



Undurba State School School  
Name

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# Prompt Student Code of Conduct 2021~~XXX~~-2023~~XXX~~

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## *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

Note 1. This prompt guide is designed to assist in the development of the Student Code of Conduct.

Note 2. The Student Code of Conduct must be developed in consultation with the school community, and a communication plan implemented to ensure existing and new staff, students and parents are fully informed of the expectations and disciplinary strategies in place at your school.

Note 3. A copy of the current, signed Student Code of Conduct must be published on the landing page of the school website. Instructions for this purpose are available from your regional office.

Note 4. Schools must arrange to provide a hard copy of the Student Code of Conduct on request, to a parent, carer or a person who is responsible for a student at the school.

Note 5. Please ensure that all RED text is deleted before converting to PDF and publishing the signed version on the school's website.

## Purpose (Mandated)

Education Queensland is committed to provisions that ensure all young Queenslanders have a right to and receive a quality education.

### Purpose

At Undurba State School we are committed to providing a safe and supportive learning environment. Our aim is to foster a caring, cooperative and supportive environment where students are happy and optimal learning can take place.

The school community recognises that as with all other skills and knowledge, a student's position on the behavioural developmental continuum is dependent on the individual and their specific circumstances. This individuality therefore requires each behavioural incident, either positive or negative, to be seen as an opportunity to empower students to make choices which facilitate positive outcomes for themselves and other members of the school community.

A supportive school environment, which fosters positive behaviour development at is created by:-

- Ensuring all members of the school community feel safe and valued
- Social and academic outcomes being maximised to engage all learners
- All school community members displaying cultural awareness and embracing cultural diversity
- The implementation of quality practices in the area of curriculum, interpersonal relationships and school organization.

A proactive approach being adopted by all members of the school community through defining, modeling and reinforcing the use of non-violent, non-coercive and non-discriminatory language and practices. Describe what the Student Code of Conduct is for, what it covers and how it supports consistent practice across the school and between schools.

## Contact Information (Mandated)

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Postal address:	<u>Undurba State School</u> <u>49-57 Ogg Road, Murrumba Downs Queensland 4503</u>
Phone:	<u>07 3480 9111</u>
Email:	
School website address:	<u><a href="https://undurbass.eq.edu.au">https://undurbass.eq.edu.au</a></u>
Contact Person:	<u>Leanne Matheson (Principal)</u> <u>person for further information on the school and its behaviour policies, including reporting bullying,</u>

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## Endorsement (Mandated)

Principal Name:	<u>Leanne Archer Matheson</u>
Principal Signature:	
Date:	
P/C President and-or School Council Chair Name:	<u>Emily Morandy</u>
P/C President and-or School Council Chair Signature:	
Date:	

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## [Principal's Foreward](#)

## Introduction

Undurba State School is committed to the continued development of the whole child and fosters a belief that successful learning for children is a three day partnership between home, the student and the school. As principal, my commitment is to continue to develop these partnerships to ensure collectively we are *"Empowering every learner to reach their potential and become a successful global citizen"* Undurba State School is a school that has successfully developed positive partnerships with our community, school and parents to develop and nurture all children in our care to *"Aim for the best"*. Our school recognizes that for all children to succeed, our community, parents and school need to work in collaboration to develop the whole child.

At Undurba we believe that learning is a life-long process and occurs best within a supportive, stimulating and challenging environment which develops self-esteem and recognises students' individual needs and abilities. Productive partnerships involving honest communication and constructive feedback between the home, teachers and students, are essential to quality learning outcomes.

Our school motto "Aim for the best" is evident in our strong focus on every student succeeding within a supportive framework of high expectation. Undurba State School has built a reputation as a caring, high achieving school, with excellent educational opportunities, including a quality curriculum, high behaviour standards and a commitment to continuing improvement and lifelong learning. We aim to provide our child with rich and rewarding learning experiences that will lead and support them as they grow.

Undurba State School focuses on growing the whole child, with a strong emphasis on academic achievement. Extension and enrichment opportunities, special interest clubs, as well as structured support for all learners provide the platform for all students to be successful. Explicit teaching of behaviour expectations and resilience and self-management skills, in addition to an extensive array of cultural, sporting and musical opportunities complete the Undurba experience.

I am privileged to lead a team of highly professional staff, who work diligently to provide an environment which supports each and every student to reach their full potential. We explicitly measure success and progress regularly. We have developed a reflective culture where regular data on achievements, progress of individual students are used to make continual judgements about the effectiveness of teaching, curriculum and make adjustments to learning programs.

Our school community values kindness and respect. Staff members model these traits to students and families. We explicitly teach, expect and acknowledge students for treating each other and other school community members in the way they wish to be treated.

I thank the students, teachers, parents and other members of the community for their work in bringing this Undurba State School Student Code of Conduct together over the last six months. 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.

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P&C Statement of Support ~~it~~ (Optional)



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

We encourage all parents to familiarise themselves with the Undurba 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 Undurba SS knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 37 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Undurba SS 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 Undurba SS P&C Association. It is with your support that we can work collaboratively with school staff to ensure all students are safe, supported and appropriately supported to meet their individual social and learning needs.

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## School Captains/Leaders Statement (Optional)

As a proud school captains, of Undurba State School, we have worked with the Administration to help develop the Student Code of Conduct for Undurba State School. On behalf of the student body at Undurba SS, we endorse the Student Code of Conduct for 2020. We have represented the student body during the process and had the opportunity to provide input and feedback on the document. We have excited to have been involved in the development of the SCC and worked with the P&C association and the school to provide a supportive school environment for all learners. Students in roles as school captains or leaders can present the student body view of the Student Code of Conduct, the consultation and support for the expectations and approach taken by the staff to provide a safe, supportive and disciplined learning environment for all on site.

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## Data Overview (Optional)

This section is used to report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences.

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

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

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

There are three different confidential surveys for

- parents
- students
- staff

For more information, refer to frequently asked questions page.

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Our schools success lay in the three way partnership between home, students and our community. An overview of the 2020 School opinion survey demonstrates the clear alignment between students success at school to our communities trust in leading the learning of our students. Below are the results of our 2020 School opinion survey.

