



# Heatley State school

# Student Code of Conduct 2022-2023

*Every student succeeding*

Queensland Department of Education  
[State Schools Strategy 2022-2026](#)



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## Endorsement

Principal Name: Dr Louise Wilkinson

Principal Signature:



Date: 4 Feb 2022

2021-2022 P&C President  
Name:

Miss Emily Thomas

P&C President Signature:



Date: This document was revised and discussed during 2021 P&C meetings and will be ratified in the meeting immediately after the 2022 Heatley SS P&C AGM 7 March 2022

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## Purpose

Heatley State School is built on a community that values and respects uniqueness and strives to support the growth of its members in their educational, emotional and social pursuits. We are 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.

## Principal's Foreword

Our school has six core values, Respect, Relationships, Creativity, Optimism, Honesty and Personal Responsibility. These values were determined through an extensive consultation process with our school community in 2005 and have underpinned what we do and what we say ever since.

These values have therefore been used in the development of this Student Code of Conduct as we strive to shape and build the skills of all our students to be confident, self-disciplined and kind young people for now and in the future.

We take an educative approach to discipline, knowing that behaviour can be taught and that



mistakes are opportunities for everyone to learn.

While the Heatley State School Student Code of Conduct sets out the responsibilities and processes we use for student discipline in our school, it also provides the school's local policies on temporary removal of student property, use of mobile phones and other devices, the approach to preventing and responding to bullying and the appropriate use of social media.

Our Student Code of Conduct details the steps school staff take to educate students about expected behaviours to uphold their responsibilities and our local school policies. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank students, staff, parents/carers and other members of the community for their input into the development of our first Heatley State School Student Code of Conduct. We will continue to seek ongoing feedback from the school community formally revising it at the end of 2023.

Louise Wilkinson  
Principal

## P&C Statement of Support

Members of the Heatley State School P&C Association have reviewed this Student Code of Conduct document and we give our support and endorsement to the school to apply it in the support of behavioural expectations of all students at Heatley State School.

We encourage all parents/carers to familiarise themselves with this document, and to take time to talk with your children about the expectations contained within it.

Parents/carers are always very welcome to come along to our P&C meetings. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual learning and well-being needs. See: <https://heatleyss.eq.edu.au/our-community/pandc>

President  
Heatley State School P& C Association

## Consultation

Heatley State School developed the original version of this document during 2020. In collaboration with our staff, students, parents/carers and the wider school community, we held a series of internal meetings between February and April 2020.

Initially staff examined a range of data sets on student and staff achievement, attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development. A draft document was created and made available for comment by all members of the school community. The final version, incorporating suggested changes and feedback, was presented to the P&C Association meeting in November 2020 for endorsement. The P&C Association unanimously endorsed the Heatley State School Student Code of Conduct for implementation in 2021 as did the Principal and Assistant Regional Director.

Since then and during 2021, as required by legislation, this document has been reviewed and adjusted. A revised version for implementation in 2022-2023 was tendered to the P&C Association meeting held immediately after the Annual General Meeting.

This document is promoted through the school website, fortnightly newsletter and school Facebook page. Any families who require assistance to access a copy of Heatley State School Student Code of Conduct, including translation to a suitable language, are encouraged to contact the principal.

### **Review Statement**

Heatley State School Student Code of Conduct will continue to undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review with the scheduled review process for the School Planning, Reviewing and Reporting cycle, due in 2023.



# 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.

All staff at Heatley State School are committed to creating conditions to assist the holistic development of every student. We believe that every student has the ability to learn and should be able to demonstrate progress academically, socially and emotionally.

All areas of Heatley State School are learning and teaching environments. We consider behaviour support to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour, responding to unacceptable behaviours and promoting restorative practices including student and staff wellbeing, resilience and connectedness. Through our school plan, shared expectations for student behaviour are made clear to everyone, assisting Heatley State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

To teach and promote our high standards of responsible behaviour, in 2006 during extensive consultation with students, staff, parents/carers and members of the school community, we created our motto 'The Heatley Way- Learn, Care, Play' which also forms the foundation of our school rules. This is our public declaration of our beliefs about behaviour and learning for everyone in our school community. This remains the expected behaviour for ALL members of our school community – for students, staff, parents/carers and visitors.





