



CARING AND
CHALLENGING
FOR THE FUTURE

Veresdale Scrub State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Viviene Simpson

Principal Signature: 

Date: 26 / 11 / 2020

P/C President Name:

P/C President Signature:  Angela Boesten.

Date: 2 / 12 / 2020

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Purpose

Veresdale Scrub State School is committed to providing a safe, respectful, supportive and disciplined learning environment which maximises the educational opportunities and outcomes for all students.

The Veresdale Scrub 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 everyone within the school community. This ensures learning and teaching in our school remains a priority, where all students are able to experience success and staff enjoy a safe workplace. We aim to establish the principles of a supportive environment and an appropriate framework within which our school can plan strategies and implement practices for managing behaviour.

Our school is committed to excellence in education by ensuring that:

- Learning and teaching reflect the goals and values of Education Queensland
- Quality curriculum programs are provided to improve learning outcomes for all students
- The behaviour of all school community members is socially responsible and
- It continually reflects upon education practices and works towards improving service within the school.

Principal's Foreword

Introduction

Veresdale Scrub State School is proud of providing high quality education to students from within and beyond our local area. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Veresdale Scrub State School staff take an educative approach to discipline, this means that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught the expected behaviours. 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 the students, teachers, parents and other members of the community for their work in contributing to the Veresdale Scrub State School Student Code of Conduct. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

As president of the Veresdale Scrub State School P&C Committee, I am proud to support the new Student Code of Conduct.

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

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Veresdale Scrub State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying.

Any parents who wish to discuss the Veresdale Scrub State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to contact myself or to join the Veresdale Scrub State School P&C Association. 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 social and learning needs.

Consultation

The consultation process used to inform the development of the Veresdale Scrub State School Student Code of Conduct occurs in three phases.

In the first phase, we hold a series of internal meetings with staff. During these meetings, we examine a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identify strengths and successes from our previous behaviour plan and the areas considered requiring further development.

In the second phase, we hold a discussion with all students from Year 4 to Year 6. This includes a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to offer positive ideas and suggestions for improving the systems currently in place. This included having input on both the positive behaviour systems and consequences for inappropriate behaviours.

Finally, a draft Student Code of Conduct was prepared and distributed to the Veresdale Scrub State School P&C committee for comment. This was then forwarded to members of the school community. The completed version, incorporating some of the suggested changes and feedback, was sent to the P&C Association meeting in November, 2020 for endorsement. The P&C Association unanimously endorsed the Veresdale Scrub State School Student Code of Conduct for implementation in 2021.

A communication strategy has been developed to support the implementation of the Veresdale Scrub State School Student Code of Conduct, including promotion through the school website and weekly newsletter. Any families who require assistance to access a copy of the Veresdale Scrub State School Student Code of Conduct are encouraged to contact the Principal.

Review Statement

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

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.

Staff from Veresdale Scrub State School believe that a high standard of student behaviour can be achieved and maintained in both the classroom and the playground when a whole school approach is adopted.

Inappropriate behaviours, including bullying, are not acceptable. Follow up of all incidences occur, and consequences are enforced where appropriate. All students are explicitly taught the expected school behaviours during weekly behaviour lessons and whole school assembly.

Personal technology devices are not allowed within classrooms. Students who require mobile phones etc. for safety purposes when catching the morning or afternoon bus must hand these devices into the office on arrival at school and collect them again at the end of the school day.

Efforts to define and achieve education goals are guided by the beliefs about children and learning. Our school:

- Is a place where caring attitudes, tolerance and respect for the rights and opinions of individuals are promoted and modelled
- Recognises that the level of self-esteem in which children hold themselves is a critical factor in the learning process
- Encourages children to take pride in their achievement and values effort while encouraging excellence
- Recognised that the learning environment would be stimulating and non-threatening and that parents and staff should be supportive role models
- Acknowledges that children learn differently and at different times
- Acknowledges that order and discipline are factors which can enhance or compromise learning experiences
- Encourages self-discipline and responsibility with clearly communicated expectations
- Organises balanced activities to provide for all aspects of the students' intellectual, physical, social and emotional wellbeing
- Provides curriculum programs that are reviewed on an on-going basis to enhance the learning opportunities for all students
- Acknowledges the important role that parents play in the school community and that it is recognised and encouraged

Student Wellbeing and Support Network

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

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

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

- The school staff works closely with parents to ensure students with specialised health needs, have access to a reasonable standard of support for their health needs whilst attending school or school-based activities.
- Veresdale Scrub 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, the school can provide further information and relevant forms.
 - For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.
- Veresdale Scrub State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school's first aid kit to provide emergency first aid medication if required.
- Veresdale Scrub State School staff who notice any warning signs in a student (mood changes, mental health concerns, friendship issues etc.) should seek help immediately from the school based Guidance Officer, Senior Guidance Officer, appropriate Regional Office staff or the school based Chaplain (if applicable). The student is not to be left alone during this time and their safety will be monitored by staff and parents are advised.

