawn on assembly each week and the winners receive a prize bag.

Bindiis – Classroom
Bindiis are a free and frequent tool in the classroom. They are stamped into a booklet and it is a goal for the students to collect 50 Bindiis every 5 weeks to attend the mid term and end of term star celebrations.

Lesislative Delegations

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

- *Anti-Discrimination Act 1991 (Qld)*
- *Child Protection Act 1999 (Qld)*
- *Disability Discrimination Act 1992 (Cwth)*
- *Disability Standards for Education 2005 (Cwth)*
- *Criminal Code Act 1899 (Qld)*
- *Education (General Provisions) Act 2006 (Qld)*
- *Education (General Provisions) Regulation 2017 (Qld)*
- *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)*
- *Work Health and Safety Act 2011 (Qld)*
- *WorkHealth and Safety Regulations 2011 (Cwth)*

Disciplinary Consequences

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.

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

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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.

Heatley State School takes into consideration individual circumstances when applying disciplinary consequences for behaviour.

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)

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- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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. Individual Student behaviour plan)
- Targeted skills teaching in small group
- Reboot Room (for reflection)
- Behavioural contract
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Services team
- Case Management
- Stakeholder meeting with parents/carers 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
- Risk Evaluation Plan
- Stakeholder meeting with parents/carers and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Intensive re-setting of expectations external to the classroom facilitated by Head of Department (Student Services)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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REBOOT Room

Heatley State School takes into consideration the individual circumstances of students when applying individual behaviour support or applying consequences for inappropriate behaviour.

Heatley State School's Reboot room is a calm, respectful 'classroom' environment that:

- Assists students to take responsibility for their behaviour
- Provides a supervised environment
- Allows time for reflection
- Provides support
- Emphasises to students that Heatley Learners are Safe, Respectful and Responsible.

Process:

- Students complete a reflection sheet after a conference with the Reboot Room supervisor where they identify the rules/expectations that need to be addressed and supported
- A letter is sent home for parents/carers to discuss with the student. The letter is to be signed and returned to the Reboot Room the next day
- No phone calls are made to parents/carers as it is important for the student to responsibility for their behaviour and present the reflection sheet and incident report to their parents/carers
- During Reboot Room time:
    - During 1st half of the break students engage in supportive activities eg social skilling, restorative practices, supervised play, conferencing, structured play, resilience building etc
    - During 2nd half of the break students eat their lunch
- Students remain monitored until they return the signed letter from parents/carers
- Sport and extra-curriculuar activities may be compromised when tudents attend the Reboot Room.

Reboot Room parent letter Appendix

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

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

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

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

Arrangements

The invitation to attend the re-entry meeting will be communicated via telephone and in writing, usually via letter. Re-entry meetings are short and kept small with school support personnel attending with the student and their parent/s.

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

Structure

The structure of the re-entry meeting is focussed on making the student and their family feel welcome back into the school community with proactive steps to move forward.

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up if needed
- 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 Officer, Head of Special Education Services, Head of Department (Student Services) or Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies

Heatley 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:

- The Code of Conduct for School Students Travelling on Buses
- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media

The Code of Conduct for School Students Travelling on Buses

The Code of Conduct for School Students Travelling on Buses
The Code applies to all school students in Queensland who use buses either to travel to and from school or for other school-related activities, for example, school sports, excursions and camps. In implementing the Code, a collaborative approach by all stakeholders involved in the safe travel of school students is critical to encourage and reinforce appropriate behaviour on buses.

Responsibilities of Students:

- Be responsible for their own behaviour
- Act safely and responsibly
- Follow driver instructions and bus rules
- Respect themselves and others, including their own and others' property
- Understand and accept the consequences of bus misconduct (which can include refusal of travel)

Responsibilities of Parents/carers:

- Ensure their children are capable of travelling independently
- Ensure the safe travel of children to and from the bus service
- Teach their children about bus safety rules and appropriate behaviour, the Code and consequences of misconduct (which can include refusal of travel)
- Communicate respectfully and cooperate with the driver, bus operator and school in managing misconduct

Responsibilities of School staff:

- Collaborate with stakeholders in implementing the Code
- Support bus operators in the application of the Code's procedures and processes
- Reinforce safe bus travel and the Code's messages in school based processes
- Facilitate effective communication between bus operators and students/parents/carers

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**

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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 Heatley 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
- old bullet shells
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco, vapes)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. lighters)
- poisons
- 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 Heatley 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;

Queensland Government

- 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;
- require consent from the student or parent 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);*
- principals or state school staff do not have the authority to search the person of a student. If a search is considered necessary the police should be called to make such a determination

Parents of students at Heatley 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 Heatley 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 Heatley 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 Heatley 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

'Away for the day'

Important to note:

- under the guidelines, mobile phones and wearable devices include mobile phones, smartwatches, handheld devices and other emerging technologies which have the ability to connect to telecommunication networks or the internet

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Student use of mobile phones and wearable devices at school:

From Term 1 2024, all state school students must keep their mobile phones switched off and 'away for the day' during school hours. Notifications on wearbale devices, such as smartwatches, must be switched off so that phone calls, messages and other notifications cannot be sent or received during school hours.

