



Healy State School

Student Code of Conduct 2021-2024

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

Purpose



Healy State School is committed to providing a safe, respectful and disciplined learning environment where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The Student Code of Conduct is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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Endorsement

Principal Name:	David Hardy
Principal Signature:	
Date:	01/11/2020
P/C President Name:	Megan Crowther
P/C President hair Signature:	
Date:	01/11/2020

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Learning and Behaviour Statement

All areas of Healy State School are learning and teaching environments. We consider behaviour management to be an opportunity for valuable social learning as well as a means of maximising the success of academic education programs. Our school-wide framework for managing behaviour is Positive Behaviour for Learning.

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school code, shared expectations for student behaviour are plain to everyone, assisting Healy 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 school expectations to teach and promote our high standards of responsible behaviour:

- Be Respectful
- Be Responsible
- Be Safe
- Be a learner

These expectations are referred to as our Healy Habits. The school community also has two "*favourite*" rules that all students must adhere to at all times. They are:

- Keep your hands and feet to yourself
- Mind your own business

Our school rules and expectations 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

Students at Healy State School are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- | | |
|------------------------|--------------------------------|
| • Parents | • Positive Learning Unit Staff |
| • Teachers | • Senior Guidance Officer |
| • Support Staff | • Family Support Worker |
| • Administration Staff | • Advisory Visiting Teachers |
| • Guidance Officer | • Police Liaison Officer |

External support is also available through the following government and community agencies:

- Police
- Queensland Health
- Child and Youth Mental Health Service
- North and West Remote Health
- Department of Child Safety
- Disability Services Queensland
- Local Council

It is also important for students and parents/carers to understand there are regional and statewide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers. For more information about these services and their roles, please speak with the Principal.

Whole School Approach to Discipline

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

A set of behavioural expectations in specific settings has been attached to each of our school expectations. The Schoolwide Expectations Teaching Matrix below outlines our agreed rules and specific behavioural expectations in all school settings.

SCHOOLWIDE EXPECTATIONS

ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND/ EATING AREA	MOVING AROUND THE SCHOOL	TOILETS	BUS LINES/BIKE RACKS
<ul style="list-style-type: none"> Keep hands, feet and objects to yourself Mind your own business Use your manners at all times Dress appropriately Respect others' personal space and property 	<ul style="list-style-type: none"> Raise your hand to speak Respect others' right to learn Talk in turns Be a good listener 	<ul style="list-style-type: none"> Use approved online sites and educational games Be courteous and polite in all online communications Respect others' right to use online resources free from interference or bullying 	<ul style="list-style-type: none"> Participate in school approved games Wear shoes and socks at all times Be sun safe; wear a broad brimmed hat Raise your hand when asking for permission to leave 	<ul style="list-style-type: none"> Rails are for hands Walk one step at a time Keep passage ways clear at all times 	<ul style="list-style-type: none"> Respect privacy of others 	<ul style="list-style-type: none"> Use own bike/scooter only Wait inside the gate until the bus stops
BE RESPECTFUL						
<ul style="list-style-type: none"> Ask permission to leave the classroom Be on time Be in the right place at the right time Follow instructions straight away Leave valuable items at home 	<ul style="list-style-type: none"> Be prepared and organised Complete set tasks Take an active role in classroom activities Keep work space and classroom tidy Be honest 	<ul style="list-style-type: none"> Report any unacceptable behaviour to a teacher Post only appropriate content online 	<ul style="list-style-type: none"> Eat without talking Eat your own food Be responsible for all of your belongings Be a problem solver Return equipment to appropriate place at the sports bell Put all rubbish in the bin 	<ul style="list-style-type: none"> Move peacefully in single/double lines 	<ul style="list-style-type: none"> Use toilets during breaks Use toilets properly Report damages to a teacher 	<ul style="list-style-type: none"> Walk bike/scooter in school grounds Leave school promptly
BE RESPONSIBLE						