Additional support lessons provided at Veresdale Scrub State School include:

- The Life Education Van visits the school annually where sessions are provided for the entire school population. Sessions are based around friendships, bullying and cybersafety.
- The Life Education Van visits the Yr 6 students, in addition to the aforementioned session, to discuss puberty related concerns
- Friendship circles – provided by the school based Chaplain (when appointed)

Whole School Approach to Discipline

Veresdale Scrub State School implements Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is 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 Veresdale Scrub State School we believe discipline is about more than consequences. It is a work 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,
providing supportive instruction about how to meet these expectations and
using behavioural incidents as opportunities to re-teach where appropriate.

The Green Wall Progression chart is implemented within each and every classroom and across the school.

PBL Expectations

Our staff are committed to delivering a high quality of education for every student and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students. Every individual at Veresdale Scrub State School is 'A Learner', 'Safe' and 'Respectful'. Each week, students discuss the weekly rule in their classes, practise the rule, promote it on parade and encourage all students in the school to follow the expectations of the week.

The Student Code of Conduct emphasises the promotion of positive behaviours. The school community has identified three (3) rules to teach and promote our high standards of responsible behaviour:

- Be safe
- Be respectful
- Be a learner

Below are tables containing the order of teaching for school rules. All lessons are focused on students being safe, respectful and learning in a supportive environment.

Veresdale Scrub State School Star Rules

Veresdale Scrub State School – Teaching Matrix
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BE RESPECTFUL

Expectations by Term	T1	T2	T3	T4
Review of class rules	Wk 1			
Review of school rules	Wk 2			
Be punctual – Always be on time	Wk 7		Wk 6	
Listen to and follow instructions straight away		Wk 1		
Always use and care for outdoor equipment appropriately		Wk 2		
Always use polite language		Wk 3		
Our school is a bully free zone		Wk 8	Wk 1	
Use equipment and facilities in an appropriate manner			Wk 2	Wk 3
Be responsible for your actions				Wk 4
Encourage and support your peers using kind words and actions				Wk 5
Respect the rights of others to learn				Wk 6
Respect the personal space of others				Wk 9

BE SAFE

Expectations by Term	T1	T2	T3	T4
Review of class rules	Wk 1			
Review of school rules	Wk 2			
Emergency procedure – FIRE DRILL	Wk 3			
Emergency procedure – LOCK DOWN	Wk 5			
Walk in and around buildings	Wk 8		Wk 3	
Always play in your own area		Wk 4		
Enter and exit a room in an orderly manner		Wk 5		
Always follow sport safety rules		Wk 6		
Follow directions before and after school		Wk 7		
Our school is a bully free zone		Wk 8	Wk 1	
Be hygienic			Wk 9	
Always protect yourself from the sun				Wk 1
Keep yourself safe in the school holidays				Wk 10

BE A LEARNER

Expectations by Term	T1	T2	T3	T4
Review of class rules	Wk 1			
Review of school rules	Wk 2			
Our school is a bully free zone		Wk 8	Wk 1	
Be organised – have pens and books ready	Wk 4		Wk 4	
Be organised – always complete school work	Wk 5		Wk 5	
Be an active participant			Wk 7	Wk 2

Example Lesson Plan

VERESDALE SCUB STATE SCHOOL – PBL LESSON PLAN

BE SAFE

- Rule:** Always play in your own area
- Rationale:** To ensure students always play in their designated play areas.
- Demonstrating:** Teacher (s) only demonstrate as students. Students are playing on the incorrect playground equipment: playing on the wrong ovals and being in out of bounds areas.
- Questioning:** What was wrong with this scenario?
What happened?
What was wrong with being in the wrong area?
What was wrong with being on the wrong equipment?
Why would it be wrong to be out of bounds?
What should have been done?
What will I do in the future?
What will you do?
- Teaching:** Teacher (s) only demonstrate as students. Students are playing on the correct equipment and ovals and in the designated areas of the school for their year level.
- Practice:** As a class, students discuss the correct places of play for their year level.
- Follow up:** Students are reminded of the rule before each break.

Consistency is maintained through revisiting the major and minor definition list. (Refer to page 16)

Consequences for choosing inappropriate behaviours are assigned according to major and minor definitions.

Planned re-active measures are used when the child chooses inappropriate behaviours.

Consideration of Individual Circumstances

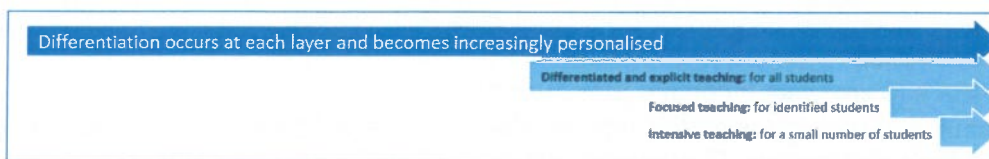
Staff at Veresdale Scrub State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour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

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

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

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

Differentiated and Explicit Teaching



Veresdale Scrub 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 provide opportunities for students to practise the rule. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities to practise.