## Heatley State School Systems of Support

At Heatley State School we use an evidence based, whole school framework to establish a positive culture for learning, using the Positive Behaviour for Learning framework. Communicating behavioural expectations is a form of universal behaviour support- a strategy directed towards **all** students to encourage high expectations for positive behaviour and schooling success.

**Tier 1 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 Culture for Learning (PCL) expectations. This involves:

- 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.

**Tier 2 Some students** (10-15%) Targeted instruction and supports 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 Culture for Learning (PCL) expectations. The types of interventions offered at this level will vary according to the needs of students, but all have certain things in common:

- 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).

**Tier 3 Few students** (2-5%) Individualised services for those 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 what is needed for a student to be successful is identified. Tier 3 supports are based on the underlying reasons for a student’s behaviour (their 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.

## 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 way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, where every student is given the support 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 may 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/carers to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident involves your child. You can be assured that school staff take all behavioural matters very seriously and will address them appropriately. We expect that parents/carers and students will respect the privacy of other students and families.

### Repair and rebuild-Restorative Practices

Restorative practices work to address the needs of those harmed (e.g., other students, teachers, all staff, community members), and they work to heal the harm through a balance of appropriate accountability, restitution, and restorative processes, such as peacemaking circles, conferences and mediation. The person who caused the harm is held accountable and the practices allow him/her to be "restored" to the school community. Restorative practices:

- focus on repairing the harm done rather than only on who's at fault for breaking rules
- give voice to the person/s harmed
- use collective problem solving methods
- enhance responsibility and
- reintegrate the offending student into the school community

The restorative chat (informal conference)

| To the person responsible ...   | To the person harmed ...  |
|---|---|
| We're here to talk about ...<br>What happened?<br>What were you thinking at the time? <b>OR</b><br>What were you hoping would happen? <b>OR</b><br>What was going on for you when you ....?<br>Who has been affected by what you did?<br>In what way?<br>What do you think it was like for ...? | What did you think when that happened?<br><b>OR</b><br>What was that like for you?<br>What was the worst of it? |
| What can you say to .... about what you did that will bring to make things right? <b>OR</b><br>Was what you did fair or unfair? Helpful or unhelpful? Good choice of poor choice? <b>OR</b>   | Will you accept the apology?<br>Is there anything else ... could do to fix things for you?                      |

|  |  |
|--|--|
| <p>What exactly are you sorry for?</p> <p>Is that fair? Can you do that? Is there anything else you can think of that might help?</p>  |  |
| <p>So this is what we agreed... Do either of you need any help with this?<br/>         How would you both like me to check up on this?<br/>         Thanks for being prepared to sort this out. Have a good day!</p> |  |

Parents/Carers who have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, are encouraged to make an appointment with the principal to discuss the matter.

## Student Wellbeing

Heatley State School responds to the wellbeing of students in a range of ways. We encourage parents/carers and students to speak with their class teacher or request an appointment with the guidance officer if they would like individual advice.

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 Heatley State School 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.

### Curriculum and pedagogy

Heatley State School builds 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](#).

Heatley State School acknowledges 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 Heatley State School, we implement The Resilience Project as a formal whole school student wellbeing program. We also provide age-appropriate Life Education sessions.

### Policy and expectations

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

#### *Medications*

Heatley State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, parents/carers need to provide the school with a [Request to administer medication at school](#) form signed by the prescribing health practitioner.

#### *Specialised health needs*

Heatley State School works closely with parents/carers 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.

*Mental health*

Heatley State School works with parents/carers/ and medical practitioners to implement early intervention measures 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 appropriate student plans, including Part-time Education Plan.

*Suicide prevention*

Heatley State School staff comply with Department of Education recommendations when responding to a mental health crisis. (Available on request)

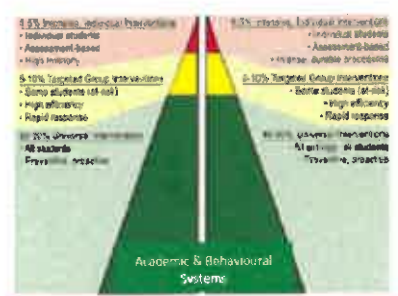
# Whole School Approach to Discipline

## Positive Culture for Learning (PCL)

In cooperation with parents and community, Heatley State School provides a safe and supportive learning environment that recognises and respects the uniqueness of all our students focusing on academic, social and personal success. We value respect, creativity, optimism, honesty, personal responsibility and positive relationships.