	ALL AREAS	CLASSROOM	ONLINE	PLAYGROUND/ EATING AREA	MOVING AROUND THE SCHOOL	TOILETS	BUS LINES/BIKE RACKS
BE SAFE	<ul style="list-style-type: none"> Use equipment appropriately Care for equipment Clean up after yourself Wait your turn Use words to solve problems 	<ul style="list-style-type: none"> Walk Sit still Enter and exit room in an orderly manner 	<ul style="list-style-type: none"> Keep any usernames or passwords private Follow all teacher instructions about keeping private information off online sites 	<ul style="list-style-type: none"> Walk – Running only on the oval or basketball court Stay in bounds Sit down while eating Play fairly – take turns, invite others to join in and follow rules Care for the environment 	<ul style="list-style-type: none"> Walk at all times Walk quietly and in an orderly way so that others are not disturbed Carry items 	<ul style="list-style-type: none"> Wash hands after using the toilet and before eating food Walk 	<ul style="list-style-type: none"> Wait your turn Keep your belongings nearby Line up in the correct order
BE A LEARNER	<ul style="list-style-type: none"> Come to school every day Use polite and positive language 	<ul style="list-style-type: none"> Display a positive attitude 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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

- Behaviour lessons conducted by classroom teachers;
- Reinforcement of learning from behaviour lessons at School Assemblies and during active supervision by staff during classroom and non-classroom activities.

Healy State School implements the following proactive and preventative processes and strategies to support student 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 Student Code of Conduct delivered to new students as well as new and relief 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.

Reinforcing expected school behaviour

At Healy 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.

Healy State School Reward Points

Staff members hand out Reward Points each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student displaying preferred behaviour they can choose to give them a Reward Point.

Reward Points - Outside the Classroom

When a student is in a situation that is outside of the classroom, a staff member can complete a Reward Point slip. Examples of these situations are play time, eating time, sport, excursions or parade. The student will take the slip back to their classroom and give it to their classroom teacher. The classroom teacher will add the student's point to their classroom points system.

Reward Points - Inside the Classroom

When students are with their classroom teacher or in a classroom situation, they should be regularly rewarded for displaying positive behaviour. Examples of positive behaviour can include:

- raising their hand and waiting to be called on before speaking
- participating in whole class or individual learning activities
- paying attention when the teacher is talking
- following instructions
- displaying any of the Schoolwide Behaviour Expectations

Positive behaviour will be repeated when it is acknowledged. Regular acknowledgement will result in the behaviour being regularly repeated.

Classroom Reward Points Systems

Teacher may choose their preferred method for awarding/recording Reward Points. These methods may include:

- a. Tally Charts and Raffle Tickets – To help maintain the flow of lessons, teachers can give a tally mark to students on a *Raffle Ticket* chart and the tickets can be handed out at a later, more convenient, time. Students collect their raffle tickets in a zip-lock bag that is kept in their desks. Students are not to take their raffle ticket bags home.
- b. Tally Charts and Digital Record (i.e. Classroom Dojo) – Similarly to the use of raffle tickets, teachers would choose an appropriate time to transfer the tally marks on the tally charts to the digital program.

When a student receives 20 Reward Points, the following events will occur:

1. The student will receive a prize from their classroom teacher.
 - o Teachers may determine what prizes are available for selection.
 - o Prizes might include: stickers; small toys; time doing their favourite activity; vouchers.
 - o Teachers may decide that some prizes require multiples of 20 points before being awarded.
 - o Teachers will choose an appropriate time for students to receive their prize. This time may be at the end of the day or at the end of the week.
2. The classroom teacher will issue the student with a Superstar entry into a draw that occurs on parade.
 - o Prizes for this draw will be awarded by the office
 - o All of the entries will be kept for a Mega Draw to occur at the end of the year.
3. The classroom teacher will enter a positive behaviour record on OneSchool.
 - o Teachers are to use the following information:

Category:	Awards
School Category:	20 Class tickets/points
Details:	"For displaying positive behaviour 20 times"
 - o To save time, teachers can enter multiple students in the same Positive Behaviour Record on OneSchool

Parallel Acknowledgement

Teachers are strongly encouraged to use parallel acknowledgement with their students. To stop a student from engaging in a low level negative behaviour, teachers should acknowledge/reward a student who is displaying the opposite, positive behaviour.