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### Student results

Survey item	n	Total agreement
I like being at my school.	294	85.4%
I feel safe at my school.	293	85.7%
My teachers motivate me to learn.	291	91.4%
My teachers expect me to do my best.	296	96.6%
My teachers provide me with useful feedback about my school work.	290	91.0%
Teachers at my school treat students fairly.	293	79.5%
I can talk to my teachers about my concerns.	287	84.7%
My school takes students' opinions seriously.	277	75.5%
Student behaviour is well managed at my school.	288	70.1%
My school looks for ways to improve.	294	91.5%
My school is well maintained.	289	87.2%
My school gives me opportunities to do interesting things.	293	89.1%
This is a good school.	287	87.8%

### Staff Feedback

Survey item	n	Total agreement
I felt supported in my role.	40	92.5%
I understood my roles and responsibilities.	40	90.0%
Communication from the department was clear and timely.	40	77.5%
I was informed about the impacts to my school.	40	87.5%
My school provided adequate supply of hygiene and cleaning resources such as soap and hand sanitiser.	38	81.6%
Resources were available to support my wellbeing.	39	87.2%
I knew how to access wellbeing support services.	39	92.3%
I had access to technology and resources required to do my job.	37	86.5%
I was able to carry out my role.	39	82.1%

### Parent/carer results

Survey item	n	Total agreement
My child likes being at this school.	124	96.0%
My child feels safe at this school.	125	96.0%
My child's learning needs are being met at this school.	123	92.7%
My child is making good progress at this school.	123	88.6%
Teachers at this school expect my child to do his or her best.	123	95.1%
Teachers at this school provide my child with useful feedback about his or her school work.	118	91.5%
Teachers at this school motivate my child to learn.	122	94.3%
Teachers at this school treat students fairly.	119	92.4%
I can talk to my child's teachers about my concerns.	124	93.5%
This school works with me to support my child's learning.	121	93.4%
This school takes parents' opinions seriously.	115	88.7%
Student behaviour is well managed at this school.	117	81.2%
This school looks for ways to improve.	116	93.1%
This school is well maintained.	123	92.7%
This is a good school.	124	95.2%

2020 Parent Survey item	2020 No. Respondents	2020 agreement	2019 74 Respondents
<u>My child likes being at this school.</u>	124	96.0%	89.7%
<u>My child feels safe at this school.</u>	125	96.0%	88.5%
<u>My child's learning needs are being met at this school.</u>	123	92.7%	83.1%
<u>My child is making good progress at this school.</u>	123	88.6%	85.7%
<u>Teachers at this school expect my child to do his or her best.</u>	123	95.1%	93.5%
<u>Teachers at this school provide my child with useful feedback about his or her school work.</u>	118	91.5%	90.5%
<u>Teachers at this school motivate my child to learn.</u>	122	94.3%	88.0%
<u>Teachers at this school treat students fairly.</u>	119	92.4%	89.5%
<u>I can talk to my child's teachers about my concerns.</u>	124	93.5%	89.6%
<u>This school works with me to support my child's learning.</u>	121	93.4%	82.9%
<u>This school takes parents' opinions seriously.</u>	115	88.7%	68.6%
<u>Student behaviour is well managed at this school.</u>	117	81.2%	74.3%
<u>This school looks for ways to improve.</u>	116	93.1%	82.2%
<u>This school is well maintained.</u>	123	92.7%	81.6%
<u>This is a good school.</u>	124	95.2%	85.5%

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Survey item Student responses	2020 No. Respondents	2020 agreement	2019 118 respondents
<u>I like being at my school.</u>	294	85.4%	79.7%
<u>I feel safe at my school.</u>	293	85.7%	84%
<u>My teachers motivate me to learn.</u>	291	91.4%	91.5%
<u>My teachers expect me to do my best.</u>	296	96.6%	96.7%
<u>My teachers provide me with useful feedback about my school work.</u>	290	91.0%	89.9%
<u>Teachers at my school treat students fairly.</u>	293	79.5%	79.7%
<u>I can talk to my teachers about my concerns.</u>	287	84.7%	78%
<u>My school takes students' opinions seriously.</u>	277	75.5%	75%
<u>Student behaviour is well managed at my school.</u>	288	70.1%	57.9%
<u>My school looks for ways to improve.</u>	294	91.5%	89.7%
<u>My school is well maintained.</u>	289	87.2%	78.1%
<u>My school gives me opportunities to do interesting things.</u>	293	89.1%	78.1%
<u>This is a good school.</u>	287	87.8%	76.8%

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Survey item All staff responses	2020 No. Respondents	2020 agreement	2019 40 respondents
<u>I feel this school is a safe place in which to work.</u>	40	100.0%	79.5%
<u>This school looks for ways to improve.</u>	40	100.0%	95.3%
<u>I have access to quality professional development.</u>	39	82.1%	88.1%
<u>I can access necessary information and communication technologies to do my job at my school.</u>	40	90.0%	90%
<u>The wellbeing of employees is a priority for my school.</u>	40	92.5%	65.1%
<u>I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.</u>	39	82.1%	85.7%
<u>This is a good school.</u>	39	97.4%	81.4%

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## School Disciplinary Absences (SDA)

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

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

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

### School Disciplinary Absences (SDAs)

Incident Type	Count of SDA Incidents					Rate per Term per 1000		
	School					School		State <sup>a</sup>
	2015	2016	2017	2018	2019	2015 - 2019	2019	
Short	52	27	36	61	45	11.5 	11.1	20.5
Long	0	0	0	0	0	0.0 	0.0	0.3
Excl #	0	0	0	0	0	0.0 	0.0	0.1
Cancel	0	0	0	0	0	0.0 	0.0	0.0

Rate per Term per 1000: Average number of SDA incidents per 1000 students per Term for the reporting period. # From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long Suspensions may be upheld or set aside through an appeals process.

## Consultation~~nn~~(Optional)

~~Explain the consultation process used to develop this Student Code of Conduct, the communication strategy in place to distribute and inform all members of the school community about expectations, support and disciplinary consequences.~~

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~~The Student Code of Conduct should be available for translation, or available as a translated document to accommodate the diverse language needs within your school community. Schools are encouraged to offer short information sessions for families once the Student Code of Conduct has been finalised. These sessions provide an opportunity for families to engage with the Student Code of Conduct through face-to-face discussion. The co~~

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nsultation process used to inform the development of the Undurba State School Student Code of Conduct occurred throughout 2020.

Through continued PBL committee meetings, staff were informed of the review process and were invited to be part of a review team. During these meetings, we examined a range of data sets on student and staff 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.

After the return to school of all students, we provided a survey to all students, parents and staff on school culture and climate. This included a request to respond to key themes from the earlier staff discussions about strengths and areas for further development. Participants were asked to rank their priorities and offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

The P&C and LCC members were invited to review the document and provide feedback from the perspective of our parent and student communities. Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. The third phase of consultation was completed in November 2020, and the finished version, incorporating suggested changes and feedback, was sent to the P&C Association meeting in December 2020 for endorsement. The P&C Association unanimously endorsed the Undurba State School Student Code of Conduct for implementation in 2021.