PCL is :

- a proactive school-wide system of support for defining, teaching and supporting appropriate student behaviours to create positive learning environments.
- a behaviourally-based systems approach to improving the link between research-validated practices and the environments in which teaching and learning occurs.
- creating and sustaining school-wide, classroom and individual systems of support.
- building effective environments in which positive behaviour is more effective than problem behaviour so that academic success can be achieved.
- assisting in an integrated delivery of the curriculum and through classroom strategies that reflect a proactive whole-school learning and teaching focus for all students and that develops effective student safety and wellbeing policies and practices.



Using a three-tiered approach to facilitating standards of positive behaviour and responding to unacceptable behaviour, Heatley State School is able to outline whole school provision of **universal**, **targeted** and **intensive** support for all students to receive effective and positive behaviour support.

### Universal Behaviour Support

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Heatley State School we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students which is designed to promote positive behaviour and to provide a framework for responding to unacceptable behaviour.



A set of behavioural expectations in specific settings has been attached to each of the three sections of The Heatley Way – Learn, Care, Play. The PCL Expectations Matrix (Appendix 1) outlines our agreed rules and specific behavioural expectations in all school settings.

Heatley State School implements proactive, preventative processes and strategies to support student behaviour. These include but are not limited to:

- a relevant, stimulating curriculum;
- differentiated curriculum to support student needs;
- implementation of PCL through explicit PCL lessons conducted by classroom teachers regularly

- reinforcement of learning from behaviour lessons on school assemblies and during active supervision by staff during classroom and non-classroom activities
- differentiated responses to behaviour to support student needs;
- high quality teaching strategies;
- modelling acceptable behaviours;
- induction process for new staff, students and parents, which includes the school's Student Code of Conduct;
- timely/relevant professional development;
- Individual Ready to Learn Plans developed for students with specific behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings;
- PCL schoolwide behaviour focus each week of each term;
- a dedicated section of the school newsletter/website, enabling parents to be actively and positively involved in school behaviour expectations;

### **Encouraging expected school behaviour.**

At Heatley State School, communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback and encouragement 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 as well as students and other students. All staff members are trained to give consistent and appropriate acknowledgement and rewards which align with the PCL expectations Matrix.

#### Heatley State School's positive initiatives include:

- using '**The Heatley Way**' as the foundation to create, implement and maintain individual classroom rules, with both positive and negative consequences displayed;
- 'Encouragement Awards' which reflect the positive weekly behaviour focus for in-class behaviour determined by the class teacher for one child per class per week presented on weekly school assembly and noted on the fortnightly newsletter and recorded on OneSchool;
- 'Gotchas' may be given to students when they are observed demonstrating The Heatley Way in the classroom and/or the playground.
  - Classroom GOTCHAs – Students pick from a Year level agreed menu of rewards weekly
  - Playground GOTCHA - Students can post their Play Gotcha in the Gotcha mailbox. Five Gotchas are drawn each week on the whole school assembly. Students choose a prize. All weekly Gotchas are then distributed with positive feedback to the students;
- Classroom Profiling [Essential Skills for Classroom Management Program](#) is offered to every teacher in the school for individualised feedback to improve their teaching practice.

## PCL Expectations

Our staff are committed to delivering high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the Positive Culture for Learning (PCL) expectations in place for students.

### Students

The school-wide PCL Expectations Matrix shows what these PCL 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.