Example 1: When a student calls out, the teacher should reward a student who raised their hand and quietly waited to be called upon by the teacher.

Example 2: When a student is distracted and not doing their work, the teacher should reward someone who is working hard.

Rewards Points and Negative Behaviour

Reward Points (single points or 20 points) **must** never be taken away from students as a consequence for problem behaviour. The procedures for dealing with undesired behaviour are outlined in the *Disciplinary Consequences* section.

Consideration of Individual Circumstances

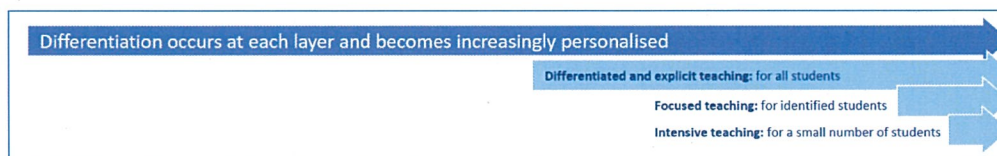
To ensure alignment with the Code of School Behaviour when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Healy State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
 - express opinions in an appropriate manner and at the appropriate time
 - work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
 - receive adjustments appropriate to their learning and/or impairment needs.

Healy State School will ensure differentiated approaches recognise disability, while not accepting inappropriate behaviour.

Differentiated and Explicit Teaching



Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

When a student exhibits low-level and infrequent problem behaviour, the first response of school staff members is to remind the student of expected school behaviour, then ask them to change their behaviour so that it aligns with our school's expectations.

When responding to low-level behaviour, staff will follow the Consequence Procedure outlined below.

Staff may also choose to ask the student to think of how they might be able to act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

Focused Teaching

2. Focused (targeted) behaviour support: Behaviour Tracking Program

Each year a small number of students at Healy State School are identified through school data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students in the Behaviour Tracking Program attend their normal scheduled classes and activities with appropriate adjustments if required. However, they have increased daily opportunities to receive positive contact with adults, additional support from check-in/check-out coaches and increased opportunities to receive positive reinforcement. Where required, adjustments are made for these students through academic support, adult mentoring or intensive social skills training.

The Program is coordinated by the Principal with active staff involvement. All staff members are provided with continuous professional development and support from the school.

Students whose behaviour does not improve after participation in the Behaviour Tracking Program, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support.

Intensive Teaching

3. Intensive behaviour support: Student Services Team

Healy State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support. The Student Services team:

- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection;
- makes adjustments as required for the student; and
- works with the Leadership Team to achieve continuity and consistency.

The *Intensive Behaviour Support Team* has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases, the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

Healy State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour.

To ensure consistency, school staff use the following process when addressing student behaviour.

Reward and Consequence Procedure (The Behaviour Levels)

Student Choices	Possible Classroom Consequences
Student follows classroom expectations	Reward Level – Choose 1 or more (Green level, Green Face) <ul style="list-style-type: none"> • Non-verbal positive recognition • Verbal positive recognition • Reward Points, Raffle tickets • Superstar slips • Parade/Newsletter recognition • Student of the week certificates • Superstar level achievement certificate • Superstar end-of-year prize draw
Student makes a choice to ignore school/classroom expectations (Minor Behaviour)	Optional Step – Choose 1 or more <ul style="list-style-type: none"> • Non-verbal reminder (minor) • Verbal reminder (minor) • Move directly to Yellow level (minor) • Move directly to Blue level (major)
Student continues previous behaviour or makes another choice to ignore school/classroom expectations	Step 1 Consequence – Warning (aka Yellow Level, Yellow face) <ul style="list-style-type: none"> • Visual reminder (mandatory) • Verbal rule reminder • Behaviour record on OneSchool (optional) <ul style="list-style-type: none"> ○ Single incidents do not need to be recorded. ○ Multiple instances over a short period of time need to be entered.