#### **Review Statement**

The Undurba 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 (Optional)

All areas of Undurba State School are teaching and learning environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic programs. We are implementing the research validated 'Positive Behaviour for Learning' framework to achieve our identified social behaviour and academic outcomes - reflected in the core elements of the school's learning approach to behaviour:

1. Principal leadership of a team approach to behaviour
2. Parent and Community engagement
3. Data informed decision making
4. Clear consistent expectations for behaviour and
5. Explicit teaching of appropriate behaviour to all students

Our Student Code of Conduct outlines our systems for facilitating positive behaviours, preventing new cases of problem behaviours and responding to inappropriate behaviours. Through our school plan, shared expectations for student behaviour (our 'Behaviour Curriculum' in the form of a matrix) are plain to everyone, assisting Undurba 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.

Our school community has identified the following four broad school rules / expectations to teach and promote our high standards of responsible behaviour:

- I Care for My Learning
- I Care for Myself
- I Care for Others
- I Care for My School

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

## **Student Wellbeing and Support Network**

Undurba State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with the 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 by the development of a strong sense of wellbeing. This is created when they experience success in learning. The students learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life through connecting the learning environment, curriculum and pedagogy, policies procedures and partnerships for learning and life.

### **Curriculum and pedagogy**

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



Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Undurba State School, we provide safety messages and social skills programs to all students.

### **Specialised health needs**

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

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

### **Medications**

Undurba 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.

Undurba 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.

### **Mental health**

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

### **Suicide prevention**

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

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Undurba State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

### **Class Placement**

Undurba State School considers the needs and well-being of students when allocating students to classes. Changing classes for any student is not the first option

at Undurba State School as research has demonstrated that the effects may create a sense of uncertainty and concern for students. Where requests are made to move a student to a different class, the school will work with parents/carers, and examine all options before a decision is made.

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### **Student Support Team**

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the school office who will direct you to the appropriate contact person.

## Whole School Approach to Discipline (Mandated)

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

PBL is an evidence-based framework used to:

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

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

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

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

### PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should demonstrate the same Care Rules and Positive Behaviour for Learning (PBL) expectations that are in place for students.

The Undurba State School PBL Behaviour Curriculum Matrix (see below) sets out the expected behaviours for students within each of the four care rules. Explicit teaching of these expected behaviours to all students from prep to year six, helps students understand what is expected of them to meet the standards we hold for everyone at Undurba State School.

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	Whole School (onsite/offsite)	Learning Environments	Use of eLearning Devices	Play Areas / Sports	Eating Areas/ Tuckshop	Toilets
<b>I Care for my School</b> 	<ul style="list-style-type: none"> <li>I proudly wear the correct school uniform</li> <li>I display sensible and responsible behaviour</li> <li>I follow school rules and routines</li> <li>I enter and leave the school grounds safely</li> <li>I model appropriate behaviour</li> <li>I encourage others to help our school to keep clean</li> </ul>	<ul style="list-style-type: none"> <li>I keep my workspace and classroom clean and tidy</li> </ul>	<ul style="list-style-type: none"> <li>I keep my device safe in a secured area provided in each classroom</li> <li>I use eLearning devices safely and responsibly</li> <li>I follow the Undurba eRaw Student Agreement</li> </ul>	<ul style="list-style-type: none"> <li>I use school equipment safely and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>I keep the school clean</li> </ul>	<ul style="list-style-type: none"> <li>I use the toilet safely, respectfully and responsibly</li> <li>I keep the toilets clean and tidy</li> </ul>
<b>I Care for my Learning</b> 	<ul style="list-style-type: none"> <li>I am a respectful listener</li> <li>I respectfully follow all adult instructions</li> <li>I get along respectfully with others</li> <li>I regularly and consistently attend school because "Every Day Counts"</li> <li>I take responsibility for my actions and accept consequences respectfully</li> </ul>	<ul style="list-style-type: none"> <li>I respond appropriately when directed to respond to questioning</li> <li>I am organised and ready for learning</li> <li>I use persistence on all tasks</li> <li>I allow others to learn</li> <li>I contribute and participate</li> <li>I ask for help</li> </ul>	<ul style="list-style-type: none"> <li>I ensure my iPad is charged ready for learning</li> <li>I use the Undurba State School internet to access online content for learning purposes</li> </ul>	<ul style="list-style-type: none"> <li>I play fairly and respectfully with others</li> </ul>		<ul style="list-style-type: none"> <li>I use the toilets before school and during break times and minimize my lost learning time.</li> </ul>

<b>I Care for Myself</b> 	<ul style="list-style-type: none"> <li>I use the High 5 to solve problems</li> <li>I am in the right place at the right time</li> <li>I manage my emotions</li> <li>I recover quickly from setbacks</li> </ul>	<ul style="list-style-type: none"> <li>I enter classrooms only when a teacher is present</li> <li>I ask permission to leave the room</li> </ul>	<ul style="list-style-type: none"> <li>I am Cybersafe and Cybersmart when using the internet before, during and after school</li> <li>I store my iPad in my bag before and after school</li> <li>I only access school approved applications when at school</li> <li>I subscribe only to websites that are age appropriate</li> </ul>	<ul style="list-style-type: none"> <li>I wear a sun safe hat when I am outside</li> <li>I display good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>I line up safely and wait patiently</li> <li>I am conscious of healthy food choices and how they may affect my learning</li> </ul>	<ul style="list-style-type: none"> <li>I use responsible hygiene practices.</li> </ul>
<b>I Care for Others</b> 	<ul style="list-style-type: none"> <li>I move around the school safely and quietly</li> <li>I interact respectfully with all our school community, inclusive of before, during and after school times.</li> <li>I keep my hands, feet and objects to myself</li> <li>I appreciate and respect diversity</li> </ul>	<ul style="list-style-type: none"> <li>I line up quickly and quietly</li> <li>I am respectfully inclusive of all learners</li> <li>I respect other's property on the bag racks</li> </ul>	<ul style="list-style-type: none"> <li>I hand in mobile phones to the office on arrival at school</li> <li>I only use my own device</li> <li>I communicate respectfully and responsibly with others online at school and at home.</li> <li>I understand that there will be school consequences if my online actions are not Cybersafe and are affecting the learning of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>I play safely and fairly with others</li> <li>I include others</li> </ul>	<ul style="list-style-type: none"> <li>I follow the rules and procedures in the eating area</li> </ul>	<ul style="list-style-type: none"> <li>I respect others' right to privacy and to use the toilets safely</li> </ul>

## Consideration of Individual Circumstances

As an Inclusive School, staff at Undurba 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 equitability, where every student is given the support they need to be

successful depending upon circumstance. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and leadership team 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

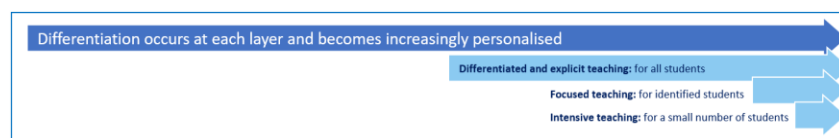
If you have concerns about the behaviour of another student's behaviour at the school, or the way our staff have responded to their behaviour, please make an appointment with the Deputy Principal to discuss the matter.