These guidelines also apply to student attendance at school activities, such as representative school sport, excursions and camps, unless otherwise determined by the school principal.

Students may only use their mobile phone or have wearable device notifications enabled during these times if they are participating in a teacher-led educational activity that complies with the school's local implementation approach, or have an approved exemption for medical, disability and/or wellbeing reasons.

Students are permitted to use mobile phones after school once they are out of the school grounds. **The students will hand them into the office on arrival where they will be kep safe for the school day.**

Individual circumstances
Consideration of individual circumstances must be given to students who require temporary or ongoing exemptions to the school's local implementation approach, including where:

- the mobile phone or wearbale device is used by the student to monitor or manage a medical condition (in accordance with the *Managing students' health support needs at school* procedure)
- the mobile phone or wearable device is used by the student as an augmentative or alternative communication system or as a tool to access and participate in the environment, e.g. navigation or object/people identification applications.

The explicit teaching or responsible use of 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/carers, school staff and students.

Supporting responsible use of mobile phones

In determining our school approach to students who do not meet the expectations stated in these guidelines, it is necessary to ensure that our responses are proportionate and equitable and take into consideration the individual circumstances of each student. This means making decisions that are reasonable for the situation.

Some examples include:

- providing a verbal reminder to the student about expected behaviour
- directing the student to place the mobile phone in storage in the office
- directing the student to switch off notifications on their wearable device
- removing the device temporarily and returning to the student or requesting their parent collect the device at the conclusion of the school day
- applying an in-school consequence
- increasing staff supervision of use in circumstances where the student requires access to their mobile phone or wearable device for medical, disability and/or wellbeing reasons.

Queensland Government

Mobile phones and wearbale devices that have been temporarily removed from the student must be stored and retained in accordance with the department's *Temporary removal of student property by school staff* procedure.

Use of ICT facilities and devices by students

Responsibilities of Students
It is **acceptable** for students at Heatley State School to:

- use computers, laptops and iPads 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/carers of 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 device

It is **unacceptable** for students at Heatley State School to:

- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution of such material
- 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
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of online email and online communication forums
- 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
- use of school images, logos or school name used inappropriately that bring the school into disrepute.

At all times, while using ICT facilities and devices supplied by the school, students will be required to acin in line with the Heatley State School Student Code of Conduct.

In addition, staff, students and their parents/carers:

- understand the responsibility and behaviour requirements as outlined by the School Behaviour Expectations Matrix (Appendix 1) 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:
    - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices

Queensland Government

- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use the school's ICT facilities and devices inappropriately may be subject to disciplinary action by the school
- despite strict internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accidentally displayed
- staff will always exercise their duty of care, by avoiding or reducing access to harmful information but this also requires responsible ICT use by the student,

Appropriate use of social media

The internet, mobile phones and social media provid 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. Reputations of students, teachers, schools, principals or even parents/carers 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 whay 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 it general and avoid posting anything that could identify individuals.

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/carers of school notices, the department prefers that parents/carers contact schools directly with a compliment, complaint or enquiry due to privacy considerations.

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 of 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 menance, 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 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 of 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 police as needed
- Block the offending user and report the content to the social media provider

Preventing and responding to bullying

Heatley State School uses the Student Learning and 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.

Heatley State School has a **Student Leadership Team** which includes a subcommittee of Student Council. Representatives from Year Five and Six meet with members of the School Leadership Team to discuss ideas to improve student wellbeing, engagement and learning outcomes.

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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.

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

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.

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

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

Through the Positive Behaviour for Learning Framework all stakeholders are contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violent, bullying and abuse in all online and physical spaces.

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

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

The following flowchart explains the actions Heatley 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.

Heatley 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
Head of Department - Student Services – Jenna Brooks
Deputy Principal – Kate Haines
Principal – Tracey Kenway

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Bullying response flowchart

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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

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Cyberbullying

Cyberbullying is treated at Heatley State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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 or Head of Department (Student Services) 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 Heatley 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.

Cybersafety and Reputation Management

The Department of Education employs a dedicated team of experts to assist in mainintaining the integrity of the department's reputation with regards to cybersafety and reputation management issues.

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/carers with important information about cybersafety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour.

Student Intervention and Support Services

Heatley Stae 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.

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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 conversation. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying.

Queensland Government

Heatley State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

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

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

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

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

OR

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

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

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

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Restrictive Practices

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

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

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

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

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

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

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

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

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

Queensland Government

Critical Incidents

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

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

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

Conclusion

Heatley State School staff are committed to ensuring every student is upported to feel safe, welcome and valued in our school. There may, however, be occasions where parents/carers need to raise a concern or make a complaint about an issue if felt that it 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/carers and school staff in reaching an outcome that is in the best interests of the student:

Queensland Government

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.

   Complaints may also be lodged by telephone, writing or in electronic format.

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.

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

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Appendices

Appendix 1

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