### Parents/carers and staff

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

| <b><i>What we expect to see from you</i></b>   | <b><i>What you can expect from us</i></b>  |
|--|--|
| You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.                | We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.   |
| You are respectful in your conversations at home about school staff.   | We will ensure positive behaviours are role modelled for all students.   |
| You leave and collect your child from the designated area at school.   | We will give clear guidance about a designated area for parents/carers to leave and collect students.                                  |
| You respect the obligation of staff to maintain student and family privacy.  | We will maintain confidentiality about information relating to your child and family.  |
| You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.     | We will create a safe, supportive and inclusive environment for every student.   |
| You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.              | We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.       |
| You support your child to meet the learning and behavioural expectations at school.  | We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress. |
| You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff. | We will use the electronic school newsletter as the primary means of notifying parents/carers about school news, excursions or events. |



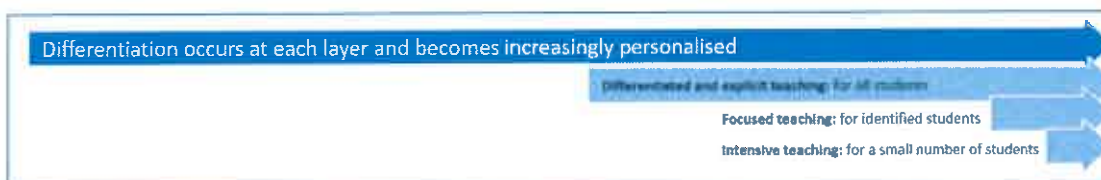
| <b><i>What we expect to see from you</i></b>   | <b><i>What you can expect from us</i></b>   |
|--|---|
| You share relevant information about your child's learning, social and behavioural needs with school staff.                                | We will share relevant information with you about your child's learning, social and behavioural progress at school. |
| You take a positive, solution-focused approach to resolving complaints.  | We will nominate a contact person for you to work with to resolve a school related complaint.                       |
| You respect school, student and staff privacy in your online communications.   | We will act quickly to address social media issues that affect staff, students or families.                         |
| You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. | We will work closely with families to accommodate their individual needs.   |
| You help your child to see the strengths and benefits in diversity and difference in their classmates.                                     | We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.           |

## **Differentiated and Explicit Teaching**

Heatley 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 Heatley 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 PCL 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 PCL Expectations Matrix 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.

### **Discouraging unacceptable behaviour**

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

When a student exhibits low-level and infrequent problem behaviour, the first response of all school staff members is to:

- remind the student of expected school behaviour making reference to the Heatley Way
- redirect the student making reference to the PCL Expectations Matrix
- reteach the behaviour expectations

This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and take appropriate action so as to align with the expectations of our school community.

#### **Parent/Care Giver Role**

We ask that parents and care givers:

- know the Heatley Way
- reinforce weekly focus areas communicated via assembly and newsletter
- attend twice yearly parent meetings/information sessions

#### **Calming space**

When a student continues to exhibit inappropriate behaviour, students are given the opportunity to go to an allocated calming space within the classroom where they can reflect on their behaviour choices, this allows students to remain within the classroom environment while reflecting on the school expectations. Students access the calming space for a specified period of time.

#### **Buddy Class Referral (Blue sad gram)**

If the behaviour continues and teaching and learning is interrupted the student may be directed to Buddy Class to allow them time away from the classroom environment to reflect on their behaviour choice., The student attends Buddy Class for a specified amount of time.

## **Focused Teaching and Targeted Behaviour Support**

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 Heatley State School to provide focused teaching. Focused teaching is aligned to the PCL 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.

Heatley State School has a range of support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

All staff are provided with ongoing professional development consisting of an overview of the A Whole School Approach to Differentiated Teaching & Learning document, PCL framework, Additional Strategies and Advice Team (ASAT) referral and response process, and the reporting responsibilities of staff. ASAT is a co-ordinated school-based team that meets regularly to respond to behavioural concerns.

At this level we offer students 'Targeted Behaviour Support' and ongoing and open consultation and communication with their parents.

## **Intensive Teaching and Intensive Behaviour Support**

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.

As stated above, our school's ASAT, made up of specialised staff, meets weekly to determine the necessary level of support and intervention required. At this level we use a case management approach undertaken by members of the team who work in conjunction and liaise with others.

# Legislative Delegations

## Legislation

In this section of Heatley 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 Heatley 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. (See Minor / Major Behaviour Table Appendix 2).

### **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)
- 'Back on Track' break time

### **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. Ready to Learn Plan)
- Targeted skills teaching in small group
- 'Back on Track' break time
- Calming/Anxiety Plan
- Counselling and guidance support
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Additional Strategies and Advice Team (ASAT) for team based problem solving
- Stakeholder meeting with parents/carers and external agencies

### **Intensive**

School leadership team work in consultation with ASAT 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/carers and external agencies including regional specialists
- 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.