### **Differentiated and Explicit Teaching**

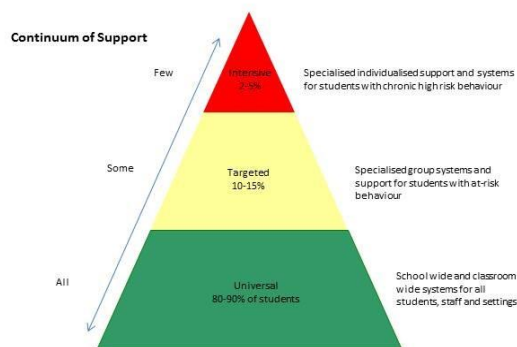
Undurba State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

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

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students (universal supports), 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.



### Differentiated and Explicit teaching (Universals)

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Undurba State School we acknowledge the importance of explicitly teaching expected school behaviours to all of our students. The communication of these expectations to all of our school community members is a strategy aimed at providing universal behaviour support and preventing problem behaviour.

These expectations have been outlined in the Undurba State School Behaviour Curriculum Matrix (page 17). The matrix outlines expected behaviours which enact our four school rules in the different school contexts. To support the expectations matrix, expected behaviours are explicitly taught in the locations the behaviour is expected to be used and is reinforced by focus lessons, reminders on school assembly, induction processes, explanations in the school newsletter and in all conversations around behaviour choices at school.

These expectations are communicated to students via a number of strategies, including:

- Positive Behaviour lessons conducted by classroom teachers;
- Social Skill lessons conducted by classroom teachers;
- Reinforcement of learning from positive behaviour lessons at school assemblies and during active supervision by staff during classroom and non-classroom activities.

## Teaching PBL in our classrooms



### Teach

Each week staff will be provided with teaching resources for that week.  
There will be a lesson plan and other resources available in the Undurba PBL onenote under the tab, establishing expectations.

### Model

If teaching what behaviour DOES NOT look like – teacher/adult only to model, role play.  
Teaching what behaviour DOES look like – use combination of students and teacher to model/role play/demonstrate.

### Practice

Use pre-correction before behaviour is likely to be used.  
Example: Lining up, use students to model  
*\*This is particularly useful for the beginning of the year when establishing rules and routines*

### Reinforce

Support your teaching by reinforcing the rule of the week, this includes acknowledgement and correction. This requires explicit explanation when either is given.  
Example when giving a GOTCHA: "You were being safe and responsible while walking on concrete"

Undurba State School implements the following proactive and preventative processes and strategies to support student behaviour:





- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in the Undurba State School Student Code of Conduct ~~Responsible Behaviour Plan for Students~~ delivered to all staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Circle time
- Classroom profiling
- Personal health and wellbeing

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- [Zones of Regulation](#)
- [Growth Mindset](#)

[Every classroom in our school uses the PBL Behaviour Curriculum 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 routine expectations throughout the year and revisited regularly to address any new or emerging issues.](#)

UNDURBA PBL CLASSROOM ROUTINES MATRIX					
Teacher _____		Class _____			
Teach →		Model →	Practice →	Reinforce	
	Entering/exiting the classroom	Before school routine	Transitioning to new activity	Group work	Independent work
					
					
					
					

### [Focused Teaching](#)

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

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

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

- [no longer require the additional support](#)
- [require ongoing focussed teaching](#)
- [require intensive teaching.](#)

Undurba State School has a [Student Engagement Team](#) in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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### **Intensive Teaching**

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

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

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

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

### **Reinforcing expected school behaviour**

[At Undurba State School communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards. The Undurba Table of Acknowledgements \(see Appendix 1\) outlines the range of schoolwide reinforcers which are used to provide positive feedback to students across the school.](#)

## Legislative Delegations ~~(Optional)~~

### Legislation

In this section of the Student Code of Conduct provide links to relevant legislation that inform the overall Student discipline procedure.

In this section of the Undurba 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

This section should be used to explain the delegations of principals and school staff in relation to student discipline. This is important to ensure that all in the school community are aware of the legislative requirements.

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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 (Mandated)

In this section, after consultation with staff, students and the broader school community, the school's system of possible consequences for unacceptable behaviour is detailed. There should be no suggestion or indication in the Student Code of Conduct that any specific behaviour will automatically result in a particular disciplinary consequence, for example that smoking on school grounds will result in exclusion. This goes against the principles of natural justice that all principals are required to adhere by in their decision-making. Similarly, principals should take care to avoid suggesting or implying that there is a 'three-strikes' rule in effect. Each situation needs to be dealt with and given due consideration.

The description of the consequences system should include:

- consequences that are logically tied to the problem behaviour
- a focus on the use of consequences to teach students appropriate ways to meet their needs
- use of behavioural data to evaluate the effectiveness
- consistency in the administration of consequences by staff
- evidence that all staff have collaborated in designing the system and that they are in broad agreement with its deployment
- agreed procedures which involve the placement of students away from the classroom, i.e. detention and time out, which are consistent with the provisions of the Student discipline procedure
- the school's approach to re-entry following suspension if applicable.

The disciplinary consequences model used at Undurba 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.

Defining problem behaviours clearly as minor and major helps assist teachers and leadership team members determine appropriate and logical consequences. The Undurba State School Minors and Majors Quick Guide and the more comprehensive Undurba Minors and Majors Document give

examples and non-examples of behaviours that students may exhibit and whether they are deemed minor or major.

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#### Undurba State School Majors & Minors Quick Guide