Teachers at Veresdale Scrub 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.

Veresdale Scrub State School is a non-contact school.

Everyone is expected to:

- Care for others and be responsible for his/her own behaviour
- Respect the rights of others
- Strive to achieve excellence

Everyone has a right to:

- Feel safe, cared for and respected
- Learn, work and play without disruption

All students are taught appropriate behaviours through weekly focused teaching episodes. General reminders of class and whole school rules are given on a regular basis. Warnings are given when inappropriate behaviours occur. If the incident is deemed serious, further consequence may apply immediately. If a child continually displays inappropriate behaviours an individual behaviour record may be implemented.

Playground supervisors have access to red and yellow VISA slips in order to communicate inappropriate behaviours to the classroom teacher.

There are three main layers to differentiation. Tier 1 is differentiated and explicit teaching for all students and is evidenced with the Green Wall Progression Charts. Tier 2 is focused teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each tier progressively provides more personalised supports for students.

Every classroom in our school uses the PBL Expectations Green Wall Progression charts.

All students are explicitly taught socially acceptable behaviours, within each classroom. Lessons develop caring, co-operative attitudes and values. To support this, when required, the explicit teaching of social skills appropriate to the needs of individuals is also addressed.

In managing a student's behaviour, a balanced pro-active approach is followed.

Recognition of appropriate behaviours includes:

- Verbal recognition
- Class incentives aligned to the school wide PBL system
- Green Wall
- VISA's (Veresdale Incentive Star Award)
- Issuing of a range of certificates for whole school recognition on parade (eg. Student of the week, Curriculum award, Choir and Principal's award)
- Gem Trophy – presented weekly on parade to the class that receives the most gems during the week
- Rewards Day

NOTE – Students that have been suspended and or have multiple behaviour incidents deemed unsafe or physically aggressive by the Principal may not be able to participate in incursions, excursions, sport / school representation or any year level camps during that Term. Support provisions may be set in place to support inclusion of these students across a range of events.

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 instruction. These students may have difficulty meeting behavioural expectations in a particular period of the day or as part of a learning area/subject. Focused teaching episodes assist them in achieving success.

Focused teaching involves revisiting key behavioural concepts and/or skills. Explicit and structured teaching strategies, in particular aspects of a behaviour skill may need to be taught in a different manner to ensure greater understanding. Focused teaching provides students with more opportunities to practise skills and multiple opportunities to achieve the intended learning and expected behaviour.

The supervising teacher assigned to implementing consequences will profile accounts of why, when, what for and how long a student is required to attend consequence sessions. The date and level of behaviour is also noted on the behaviour slip. Communication occurs with a parent informing them of the incident and the consequence implemented.

Data from the student profile sheets is discussed at formal Positive Behaviour for Learning (PBL) meetings. The principal will be consulted before any formal detentions are given.

A student displaying repeated behaviours will be supported through the provision of one or more of the following:

- Communication booklet
- Parent / Principal meetings
- Social skill sessions
- Peer support
- Individual behaviour booklet
- Individual behaviour plan
- Individual risk management plan

Intensive Teaching

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

Some students may require intensive teaching for a short period, for particular behaviour skills. Other students may require intensive teaching for a more prolonged period. Decisions about the approach will be made based on data collected from their teacher, 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.

Disciplinary Consequences

The disciplinary consequences model used at Veresdale Scrub 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. Teachers may use corrective feedback, sanctions and rule reminders during lessons to respond to low-level behaviours.

There are a number of consequences that are utilised, depending on the action or behaviour. Behaviours can be categorised as natural consequence, restorative justice, buddy class, Principal referral, detention (various levels) and suspension.

A guiding list of possible major and minor consequences has been formulated by staff. This resource is consulted prior to recommendation of consequence given for inappropriate behaviours. There are exemptions to using this resource as a determining factor for consequences being given. Students and their behaviour are considered on an individual basis and no one rule of consequence will fit for every student. Each of the major and minor behaviours can be directly linked to one of our school rules. The major and minor chart is included below.

MAJOR & MINOR DEFINITIONS		
BEHAVIOUR	MINOR - 1 or 2 days	MAJOR - 3 plus days
Bullying/harassment	1. Student delivers isolated disrespectful message (verbal, cyber, written or gestural) to another person. Disrespectful messages include teasing and put downs.	1. Student delivers disrespectful messages (verbal, cyber, written or gestural) to another person that includes threats and intimidation, obscene gestures, pictures or written notes. Disrespectful messages include negative comments based on race, religion, gender, age and/or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters.
Defiant/threat/s to adults	2. Student engages in initial refusal to follow directions, or talks back and/or uses non-directed swearing when given direction.	2. Student engages in refusal to follow directions, talks back and/or delivers socially rude interactions or delivers verbal or physical threat, including use of proximity. Including direct swearing.
Threat/s to others	MAJOR only	3. Student delivers verbal, written or physical threat, including use of proximity, to another student.