## **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 persistent, ongoing and/or serious problem 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/carers 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 Heatley State School are required to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.



# 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:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Student Dress Code (See Appendix 3 for further information)

## 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 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
- 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 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;
- 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/carers (e.g. to access an EpiPen for an anaphylactic emergency);
- require consent from the student or parent 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/carers should be called to make such a determination.

### **Parents/carers 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 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 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**

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.

Heatley State School provides some explicit teaching of responsible use of Personal Technology Devices (PTD) as 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.

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.

### **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 Heatley State School to:

- use school provided 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 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

### **Personal Technology Devices (PTD) etiquette**

Personal technology devices (PTD) can be described as any personal mobile device. Bringing PTD to school is not encouraged by the school because of the potential for theft and general distraction and/or disruption associated with them. PTD at school can interfere in our core business of teaching and learning through:

- inappropriate or unwanted text messages
- ringing or messaging in class time

- use of mobile phone cameras

No responsibility for lost, stolen or damaged PTD is taken by Heatley State School. However, if they are brought to school, the following rules apply:

- **Each PTD must be clearly named and handed in at the school office on arrival each morning and collected after school each afternoon.**
- **If a student has a PTD at school, in class or in the playground, the teacher will have the student immediately deliver it to the office. It will be kept in the secure area until after 3:00pm. It is the student's responsibility to collect the PTD.**

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

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use 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

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the Heatley State School Student Code of Conduct. In addition students and their parents/carers 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

- o action by the school, which could include restricting network access
- o despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- o 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

Heatley 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/carers 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.

The core elements of the Australian Student Wellbeing Framework are:



### 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.

## **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;
- having immediate, medium and long-term effects on those involved, including bystanders.

Behaviours that do not constitute bullying include:

- Single incidents and conflict or fights between equals, whether in person or online
- 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.

## 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 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/carers who wish to make a report about cyberbullying should make contact with the principal.

It is important for students, parents/carers 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/carers 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, 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/carers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/carers may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education. Any questions or concerns about the school process for managing or responding to cyberbullying should be directed to the Principal.