One School Behaviour Category	Minor Definition & Examples	Major Definition & Examples	Non-Examples
Bullying/Harassment	Low level disrespect of others. Examples: calling a student a nickname more than once after that student has indicated that they do not like that nickname	Repeated targeting of a student, ongoing physical or verbal abuse, inappropriate touching, intimidation, threatening others with harm.	Calling someone stupid as an isolated incident. Saying "I'm not going to be your friend"
Defiant/Threat to Adults	Defiance: Student engages in initial refusal to follow directions or talks back and/or uses non-directed swearing or gestures when given a direction.	Persistent refusal to follow directions combined with an attitude that challenges an adult. Examples: "telling an adult "I'm going to kill you", Student using their body in a physically threatening way ie. fist raised.	Rolling eyes when asked to do something. Saying or writing "I hate you"
Disruptive	Low intensity, inappropriate behaviour that disrupts learning and/or teaching. Examples: talking to peers, making noise – tapping pencils, calling out.	Persistent behaviour causing prolonged interruption to learning. Examples: Yelling/persistent calling out, Turning over furniture, Sustained out of seat behaviour.	Throwing a rubber to a friend who has asked for a rubber. Calling out answers to questions excitedly.
IT misconduct	Non-serious, but inappropriate use of a digital device. Examples: Writing an inappropriate word in the text of an email at school, using IT without permission.	Serious, inappropriate use of IT. Examples: Using someone else's account, accessing inappropriate websites.	Accidentally finding an inappropriate site, inappropriate use of social media at home
Lying/Cheating	Student delivers a message that is untrue and/or deliberately violates rules. Examples: intentional lying to an adult i.e. "The dog ate my homework"	Deliberately misleading and consciously giving incorrect information relating to a behaviour incident. Examples: Forging a parent signature, taking an adult's mobile ph.	Misinterpretation of a message Age/ Development may be considered
Misconduct Involving Object	Dangerous use of objects, not directed towards others. Examples: Throwing stones into a garden or at a target.	Uses a weapon or other object to threaten or cause harm or physical injury to another person. Examples: Throwing a rock, stick or other object with intent.	Accidentally hitting someone with a ball.
Non-Compliant with Routine	Brief or low intensity failure to respond to a reasonable adult request. Examples: Refusing to line up, running on concrete.	Actively or continually refusing to follow reasonable instructions from adults. Examples: Using a mobile phone during school hours.	For a student on an individual plan, not following a request from a teacher unfamiliar with their plan.
Physical Misconduct	Student engages in inappropriate physical contact/touching which does not result in physical injury. Examples: Pushing another student while waiting in line.	Physical contact with intent or outcome of causing injury or harm to others. Examples: Intentionally hitting, punching, biting, hair pulling, tripping, pinching, kicking.	Making unintentional contact with peers as part of a game – bumping into someone.
Possess Prohibited Items	Student handling a weapon or other object which could cause harm or physical injury to another person. <b>Refer to Major</b>	Students possess on their person or in their bag an item which has been declared by the school as prohibited. Examples: Permanent marker pens, Liquid paper.	
Property Misconduct	Low intensity misuse of property for a purpose for which it was not intended and does not cause physical harm to self or others. Examples: drawing on someone's book.	Students participating in an activity that results in substantial destruction or disfigurement of property. Examples: Throwing someone's hat in the toilet, Graffiti.	Accidentally writing on someone's book Playing with pencils
Refusal to Participate in program of instruction	Low level failure to respond to reasonable instructions given by an adult to complete tasks during class time. Examples: Saying, "This is stupid", "I'm not doing it"	Actively or continually refusing to follow reasonable instructions from adults to undertake tasks. Examples: Ongoing work refusal.	Not completing work due to a skill deficit which would impair completion of work.
Threats to others	Low level inappropriate comments and/or unwanted verbal or emotional advances. Examples: Name calling	Threatens to harm another student either directly or indirectly. Examples: Makes repeated gestures that indicate harm eg cutting throat	Saying or writing "I hate you"
Truant/Skip Class	Not in class at the appropriate time. Examples: student returns late from break/class	Failure to attend school, without permission. Leaves the school grounds or expected boundaries of a school activity without permission. Examples: not turning up to specialist lessons, goes to McDonald's.	Late due to circumstances out of their control
Verbal Misconduct	Low intensity instance of inappropriate language not directed at a person. Examples: Non-directed swearing in the classroom (e.g. "This is s**t")	Swearing directed towards others in a demeaning or provoking way, repeated intentional use of appropriate language. Examples: Swearing directed at an adult or peer.	Bloody hell Saying "stupid" or "ugly" and it is not directed at others.

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.

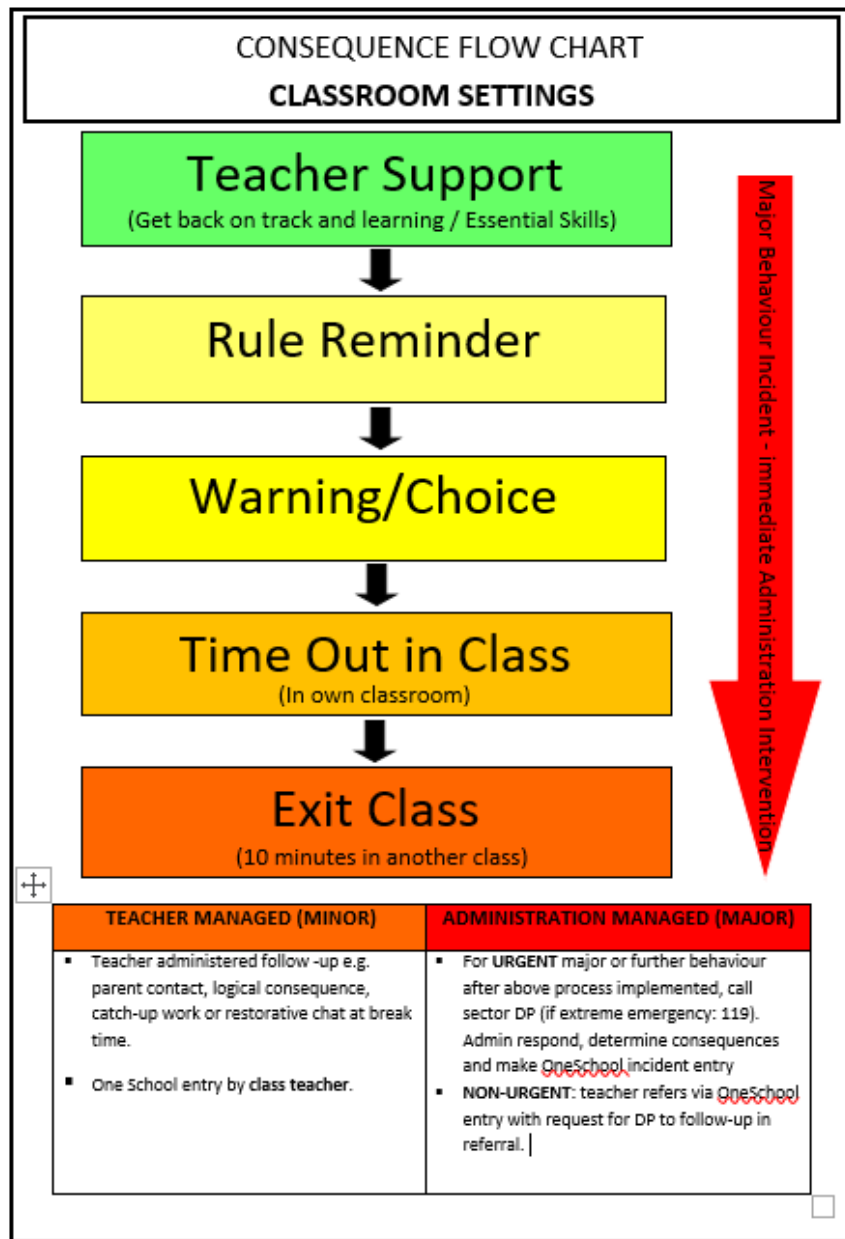
For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal 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.