Verbal misconduct	4. Student delivers inappropriate verbal messages or swears aloud (not directed at a specific person)	4. Student delivers verbal messages directed at another person that include swearing, name calling or use of words in an inappropriate way.
Disruptive	MAJOR only (Use class green wall progression)	5. Student engages in behaviour causing a continual interruption in a class or activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay; and/or sustained out-of-seat behaviour. Use of class green wall led to 2 buddies or Principal intervention.
Physical misconduct	6. Student engages in actions involving physical contact where unintentional injury may occur (e.g. play fighting, running in inappropriate areas etc.)	6. Student engages in malicious actions involving serious physical contact where injury may occur (e.g. hitting, punching, hitting with an object, kicking, hair pulling, scratching etc.)
Misconduct involving object	7. Student deliberately engages in actions using an object (e.g. stick, school equipment) with potential to distract or interrupt.	7. Student deliberately engages in actions using an object (e.g. stick, school equipment) with potential to harm self or others.
Non-compliant with routine	8. Student engages in failure to respond to adult requests in relation to school rules and routines.	8. Student engages in repeated failure to respond to adult requests in relation to school rules and routines.
Other conduct prejudicial to the good order and management of school	9. Student engages in actions which interfere with or seriously disrupt school programming and/or occasions.	9. Student engages in actions which disrupt school programming and/or occasions.
Refusal to participate in program of instruction	10. Student refuses to participate in an activity that forms part of the school curriculum.	10. Student continually refuses to participate in an activity that forms part of the school curriculum when the activity is at an appropriate level and support has been provided.
Late	11. Student is late to class 3 times in 1 week.	11. Student is consistently late to class.
Lying/cheating	12. Student delivers non-threatening message that is untrue and/or deliberately violates rules not resulting in harm to others.	12. Student delivers message that is untrue and/or deliberately violates rules.
Property misconduct	13. Student participates in an activity that results in minor damage property.	13. Student participates in an activity that results in destruction or disfigurement of property.
Dress code	14. Student wears clothing or accessories not included in the dress code guidelines defined by the school.	14. Student continues to wear clothing or accessories not included in the dress code guidelines defined by the school after home contact

IT misconduct	15. Student engages in inappropriate (as defined by the school) use of mobile phone, music/video players, camera and/or computer.	15. Student engages in inappropriate (as defined by the school) use of mobile phone, music/video players, camera and/or computer. Either illegal or harassment offence or repeated minor offences.
Possess prohibited items	16. Repeated possession of toys, cards, games etc. not allowed in school.	16. Student is in possession of an object readily capable of causing bodily harm and/or property damage.
Substance misconduct involving illicit substance	MAJOR only	17. Student is in possession of or is using illegal drugs/substances, alcohol or imitations.
Substance misconduct involving tobacco and other legal substances	18. Student is in company of others using tobacco and/or associated objects.	18. Student is in possession of or is using tobacco and/or associated objects.
Truant/skip class	19. Student leaves class without permission.	19. Student leaves school grounds without permission.
Other	20. Student engages in minor problem behaviour not listed.	20. Student engages in major problem behaviour not listed.
Third minor referral	MAJOR only	21. Student has already received 2 minors in a term. All detentions received from then on will be major.
2 Buddy class referrals in 1 day	22. Student referred to Buddy class twice in 1 day.	MINOR only

If a student is suspended for serious or ongoing inappropriate behaviour, a re-entry meeting will occur with parent/s and the student. A plan of support for the student to maintain positive behaviour within the school environment will be included and signed off by the student, parents and school representative.