# Cyberbullying response flowchart for state school staff

## How to manage online incidents that impact your school

### Student protection

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

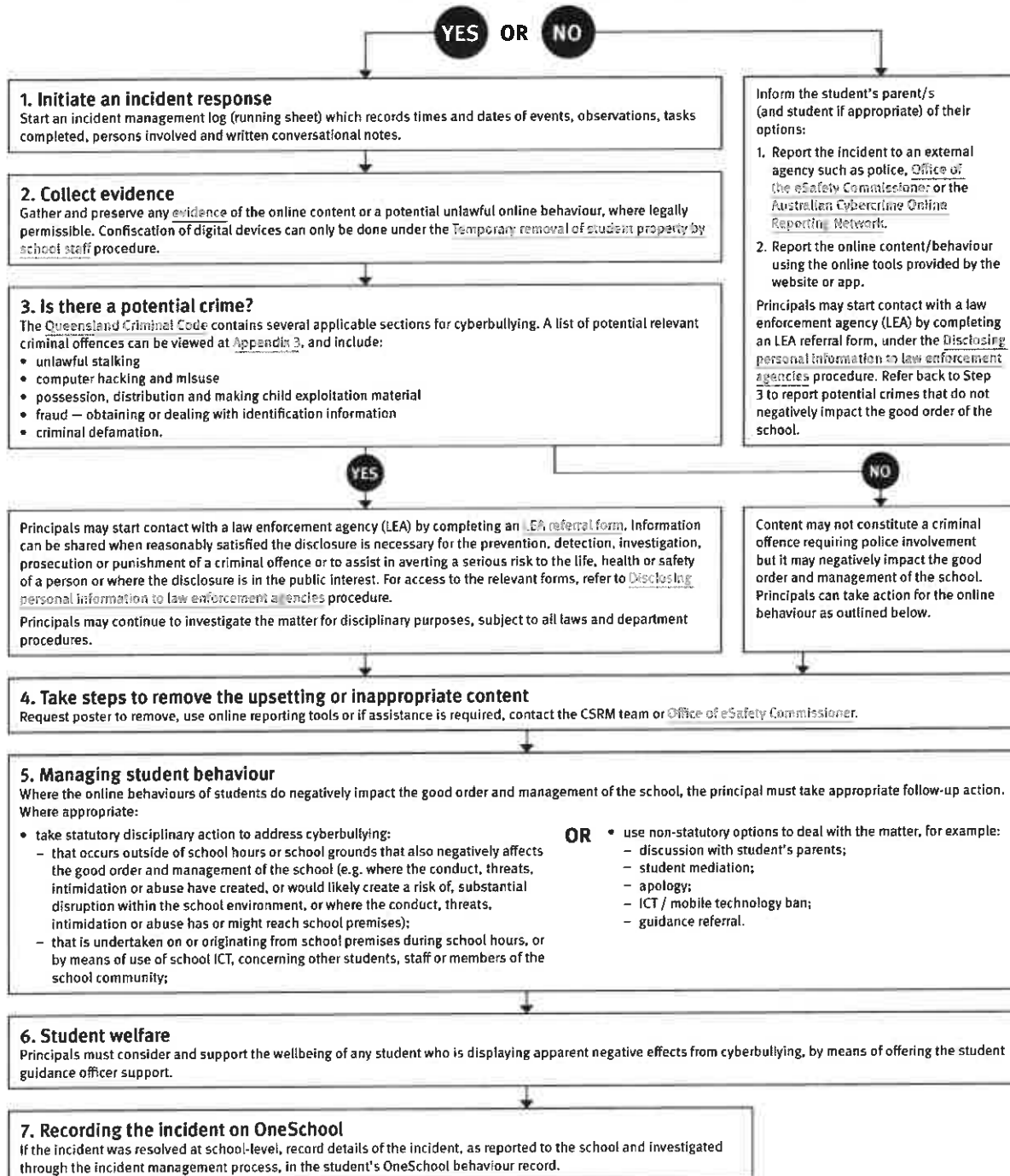
### Explicit images

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

### Report

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

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



## **Cybersafety and Reputation Management (CRM)**

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

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

The team provides a [guide for parents/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.

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

School staff can access assistance with issues relating to online behaviour, by contacting the [team](#) (Department employees only).

### **Student Intervention and Support Services**

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

Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns. All staff at Heatley State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed.

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

## **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 is 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/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 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/carers 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/carers 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/carers of school notices, the department prefers that parents/carers 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/carers are not. If you are tagging or naming students, consider that other parents/carers 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 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/carers 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 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!](#)
- [ehedspace](#)
- [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

Heatley 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/carers need to raise a concern or make a complaint about an issue they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

- 1. Early resolution:** discuss your complaint with the school  
The best place to raise any concerns is at the point where the problem or issue arose. You can make an appointment at the school to discuss your complaint with your child's teacher or the principal. You are also welcome to lodge your complaint in writing or over the phone. You can also make a complaint through [QGov](#).  
  
Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
- 2. Internal review:** [contact the local Regional Office](#)  
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
- 3. External review:** contact a review authority  
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an

independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](http://www.ombudsman.qld.gov.au).

Some matters need to be handled in a different way to school matters and will be referred to other areas in the department. These include:

- issues about harm, or risk of harm, to a student attending a state school, which must be managed in accordance with the [Student protection procedure](#).
- complaints about corrupt conduct, public interest disclosures; or certain decisions made under legislation, which will be dealt with as outlined in the [Excluded complaints factsheet](#).

School-wide Expectations

Heatley State School



Learn



Care



Play

- All Settings**
- ✓ We are engaged learners.
  - ✓ We follow staff directions first time, every time.
  - ✓ We work collaboratively.
  - ✓ We are problem solvers and critical thinkers.
  - ✓ We wait calmly in the designated area.
  - ✓ We ask for help.
  - ✓ We are in the right place at the right time.
  - ✓ We manage our time: we play, eat, drink and use the toilet at the right time.
  - ✓ We respect our staff, students, self and school.
  - ✓ We recognise and identify emotions in ourselves and others.
  - ✓ We understand how our actions affect others.
  - ✓ We are calm, in control and resilient.
  - ✓ We care for our environment and leave our eating areas clean and tidy.
  - ✓ We have pride in ourselves and OUR school.
  - ✓ We take responsibility for our own actions.
  - ✓ We acknowledge the values, opinions and attitudes of different groups.
  - ✓ We encourage each other.
  - ✓ We communicate in ways that build positive relationships and find positive solutions to solve problems.
  - ✓ We follow the Heatley Way to create a positive school culture.
  - ✓ We follow the procedure for the area we're in and pack up immediately.
  - ✓ We include others to help everyone feel as though they belong.
  - ✓ We are team players and show good sportsmanship.
  - ✓ We report unsolved problems to the adult on duty.