<p>Student continues previous behaviour or makes another choice to ignore school/classroom expectations</p> <p>(Minor Behaviour)</p>	<p>Step 2 Consequence - Time Out</p> <p>(aka Orange Level, Orange face)</p> <ul style="list-style-type: none"> • Visual recognition • Verbal rule reminder • 15 minutes in SSS Room • SSS Room Referral <p>When time permits</p> <ul style="list-style-type: none"> • Behaviour record on OneSchool (optional) <ul style="list-style-type: none"> ○ Single incidents do not need to be recorded. ○ Multiple instances over a short period of time need to be entered. 	All
<p>Student continues previous behaviour or makes another choice to ignore school/classroom expectations</p> <p>(Minor or Major Behaviour)</p>	<p>Step 3 Consequence - Buddy Class</p> <p>(aka Blue Level, Blue Face)</p> <ul style="list-style-type: none"> • Visual recognition • Verbal direction to 'Buddy Class' • 30 minutes out of play time • SSS Room Referral <p>When time permits</p> <ul style="list-style-type: none"> • Behaviour record on OneSchool • Teacher contacts parents/carers • Contact/refer incident to principal • Other Level 1 or 2 consequences stated above (optional – to be determined by the Principal) 	All
<p>Student continues previous behaviour or makes another choice to ignore school/classroom expectations</p> <p>(Minor or Major Behaviour)</p>	<p>Step 4 Consequence – Principal</p> <p>(Red Level, Red Face)</p> <ul style="list-style-type: none"> • Visual recognition • Contact the principal • Multiple lunch times out of play time • SSS Room Referral <p>When time permits</p> <ul style="list-style-type: none"> • Behaviour record on OneSchool • Teacher/Principal contacts parents/carers • Other Level 1, 2 or 3 consequences stated above (optional – to be determined by the Principal) 	All

Each student has their name on a peg. When their behaviour requires them to move down a level, the student will physically move their peg to the required level. This process allows the student to associate a physical/concrete consequence for their behaviour. A teacher may choose to move a student's peg down, rather than having the student do it, if it's in the best interest of the learning situation.

Students do not move back up the levels for displaying positive behaviour. If a student turns their behaviour around, they should be rewarded using Reward Points rather than having their consequence taken away.

When using the above procedure, students receive their consequence (SSS Room) at the next available play break. Some consequences will last for more than one play break and carry over until the next break or the next day.

A SSS Referral Form is used when sending students to the SSS Room at lunch time.

When students return from their break time, any student whose peg is not on green, will need to move their peg back to the green level. This process of physically moving their peg from a negative level back to its positive starting place will help the student to acknowledge that they need to make better choices or their peg will be moved again and they will receive another consequence. Students **must** move their own peg back up. This task **must not** be delegated to another student.

Playground Consequences

The process for dealing with negative behaviour in the playground is similar to the classroom process. The main difference is that there are a lot more verbal reminders and less chances for visual reminders.

The following table outlines the procedure for dealing with negative behaviour in the playground.