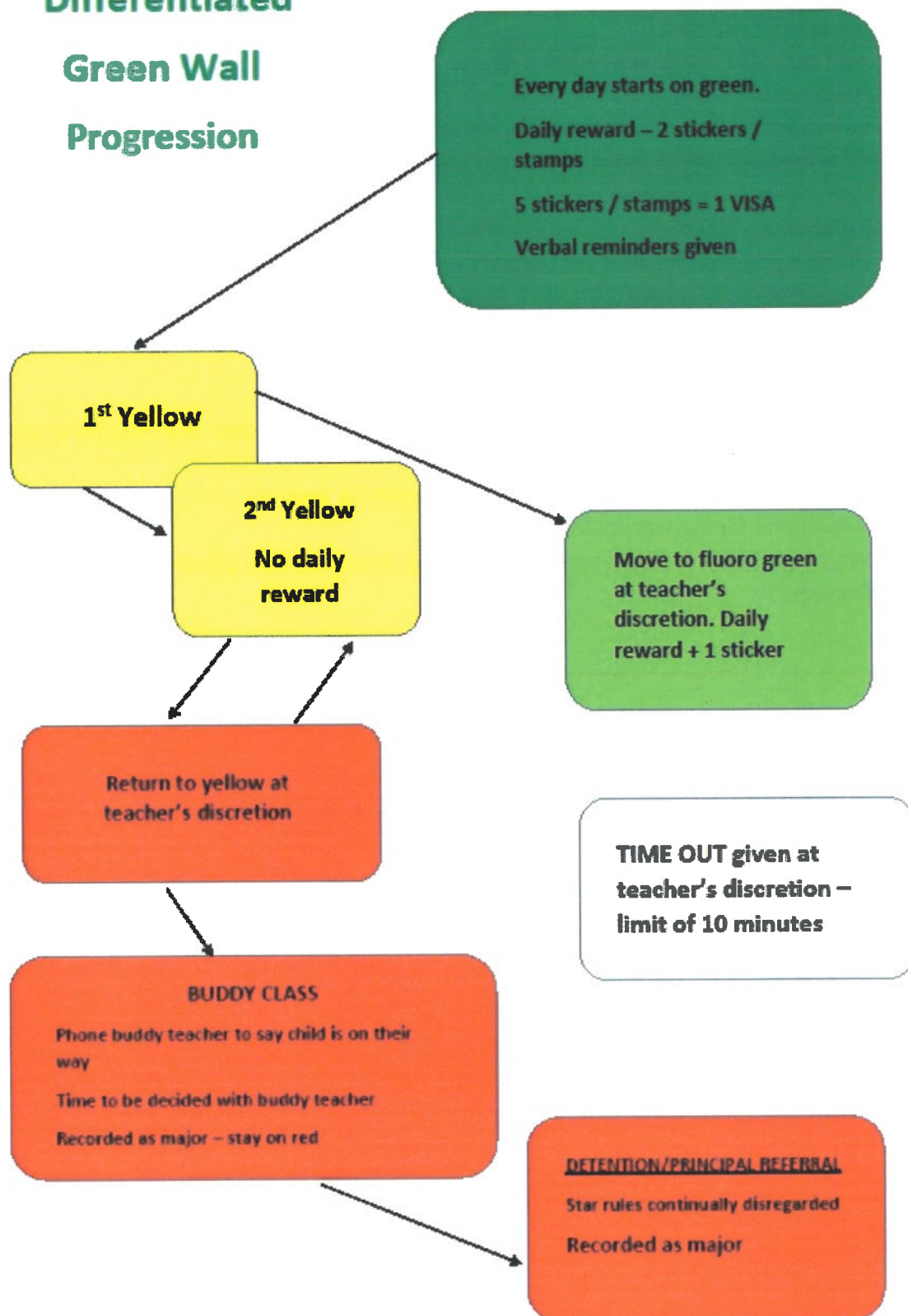
Differentiated

The class teacher provides in-class or in-school disciplinary response to low-level 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, stand behind your seats until you are dismissed')
- 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 for all students
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 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 am not sure what the next step is', '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 (eg. Removal from classroom – Buddy class)
- Detention