- Learning Environments**
- ✓ We understand what we need to improve and set goals.
  - ✓ We work towards independence and take initiative.
  - ✓ We are aware of what we need to learn and stay on task.
  - ✓ We are reflective and we are able to use teacher feedback to improve our work.
  - ✓ We walk quietly, safely, sensibly at all times.
  - ✓ We are resilient learners.
  - ✓ We co-operate to learn.
  - ✓ We respect the way others learn.
  - ✓ We allow others to learn.
  - ✓ We log on and off computers when instructed.
  - ✓ We follow class and school routines.
  - ✓ We recognise our strengths and talents and use them to achieve our goals.
  - ✓ We use whole body listening.
  - ✓ We co-operate with everyone.
  - ✓ We are problem solvers.
  - ✓ We use equipment for intended purposes.
  - ✓ We treat others respectfully online.
  - ✓ We are active participants: becoming persistent, confident, resilient, and adaptable.
  - ✓ We have a go, make mistakes and learn from our mistakes.



APPENDIX 2: MAJOR / MINOR MISBEHAVIOUR TABLE

Major/Minor Behaviours based on One School Behaviour Categories

| Behaviour                   | Definition  | Major | Examples   | Non-Examples  |
|-----------------------------|---|-------|--|---|
| Bullying / harassment       | Repeated, deliberate actions involving an imbalance of power (i.e social network, physical stature, age)<br>Repeated oppression, psychological or physical harm, of a less powerful person by a more powerful person or group of persons  | Major | Repeated physical behaviours (hitting, kicking), verbal and physical threats/intimidation, teasing/name calling, social exclusion  | 'one-off' altercation, physical misconduct that is not repeated, not talking to someone due to conflict, one-off 'name-calling' |
| Defiant/threats to adults   | Defiant – persistent refusal to follow directions, threatening verbal, physical or gestural interactions directed towards staff – indicating the intent to injure or cause physical, psychological or emotional harm  | Major | Explicit language directed at staff, making threats to the safety of staff, repeated refusal to respond to re-directions   | 'one-off' refusal to follow directions, raising voice, challenging direction  |
| Disruptive                  | Repeated behaviours that cause ongoing significant interruption in a class activity (other students are visibly distracted / interrupted / prevented from engaging in learning activities) where the student is not responsive to repeated encouragements and after a menu of classroom strategies has been utilised<br>Disruption is so severe that the teacher is unable to continue instruction effectively. | Minor | Leaving class without permission, back-chatting, walking away when an adult addresses you  |   |
|                             |   | Major | Persistent calling out, interruption to class learning, getting out of seat  | Making noises that are related to a disability, calling out answers to questions out of enthusiasm                              |
| Dress code                  | Repeated instances of not wearing school uniform or part of school uniform, despite appropriate and sustained support being offered/provided  | Minor | Calling out, talking to other students, general off-task behaviour, tapping pencil that ceases when directed   |   |
|                             |   | Major | Continuing pattern of not wearing the correct uniform despite persistent direction to do so, actively refusing to changing into school-provided uniform  | Not wearing an item of clothing due to wet weather if accompanied by a parental note  |
| IT misconduct               | Deliberate inappropriate use of school technology   | Major | Not wearing the correct uniform where there are mitigating circumstances, not willing to follow uniform change process   |   |
|                             |   | Minor | Repeated access/distribution of pornographic material via email, persistent misuse of computer for off-task purposes, tampering with hardware, changing computer settings, filming members of the school community without permission inappropriate use of social media. | Forgetting student log-on, not saving work so as it make it irretrievable (unless deliberate and ongoing)                       |
| Misconduct involving object | Persistent, deliberate and inappropriate use of equipment, causing other students to be distracted from learning and/or interrupting teaching, using an object with the intent to cause harm to others or themselves  | Major | Use of computer/technology for off-task purposes   |   |
|                             |   | Minor | Damaging others or school property   | Doodling on own belongings  |
| Non-compliant with routine  | Continual and intentional refusal to follow standard school routines  | Major | Persistently engaging in those behaviours listed below   |   |
|                             |   | Minor | Not walking in line, being in an out-of-bounds area, deliberate refusal to follow directions/routine   |   |