Student Choices	Possible Playground Consequences
Student follows playground expectations	Reward Level – Choose 1 or more (Green level) <ul style="list-style-type: none"> • Non-verbal positive recognition • Verbal positive recognition • Reward Point • Parade/Newsletter recognition • Student of the week certificates
Student continues previous behaviour or makes another choice to ignore school/playground expectations (Minor Behaviour)	Step 1 Consequence Choose 1 or more (aka Yellow Level, Yellow face) <ul style="list-style-type: none"> • Non-verbal reminder • Verbal rule reminder • Time out of play - <i>"You are not being safe/respectful/responsible. Sit down for two minutes."</i> (Play time) • Verbally direct student to take their lunch and move away from the group (Eating time) • Behaviour record on OneSchool (optional)
Student continues previous behaviour or makes another choice to ignore school/playground expectations (Minor Behaviour)	Step 2 Consequence Choose 1 or more (aka Orange Level, Orange face) <ul style="list-style-type: none"> • Verbal rule reminder • Time out of play - <i>"You are not being safe/respectful/responsible. Sit down for two/five minutes."</i> (Play time) • Verbally direct student to take their lunch and move away from the group (Eating time) • Behaviour record on OneSchool (optional)
Student continues previous behaviour or makes another choice to ignore school/playground expectations (Minor or Major Behaviour)	Step 3 Consequence All (aka Blue Level, Blue Face) <ul style="list-style-type: none"> • Verbal rule reminder • SSS Room Referral (15 or 30 minutes) • Contact leadership team • Verbal direction to Office (Play or Eating) When time permits <ul style="list-style-type: none"> • Behaviour record on OneSchool • Contact/refer incident to principal • Teacher/Principal contacts parents/carers • Other Level 1, 2 or 3 consequences stated above (optional – to be determined by the Principal)

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- **Minor** problem behaviour is handled by staff members at the time it happens.
- **Major** problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules;
- do not seriously harm others or cause you to suspect that the student may be harmed;
- do not violate the rights of others in any other serious way;
- are not part of a pattern of problem behaviours; and
- do not require involvement of specialist support staff or Administration.

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal from class time (time out) or lunch time (SSS Room), individual meeting with the student, apology, restitution or detention for work completion.
- a re-direction procedure. The staff member uses the above Consequence Procedure.

The recording of three minor behaviours constitutes a major behaviour. When recording on OneSchool, staff should select Major Behaviour and Third Minor Referral.

Major behaviours are those that:

- significantly violate the rights of others;
- put others / self at risk of harm; and
- require the involvement of school Administration.

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member will complete a OneSchool behaviour record at an appropriate time and refer it to the appropriate people.

Major problem behaviours may result in one or more of the following consequences:

- **Level One:** Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege (leadership positions, school representation), restitution, loss of break times (SSS Room), warning regarding future consequence for repeated offence
- **Level Two:** Parent contact, referral to Guidance Officer, referral to Student Services Team, suspension from school: and/or
- **Level Three:** Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours:

	Area	Minor	Major
Being Safe	Movement around school	<ul style="list-style-type: none"> Running on concrete or around buildings Running/jumping on or from stairs/equipment Not walking bike in school grounds 	
	Play	<ul style="list-style-type: none"> Incorrect use of equipment Not playing school approved games Playing in toilets 	<ul style="list-style-type: none"> Throwing objects Possession of weapons
	Physical contact	<ul style="list-style-type: none"> Minor physical contact (for example, pushing and shoving) 	<ul style="list-style-type: none"> Serious physical aggression Fighting
	Correct Attire	<ul style="list-style-type: none"> Not wearing a hat in playground Not wearing shoes outside 	
	Other	<ul style="list-style-type: none"> Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Possession or selling of drugs Weapons including knives and any other items which could be considered a weapon being taken to school Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Responsible	Class tasks	<ul style="list-style-type: none"> Not completing set tasks that are at an appropriate level Refusing to work 	
	Being in the right place	<ul style="list-style-type: none"> Not being punctual (eg: lateness after breaks) Not in the right place at the right time 	<ul style="list-style-type: none"> Leaving class without permission (out of sight) Leaving school without permission
	Follow instructions	<ul style="list-style-type: none"> Low intensity failure to respond to adult request Non compliance Unco-operative behaviour 	
	Accept outcomes for behaviour	<ul style="list-style-type: none"> Minor dishonesty (lying about involvement in a low-level incident) 	<ul style="list-style-type: none"> Major dishonesty that has a negative impact on others
	Rubbish	<ul style="list-style-type: none"> Littering 	
	Mobile Phone or personal technology devices	<ul style="list-style-type: none"> Mobile phone switched on in any part of the school at any time without authorisation (written permission from an authorised staff member) 	<ul style="list-style-type: none"> Use of a mobile phone in any part of the school for voicemail, email, text messaging or filming purposes without authorisation Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school
Being Respectful	Language (including while online)	<ul style="list-style-type: none"> Inappropriate language (written/verbal) Calling out Poor attitude Disrespectful tone 	<ul style="list-style-type: none"> Offensive language Aggressive language Verbal abuse / directed profanity
	Property	<ul style="list-style-type: none"> Petty theft Lack of care for the environment 	<ul style="list-style-type: none"> Stealing / major theft Wilful property damage Vandalism
	Others	<ul style="list-style-type: none"> Not playing fairly Minor disruption to class Minor defiance Minor bullying / victimisation/ harassment Inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school 	<ul style="list-style-type: none"> Major bullying / victimisation /harassment Major disruption to class Blatant disrespect Major defiance Serious, or continued, inappropriate use of personal technology devices or social networking sites, which impacts on the good order and management of the school

Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues; and
- identify what they will do to change their behaviour in line with expected school behaviour.

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Healy State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

School Policies

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

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

Temporary removal of student property

The removal of any property in a student's possession may be necessary to:

- promote the caring, safe and supportive learning environment of the school,
- 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 Healy 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 cans (including spray paint)
- aerosol deodorants that are used inappropriately
- 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 Healy State School:

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

Parents of students at Healy 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 Healy 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 Healy 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 Healy State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

The school discourages students from bringing phones and smart devices to school. These items are expensive and have the potential to be lost, stolen or broken. It is understandable that some parents/carers may choose to have their student carry a smart device or phone to and from school for safety reasons.

Expectations

The following expectations apply to all students who bring a phone or smart device to school.

- All phones and smart devices are to be delivered to the office upon arrival at school and collected from the office at the end of the day.
- Students who do not deliver their device to the office will be given a reminder to do so.
- Students who repeatedly bring a device to school without taking it to the office will be banned from bringing that device to school for a length of time to be determined by the Principal.
- The student's parent/carer must notify the office that their student has permission to bring the device to school. As these devices can be expensive, the school wants to ensure that parents/carers are aware that their children are taking them away from home.
- These expectations apply to all smart devices (including but not limited to phones, watches, music players, games) regardless of whether they have a school mode or not.
- These expectations apply to any device that has the ability to:
 - Communicate via phone, messages, email, apps etc.
 - Take photos, video or sound recordings
- These expectations apply to all students and all devices unless special consideration has been granted by the principal.

Responsibilities

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

- bring a mobile phone or smart device to school providing they adhere to the expectations listed above.
- be courteous, considerate and respectful of others when using all forms of technology.

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

- use a mobile phone or other devices in an unlawful manner.
- use a mobile phone during school time and/or while on school grounds.
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws

- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

In addition, students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
 - the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
 - schools may remotely access departmentally-owned student computers or mobile devices for management purposes
 - students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
 - despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
 - teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Preventing and responding to bullying

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 help to improve 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.

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 Healy 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 Healy 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.

Healy 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

Principal – 07 4437 3555

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 Healy 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. The principal can also 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 Healy State School may face in-school disciplinary action, such as detention (SSS) 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.

Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

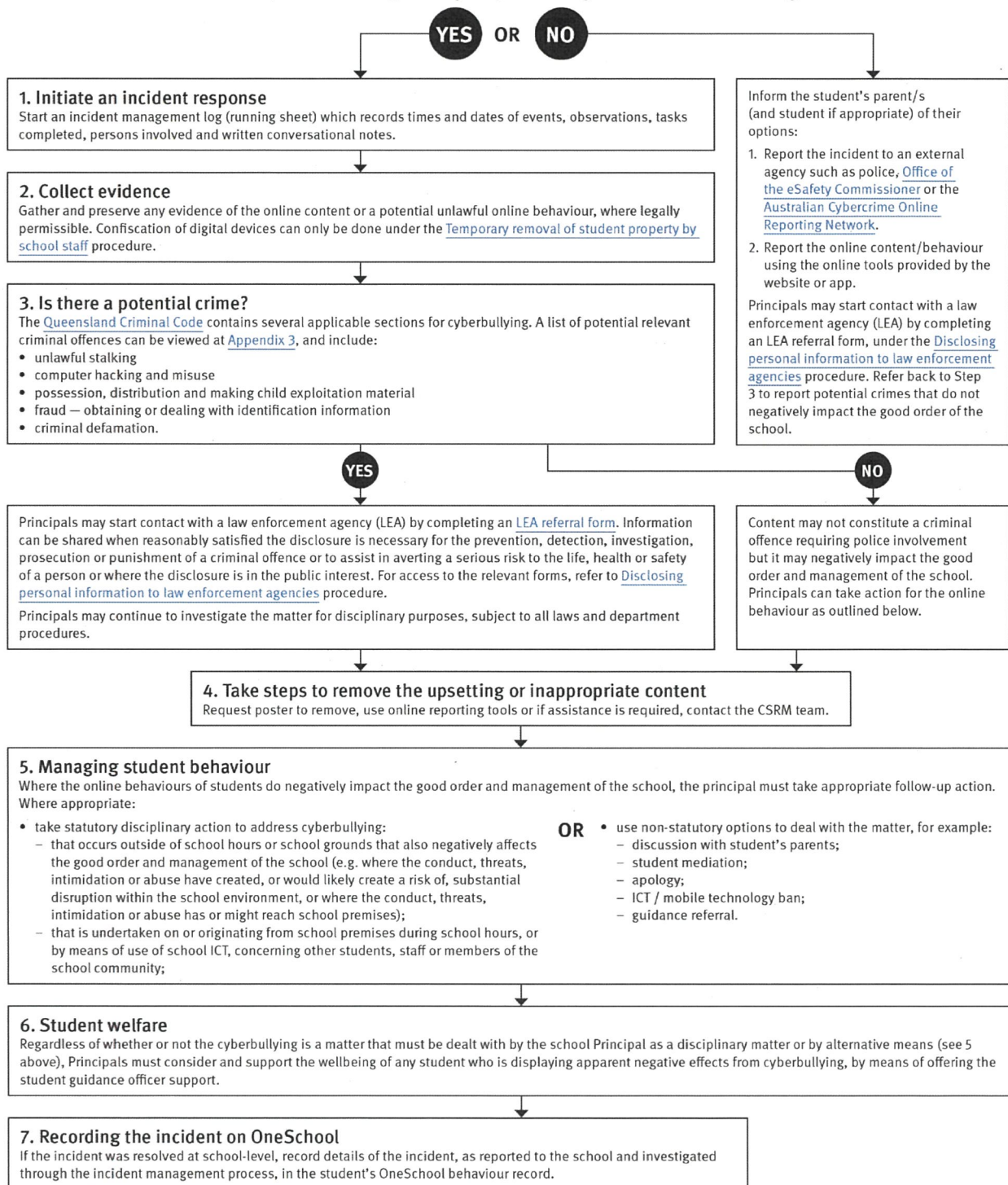
Explicit images

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

Help

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Healy 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 Healy 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.

Healy State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Healy State School works together to establish a safe, supportive and disciplined school environment. This compact will be used with individual students if particular problems around bullying arise.

Healy State School – Anti Bullying Compact

We agree to work together to improve the quality of relationships in our community at Healy 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 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 information 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.

Additional Expectations

It is **acceptable** for:

- Parents/carers to publish images or videos of their children while wearing their school uniform to their social media accounts.

It is **unacceptable** for:

- Students to publish images or videos of themselves or others while wearing their school uniform to their social media accounts.

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

For unexpected critical incidents, staff should use basic defusing techniques:

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.
2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.
3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.
4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.
5. Debrief: At an appropriate time, when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Healy 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 that they feel is adversely affecting their child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.

3. External review: contact a review authority

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

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

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