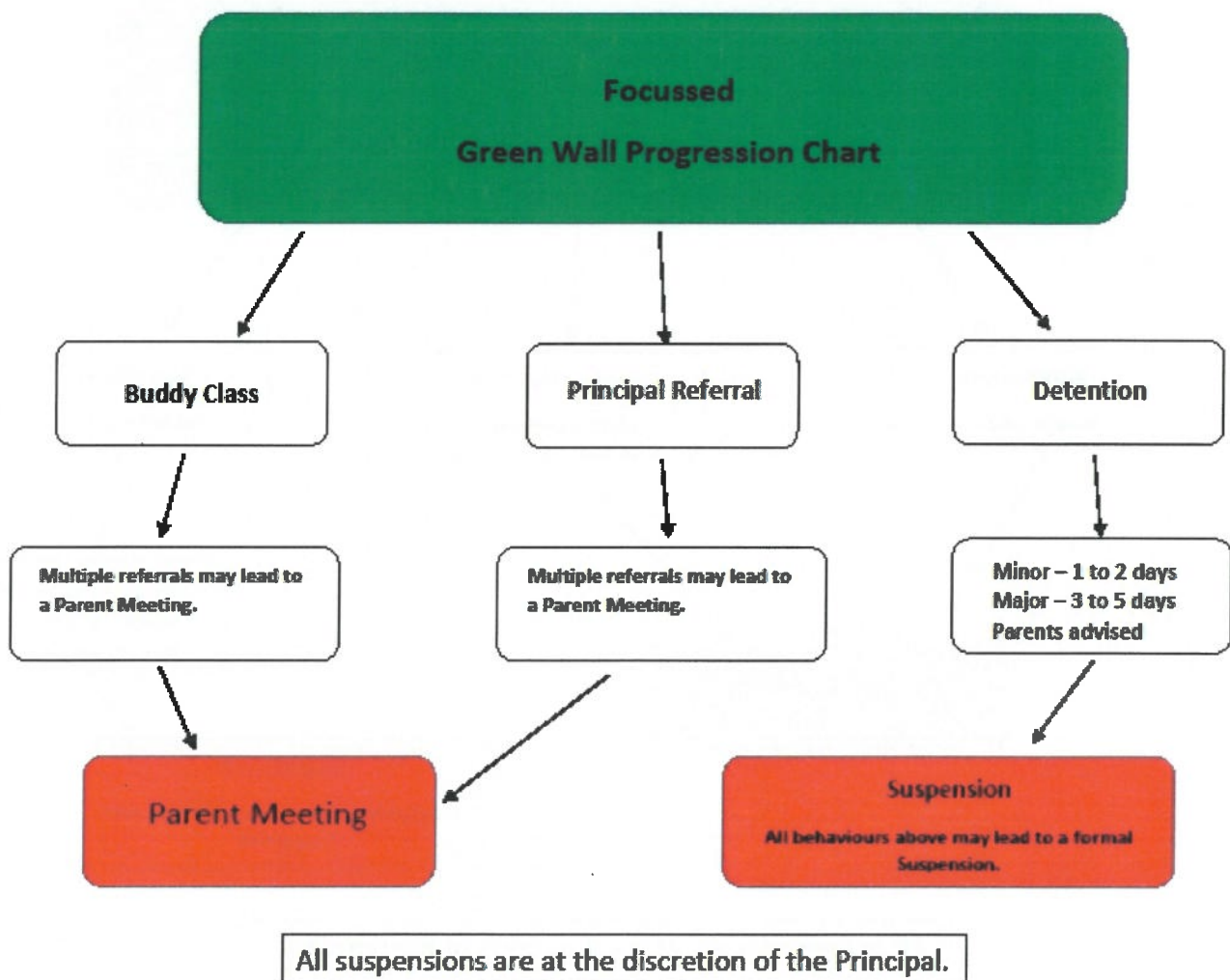
Differentiated Green Wall Progression



Focussed

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

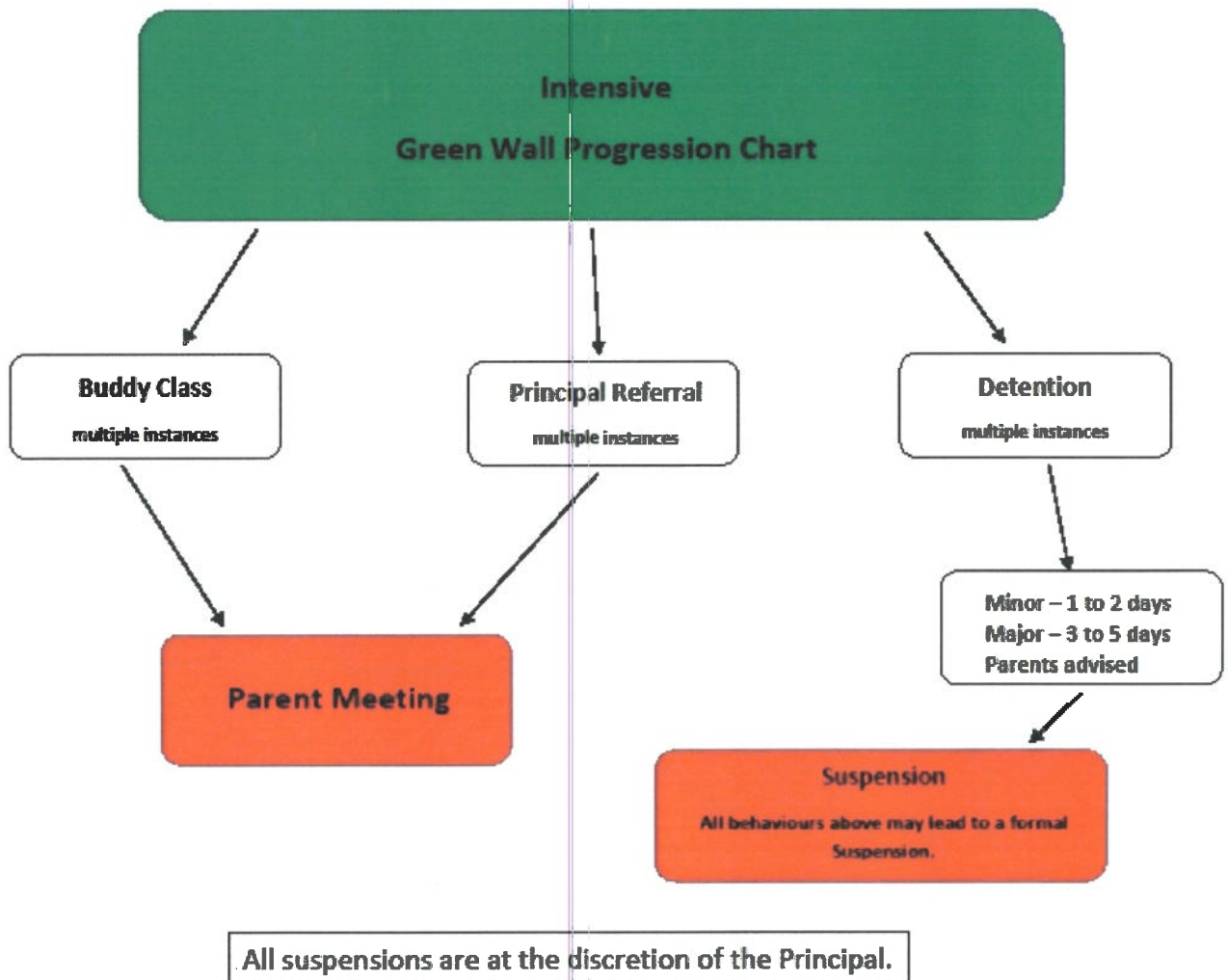
- Functional Behaviour Assessment (Regionally sourced)
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small groups
- Detention
- Behavioural contract
- Counselling and guidance support
- Communication booklet – stamps for positive behaviour
- Stakeholder meeting with parents and external agencies