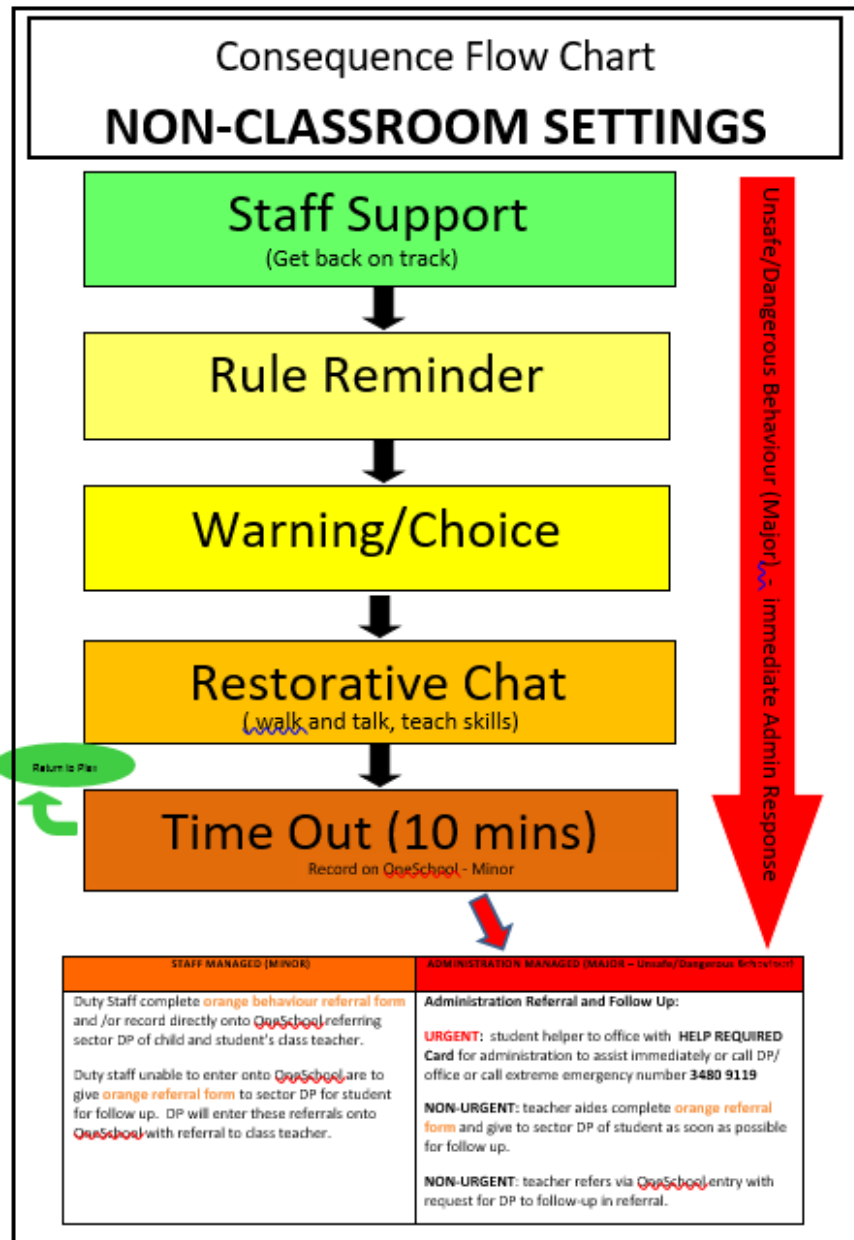
The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address

behaviour that endangers others or causes major, ongoing interference with class or school operations. At any stage, the school may request parents attend the school environment to support a positive change in a student's behaviour and support both learning and social emotional skills. This may be for a short or extended period of time.

### **Differentiated**

Classroom and Playground Consequence flowcharts clearly set out the process for assisting students to meet the school expectations.





Staff have a clearly defined process for managing inappropriate behaviour which encourages a consistent approach across the school when responding to problem behaviour. The Undurba Process for Managing Inappropriate Behaviour provides examples of strategies to support students and a guide for staff actions in

[responding, recording and following up with students demonstrating inappropriate behaviour. \(See Appendix 2 Process for Managing Inappropriate Behaviour\)](#)

[Class teacher provides in-class or in-school disciplinary responses to low-](#)

- [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 \(e.g. removal from class\)](#)
- [Positive Planning Room \(for restorative conversation\)](#)
- [Parent communication](#)

### **Focussed**

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

- [Functional Behaviour Assessment](#)
- [Individual student behaviour support strategies \(e.g. Student behaviour plan, Crisis Plan\)](#)
- [Targeted skills teaching in small group](#)
- [Class/Playground goal cards](#)
- [Positive Planning Room \(for restorative conversation\)](#)
- [Playground rosters](#)
- [Supported Play Program](#)
- [Counselling and guidance support](#)
- [Check in Check Out strategy](#)
- [Teacher coaching and debriefing](#)

- [Referral to Student Support Team for team based problem solving](#)
- [Parent Communication](#)
- [Stakeholder meeting with parents and external agencies](#)
- [An offer for parent/carer to attend school with the learner to support the learning in the classroom or other space within the school.](#)

### **Intensive**

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

- [Functional Behaviour Assessment based individual support plan](#)
- [Risk assessment](#)
- [Part Time Educational Program](#)
- [Complex case management and review](#)
- [Parents invited to work alongside their learner at the school.](#)
- [Stakeholder meeting with parents and external agencies including regional specialists](#)
- [Temporary removal of student property \(e.g. mobile phone\)](#)
- [Short term suspension \(up to 10 school days\)](#)
- [Long term suspension \(up to 20 school days\)](#)
- [Charge related suspension \(student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities\)](#)
- [Suspension pending exclusion \(student is suspended from school pending a decision by the Director-General or delegate \(principal\) about their exclusion from school\)](#)
- [Exclusion \(student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently\)](#)
- [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 poor student behaviour. There are four types of SDA:

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

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

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

The appeal process is a thorough review of all documentation associated with the SDA decision and provides an opportunity for both the school and the family to present their case in the matter. Time is afforded for collection, dissemination and response to the materials by both the school and the family. It is important that the purpose of the appeal is understood so that expectations are clear, and appropriate supports are in place to ensure students can continue to access their education while completing their SDA.