|   |   |              |   |   |
|---|---|--------------|---|---|
| Physical misconduct   | <b>Deliberate</b> physical interactions or rough play which continues despite reiteration of expectations   | <b>Major</b> | Hitting (including with an object), kicking, spitting at, headlocks, hair-pulls, wrestling, <b>dacking</b> , horseplay that has continued after the initial redirection, incidental pushing | Verbal threats, accidental contact during an activity   |
| Possess prohibited items  | <b>Deliberate</b> possession of weapons or other objects capable of causing bodily harm (including look-alike knives or fake guns) or pornographic material   | <b>Minor</b> | Possession of spray paint, lighters/matches, fuels, propellants, weapons, chewing gum/bubble gum, aerosol cans including deodorants   | Talking about graffiti using pains during art   |
| Property misconduct   | <b>Deliberate and/or persistent</b> Activities that result in destruction or disfigurement of property belonging to the school, staff members or another student                                      | <b>Major</b> | Significant substantial vandalism, graffiti, deliberate misuse of equipment in an unsafe manner   | Accidentally breaking a pencil or dropping equipment  |
| Refusal to participate in program of instruction                  | <b>Continued and active</b> refusal to participate in school/teacher-led tasks (despite reiteration of expectations)  | <b>Minor</b> | Drawing on school equipment, deliberating destroying stationery   |   |
| Substance misconduct involving illicit substance                  | Possession, use, distribution or consumption of an illicit substance.   | <b>Major</b> | Persistently refusing to attempt or complete set tasks  | Not having requisite literacy/numeracy or other skills to attempt or complete a task, complaining about work being boring or stupid |
| Substance misconduct involving tobacco and other legal substances | Possession, use, distribution or use of cigarettes, tobacco or other legally-obtained but dangerous products  | <b>Minor</b> | Delayed compliance, reluctance to begin work as directed  | Possessing materials advertising alcohol  |
| Threats to others   | Verbal, physical or gestural interactions directed toward peers or staff - indicating the deliberate intent to injure or cause physical, psychological or emotional harm                              | <b>Major</b> | Using, buying, selling, holding, storing, or being under the influence of drugs, alcohol, tobacco or any other prohibited substance.  | Talking about cigarettes, asking a teacher if they smoke  |
| Truant/skip class   | <b>Deliberately</b> refusing to be in a time-tabled class and/or not under the direct supervision of an attending adult for an extended period  | <b>Major</b> | Smoking, distributing or selling cigarettes/other medications, being in the possession of cigarettes/other medications  | Saying 'shut up', comments made in jest as part of play   |
| Verbal misconduct   | <b>Persistent</b> inappropriate language that is non-threatening and used within peer-to-peer conversations, abusive language / obscenities directed at adults or peers with intent to cause distress | <b>Major</b> | Comments accompanying a potentially physical conflict, comments signalling a genuine desire to cause harm, making a throat-slitting gesture, threatening harm to others, intimidation       | Lateness to class, late to pick-up area   |
|   |   | <b>Minor</b> | Swearing, muttering under breath, inappropriate/disrespectful language (ceases after redirection)   | Loud voices, shouting, comments about another but without the intent to cause pain/anxiety  |

### **APPENDIX 3: STUDENT DRESS CODE**

The Heatley State School Student Dress Code was reviewed during 2020 and approved by the Heatley SS P&C Association at their meeting Monday 03/08/2020.

A copy of the Student Dress Code is available on the school website or parents may request a hard copy by calling our school office on 47595333 or emailing [principal@heatleyss.eq.edu.au](mailto:principal@heatleyss.eq.edu.au)

Website address:

<https://heatleyss.eq.edu.au/supportandresources/formsanddocuments/documents/uniform-policy-2020-2022.pdf>