Intensive

The school leadership team work in consultation with Regional support staff to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including Regional specialists
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)



School Disciplinary Absences

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

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

At Veresdale Scrub 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 of wellbeing of the school community.

Parents and students may appeal a long suspension, charge-relation 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 Veresdale Scrub 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 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.

A record of the meeting is saved in OneSchool, under the Contact tab, including any notes or discussions occurring during the meeting. Re-entry meetings are generally short, taking approximately 10 minutes.

The structure of the re-entry meeting should follow a set agenda. A template will be completed which outlines the expectations set in place for the student and the supports that can be offered to assist the student in successfully reintegrating into the school.

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 and negotiating a suitable time for the meeting to occur. The inclusion of

support staff, such as guidance officer or learning support / behaviour teacher, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Legislative Delegations

Legislation

In this section of the Veresdale Scrub State School Student Code of Conduct are links to legislation that inform the overall Student discipline procedure.

- [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-delegated 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 outline 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](#)

School Policies

Staff at Veresdale Scrub State School work consistently to create and maintain a supportive and safe learning environment. As part of the Veresdale Scrub State School Student Code of Conduct, the following policies and procedures are addressed:

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

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 and to maintain and foster mutual respect between all state school staff, students and visitors. 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 Veresdale Scrub 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.

** 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 Veresdale Scrub State School:

- do not require the student's consent to search school property such as 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;
- seek 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);

Parents of students at Veresdale Scrub State School should

- 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 Veresdale Scrub 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 Veresdale Scrub State School should

- not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Veresdale Scrub 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 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. The benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

Veresdale Scrub State School staff have identified that the explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

Responsibilities

All students are to attend the school office with their mobile phone upon arrival at school. They will be kept safe and secure in a designated area and will not be accessed by staff. Students are to collect their mobile device upon leaving the school each afternoon.

It is **unacceptable** for students at Veresdale Scrub 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
- 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

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access

- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care. Avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

Veresdale Scrub State School uses the [Australian Student Wellbeing Framework](#) to promote positive relationships and the wellbeing of all students, staff and visitors at the school.

Our staff know student learning is optimised when they feel connected to others and experience safe and trusting relationships. Students who feel secure are more likely to be active participants in their learning and to achieve better physical, emotional, social and educational outcomes. Teachers who feel valued and supported are more likely to engage positively with students and build stronger connections within the school community. Parents who are positively engaged with their child's education leads to improved student self-esteem, attendance and behaviour at school. Enhancing the wellbeing of students and their educators delivers overall long-term social, health and economic benefits to the Australian community.

Veresdale Scrub State School has a **Student Wellbeing Representative** who promotes the wellbeing of all students and reports safety concerns identified by peers. Reporting concerns to staff is part of the role of the representative. When appropriate, the representative also provides support and guidance during weekly parades.

Veresdale Scrub State School staff promote positive relationships between all students through supportive discussions, focused lessons in relation to bullying and listening to all students when an issue arises. The school Chaplain facilitates positive relationship sessions to support students.

Veresdale Scrub State School – Response to Bullying incidence

All complaints in relation to bullying will be fully investigated by the Principal or school's representative. Investigations will occur as soon as possible after reporting of incident.

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher

Process for investigation includes:

Stage 1

- Provision of a safe, quiet space to talk
- Reassurance to the student that they will be listened to
- Allowing student to share their experience and feelings without interruption
- If immediate concerns are held 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
- Ask the student for examples they have of the alleged bullying (e.g. hand written notes)
- Gather additional information from other students
- 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
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue – if bullying, notify parent/s that the issue of concern is being investigated

Stage 2

- 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
- Document the plan of action in OneSchool

Stage 3

- 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
- 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
- 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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Students may also wish to speak to the Guidance Officer or Chaplain, who may be of assistance in preventing and responding to 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 Veresdale Scrub State School may face in-school disciplinary action, such as detention, 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 (CRM)

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

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

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

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

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

Cyberbullying response flowchart for school staff

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](#).