#### **Re-entry following suspension**

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

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

#### **Arrangements**

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

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

Students are not allowed to re-enter the school without a re-entry meeting with a parent/carer.

#### **Structure**

The structure of the re-entry meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making the student and their family feel welcome back into the school community.

#### **Possible agenda:**

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- Thank student and parent/s for attending
- Walk with student to classroom

#### **Reasonable adjustments**

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support

staff, such as guidance officers or Head of Inclusion and Student Engagement teacher may also offer important advice to ensure a successful outcome to the re-entry meeting.

## School Policies *(Mandated)*

Undurba 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

~~In this section, provide copies of any specific school discipline policies designed to ensure all staff work consistently to create and maintain a supportive and safe learning environment. At a minimum, each school has a policy on each of the following:~~

- ~~• 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, 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 Undurba 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 Undurba State School:**

- do not require the student's consent to search school property such as lockers, desks, laptops or ipads that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- consent from the student or parent is required to examine or otherwise deal with the temporarily removed student property. For example, staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone;
- there may, however, be emergency circumstances where it is necessary to search a student's property without the student's consent or the consent of the student's parents (e.g. to access an EpiPen for an anaphylactic emergency);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

### **Parents of students at Undurba State School**

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
  - is prohibited according to the Undurba 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 Undurba State School**

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

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

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities. .

### Responsibilities

The responsibilities for students using ipads or other devices at school or during school activities, are set out in the **epaw agreement** (see below) and the **Undurba ICT agreement** and supporting documents.

Undurba State School understands that some parents are desirous of their child having access to a mobile phone or smart watch for safety purposes as they travel to and from school.

**Mobile Phones:** Students who travel to school with a mobile phone, must switch their mobile off and proceed to the office when they arrive at school to check in their mobile phone for the day. Mobile phones must not be kept in school bags, desks or on their person. In the afternoon, when the student has been released for the day, the student must proceed to the office to collect their mobile phone. Students may switch their phone on once they leave the school grounds, or in the event they need to contact a parent for safety purposes. Outside of school grounds, students must follow the direction of staff members regarding their mobile phones.

**Smart Watches:** Once a student arrives at school, any function of a smart watch other than telling time must be switched off. Students must not be connected to any 4G network or messaging APPs while on school grounds, or attending school excursions.

Please see Advice for state schools on acceptable use of ICT facilities and devices. for more information.

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## EPW Student Participation Agreement

### General Use

1. I will bring only an iPad (also called device) that meets the school recommendations. \*
2. I will download ALL the apps on the Undurba State School App list, and keep them on my iPad.
3. I will bring my iPad to school each day in its protective case.
4. I will ensure my device is charged overnight and ready for use at the beginning of each school day.
5. I will keep my iPad in my school bag between home and my classroom, even while waiting in the school grounds.
6. I will hold my iPad with two hands when carrying it and will walk carefully.
7. I will not allow other students to use my device at school.
8. I will keep food and drink away from my device at all times.
9. I will have an image of myself or my first name on my lock screen and will name my iPad using first name - initial of last name - class e.g. Tilly K 3D
10. I will immediately report any accidents or breakages occurring at school to my teacher who will inform my family accordingly.

### Content

11. I will disable or turn off all messaging, social media and cloud applications or sites before school eg iCloud, Tik Tok, Messenger.
12. I will make sure there is adequate free storage available on my device for school use.
13. I will only use my device to support my learning while at school.
14. I will use only Undurba App List apps.
15. I am responsible for updating the operating system (OS) and apps at home.
16. I am responsible for backing up my iPad at home.

### Safety and Security

17. I will stay connected to my teacher's Classroom App at all times when I'm at school.
18. I will close down home apps that are open and close non-school Safari tabs at the beginning of each day.
19. I will only take photos and video or record voices when instructed by my teacher.
20. I will not upload photos, videos, voices or names from school to any internet site or distribute them in any way.
21. I will only use the internet at the direction of my teacher and only browse approved websites which support my learning.
22. I will only use my school email account (my MIS username@eq.edu.au) for mail related to school and learning.
23. I will not share usernames and passwords with anyone unless requested by school staff.
24. I will only connect to the Education Queensland Managed Internet Service. No cellular (3G, 4G or 5G) connections or VPNs (Virtual Personal Networks) are allowed at school.
25. I will be Cybersafe and Cybersmart when online.
26. I will demonstrate cyber etiquette when using my device with regard to other people, and only use my device to communicate appropriately with other students at the direction of my teacher.
27. I will use the device lawfully and in accordance with the Appropriate Use Guidelines and Undurba Behaviour Plan regarding ethical use of equipment, technology, use of legal software, use of the internet and the protection of personal data.
28. I am responsible for the security and use of the device while at Undurba State School.

### Overall

I understand that if the above conditions are not followed, I will not have authorisation to use my device at school for a period of time. If I regularly breach this agreement, authorisation to use my device at school would be removed for a greater period of time.

I have read and understand the Undurba Student Participation Agreement and agree to abide by these guidelines.

Student name	Student signature
2020 Class	

I have read the USS Student Participation Agreement with my child and understand our responsibilities.

Parent Name	Parent Signature
Date	

\*iPad must be at least an iPad 5<sup>th</sup> Generation with 32Gb. No iPad minis can be used at school.

## Preventing and responding to bullying

Undurba 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.

As part of the PBL framework, students at Undurba State School are explicitly taught about bullying and strategies to use when dealing with bullying. The school also recognises and promotes the National Day of Action Against Bullying each year.

Undurba State School has a **Student Council**, with representatives from years five and six, meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:



### 1. Leadership

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

### 2. Inclusion

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

### 3. Student voice

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

### 4. Partnerships

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

### 5. Support

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

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

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## Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

[The following flowchart explains the actions Undurba State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.](#)

## Undurba State School - Bullying response flowchart for teachers

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

### **Key contacts for students and parents to report bullying:**

**Prep to Year 6** – Class teacher

**Sector Year 7 to Year 12** – Form teacher or Year Level Coordinator [Deputy Principals](#)

#### **First hour Listen**

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

#### **Day one Document**

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

#### **Day two Collect**

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

#### **Day three Discuss**

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

#### **Day four Implement**

- Document the plan of action in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

#### **Day five Review**

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

#### **Ongoing Follow up**

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

## **Cyberbullying**

Cyberbullying is treated at Undurba 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. Sector Deputies for Prep-2, Years 3-4 and Years 5-6 can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

It is important for students, parents and staff to know that state school principals have the authority to take disciplinary action to address student behaviours that occur outside of school hours or school grounds. This includes cyberbullying. Parents and students who have concerns about cyberbullying incidents occurring during school holidays should immediately seek assistance through the Office of the e-Safety Commissioner or the Queensland Police Service.

Students enrolled at Undurba State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

## Undurba State School - Cyberbullying response flowchart for school staff

### Cybersafety and Reputation Management (CRM)

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

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

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

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

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

### Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Undurba 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.](#)

## Undurba State School – Anti-Bullying Compact

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

### Undurba State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

## **Appropriate use of social media**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Restrictive Practices (Mandated)

In some very rare situations, where there is immediate risk of physical harm to the student or other people, School staff at Undurba 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 (Mandated)

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](#)
- [USS Internet Agreement](#)
- [Epaw Student Participation Agreement](#)

## Resources

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

## Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

**1. Early resolution:** discuss your complaint with the school

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

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

**2. Internal review:** contact the local Regional Office

If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.

**3. External review:** contact a review authority

if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at [www.ombudsman.qld.gov.au](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.

## Appendix 1

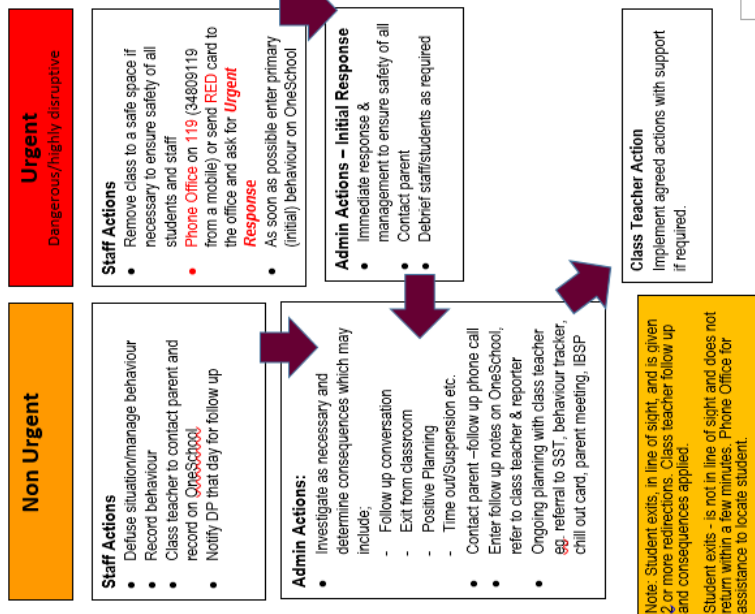
### Undurba Table of Acknowledgements

Gulbarga Table of Acknowledgements							
Type	Resources	Description and Criteria	When & Where	Goal(s)	Information to staff	Coordinator	
Short term frequent	4:1 Positives to Correction	Target of 4 acknowledgements for every correction	All students in all settings	For all students to receive 4 acknowledgements to every correction	Positive acknowledgement should refer to specific behaviours. ESCM	All staff	
	Classroom Acknowledgement System	Class based	Daily	To promote a positive classroom environment and give feedback on behaviour expectations	Include in Classroom Management Plan	Class teachers Specialist Teachers	
	Golchas	Photocopied Golcha tickets	Small tickets handed to students when given explicit feedback about demonstrating a positive behaviour	Daily Target: 5 golchas/staff member/day	To give feedback to students on behaviour expectations in Classroom and Non-classroom settings.	Staff hand out golchas acknowledging students following 4 cares Golcha supply - box in staffroom Used proactively to promote target behaviours eg walk on concrete	PBL team
Boosters/Intermittent	Durby Dazzlers	Certificates	Certificates , Sticker Fox, and positive conversation with leadership team members	Weekly Undercover Area	To acknowledge student positive behaviours and learning	Based on merit Teachers send students with work samples	Principal, DP's
	Care Awards	Certificates	Student acknowledgement for positive behaviour/learning achievements – following the four cares	Fortnightly Assembly	To publically acknowledge students for achievements in learning/behaviour	Certificates given at assembly Teachers write out certificates Recorded on OneSchool	Teachers
	Positive Phone Calls		Phone calls to parents by class teachers, specialist teachers	5 / term	To build positive relationships with family	Teacher - Record on Qneschool	Teachers
	Positive Phone Calls		Phone call to parents by principal/DP (Teachers to inform DP/IP)	As required	To build positive relationships	DP/IP - Record on Qneschool	Principal DPs
Long Term Celebrations	Golcha Celebrations	Whole School Event	Whole school events celebrating Golcha targets (2000, 10000, 20000, 30000, 40000)	As required	To build school and community engagement in celebrating reaching established Golcha targets To promote Golchas as an effective currency to motivate student population to follow school expectations	<ul style="list-style-type: none"><li>Staff actively promote golcha celebration events</li><li>Students place golchas in class money boxes.</li><li>Golchas collected from classes weekly by student leaders and counted</li><li>Weekly tally updated and</li></ul>	Whole staff
	House Trophy	Trophy	Golcha points tallied each term Trophy awarded to the house with the most golcha points	End of year Assembly	To build school spirit and sense of community	Engraved each year with winning house Tallied points shared on team site each week	PBL team
	Academic Achievement Awards Dux	Certificate	Based on achievement in English, Maths and Science.  Bronze Award – students who achieved all Bs (or Prep equivalent) in these 3 areas.  Silver Award – students who achieved a combination of As and Bs (and equivalent) in these 3 areas.  Gold Award – students who achieved all As (and equivalent) in these 3 areas	Award Celebration Assembly	To acknowledge excellence in academic achievement	HOC runs report from report card data to identify students	HOC
	Pawsome Readers Award (Prep -3)	Certificate	Awarded certificate at celebration assemblies - end of Term 1 and 3, and in classrooms for Term 2 and 4. Prep have celebration of reading development in classrooms each term.	Celebration Assembly (end T1, T3) Classrooms (T2,T4)	To encourage students to develop an enjoyment of reading, to persist and develop reading stamina, and to improve their comprehension of texts	Each year level has own criteria (see Curriculum OneNote)  Teachers provide list of award recipients in the week prior to celebration to HOC.  HOCs will generate the awards for identified students.	HOC
	Million Words Club Years 4-6	Certificate Badge	Each level awarded certificate and badge at celebration assemblies end Term 1 and 3, and in classrooms Term 2 and 4.  Number of words for each level set in increments of 250 000 words	Celebration Assembly (end T1,T2) Classrooms (T2,T4)	To celebrate the success of students who are engaged in the reading process, showing a love of reading.	Teachers to share and regularly monitor the rules of engagement for Literacy Pro and Million Words Club.  HOC runs final reports for each term in week prior to the celebration.	HOC

## [Appendix 2](#)

## Process for Managing Inappropriate Behaviour

### Major Behaviour – Admin Managed (Refer to Minor & Major Behaviour Matrix)



### Minor Behaviour – Teacher Managed (Refer to Minor & Major Behaviour Matrix)