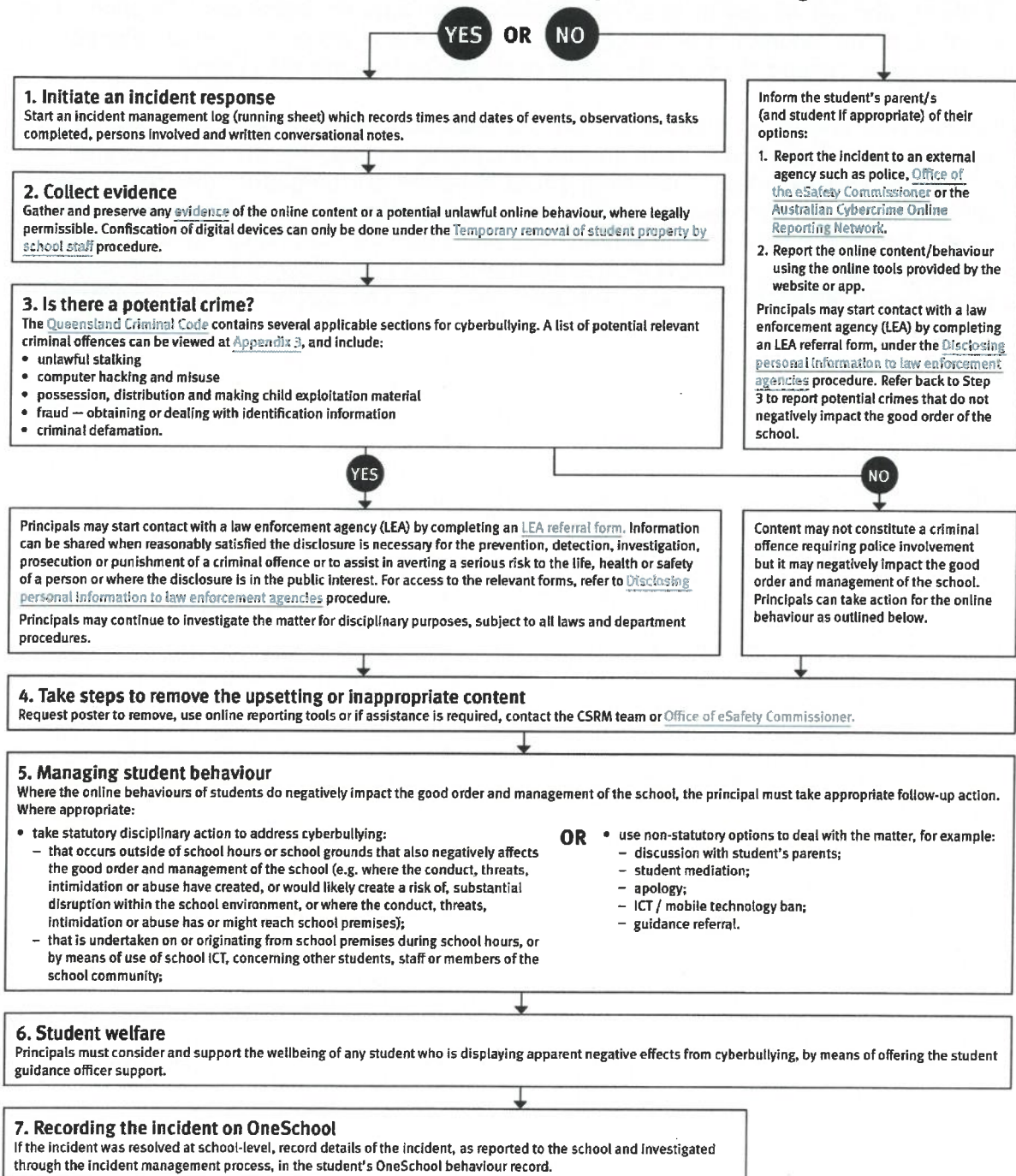
Explicit images

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?



Student Intervention and Support Services

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

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

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

Veresdale Scrub State School – Anti Bullying Agreement

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using 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 can be permanently damaged — and in some cases, serious instances of inappropriate online behaviour are dealt with by police and the court system.

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

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

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

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

While many schools use social media to update parents of school notices, the department prefers that parents contact schools directly with a compliment, complaint or enquiry due to

privacy considerations. Imagine if your doctor, accountant or banking institution tried to contact you to discuss important matters via Facebook.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

A critical incident is defined as an occurrence that is sudden, urgent and usually unexpected or an occasion requiring immediate action (e.g. in the community, on the road etc.). 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. In the event of a situation within the classroom, either the students relocated to another area or all other students are evacuated from the situation.

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 and/or 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 co-operation and 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

Conclusion

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

All Queensland state schools are committed to ensuring that all complaints – whether they relate to a school staff member or a school's operations – are dealt with in a fair and equitable manner. As a parent or carer, you can express dissatisfaction with the service or action of the Department of Education or its staff, including decision 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 outcome
- Provide all the relevant information when making the complaint
- Understand that addressing a complaint can take time
- Co-operate 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 required

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

In the first instance, discuss your concern with the school to assist in an early resolution. You can make an appointment with either the class teacher or Principal to discuss your concern.

If your concern has not been addressed, you may wish to contact Regional Office.

Veresdale Scrub State School staff believe that all students have the right to learn in an uninterrupted, respectful and safe environment.

