



EUMUNDI STATE SCHOOL

STUDENT CODE OF CONDUCT

2024 - 2027

Equity and Excellence
Realising the potential of
every student



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Principal Signature:



Date: 2023

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School Council Chair Name: Stuart Brown

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



Date: 2023

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Purpose

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

The Eumundi State School Student Code of Conduct sets out the responsibilities and processes we (the students, staff, parents/caregivers and the wider school community) use in our school to promote a productive, effective whole school approach to discipline.

Its purpose is to facilitate high standards of behaviour from all in the school community, ensuring learning and teaching in our school is prioritised, where all students are able to experience success and staff enjoy a safe workplace.

Whole School Approach to Discipline

Eumundi State School's motto "While We Live We Grow" highlights our community's philosophy which recognises that we are all learners and that learning is a lifelong activity.

At Eumundi State School we believe that all children have the capacity to learn. We also believe that all students are at different points in their development, learn at different rates and require varying degrees of assistance and support to maintain their learning. We understand that individuals have areas of relative strengths, and find some areas of learning come more easily than others.

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.

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

Eumundi State School's 'Positive Learning' approach focuses on achieving a balance of 4 'health' domains in order to maximise individual capacity for optimal learning. These 4 domains are:

- Social and Emotional Health
- Physical Health
- Academic Health
- Mental Health

Our 'Positive Learning' approach is strengthened by relationships, empowerment, resilience and gratitude. These values enhance our daily ways of learning, our overall health and wellbeing.

Our school code of behaviour is centred on four of the values that we see as essential to creating productive and ethical practices, positive and harmonious relationships, and safe and healthy lifestyles. We call this code 'Eumundi Expects'.

The four values of 'Eumundi Expects' are:

- Care
- Courtesy
- Co-operation
- Common Sense

(See 4 C's Posters Appendix 4 and Eumundi State School's Values and Expectations table below.)

As in all other areas of a child's school life, we see learning about behaviour and how to independently manage one's own behaviour is something that needs to be taught, modelled, practised, supported and reinforced. We also understand that to learn to effectively manage their own behaviour, children have varying needs in relation to the type and intensity of support they require.

At Eumundi State School we believe that for effective teaching and learning to occur, there needs to be a shared understanding and agreement among all stakeholders about the specific conditions necessary for this to occur. We also believe that there needs to be strong and productive partnerships between the stakeholders and a commitment that all of our actions are on behalf of ensuring the best possible outcomes for our students.

When a student enrolls at Eumundi State School, the student (if able), parents/caregivers and school complete an Enrolment Agreement which outlines the responsibilities of the student, parents/caregivers and the school staff about the education of students enrolled at the school.

One of the key factors in enabling staff to teach effectively and learners to learn effectively, is the existence of reasonable and clearly understood behavioural expectations. There also needs to be logical and clearly defined strategies and processes to support achievement, ensuring a safe, supportive and disciplined learning environment for all students.

Eumundi State School has a '6-Level Response to Inappropriate Behaviour' flowchart (pages 9-10) that outlines the strategies and responses recommended to staff to effectively manage student behaviour, with consideration to individual student circumstances.

Any students or parents/caregivers who have questions or would like to discuss the Student Code of Conduct are encouraged to make an appointment to meet with the Principal.



Eumundi State School's Values and Expectations

CARE COURTESY COOPERATION COMMON SENSE

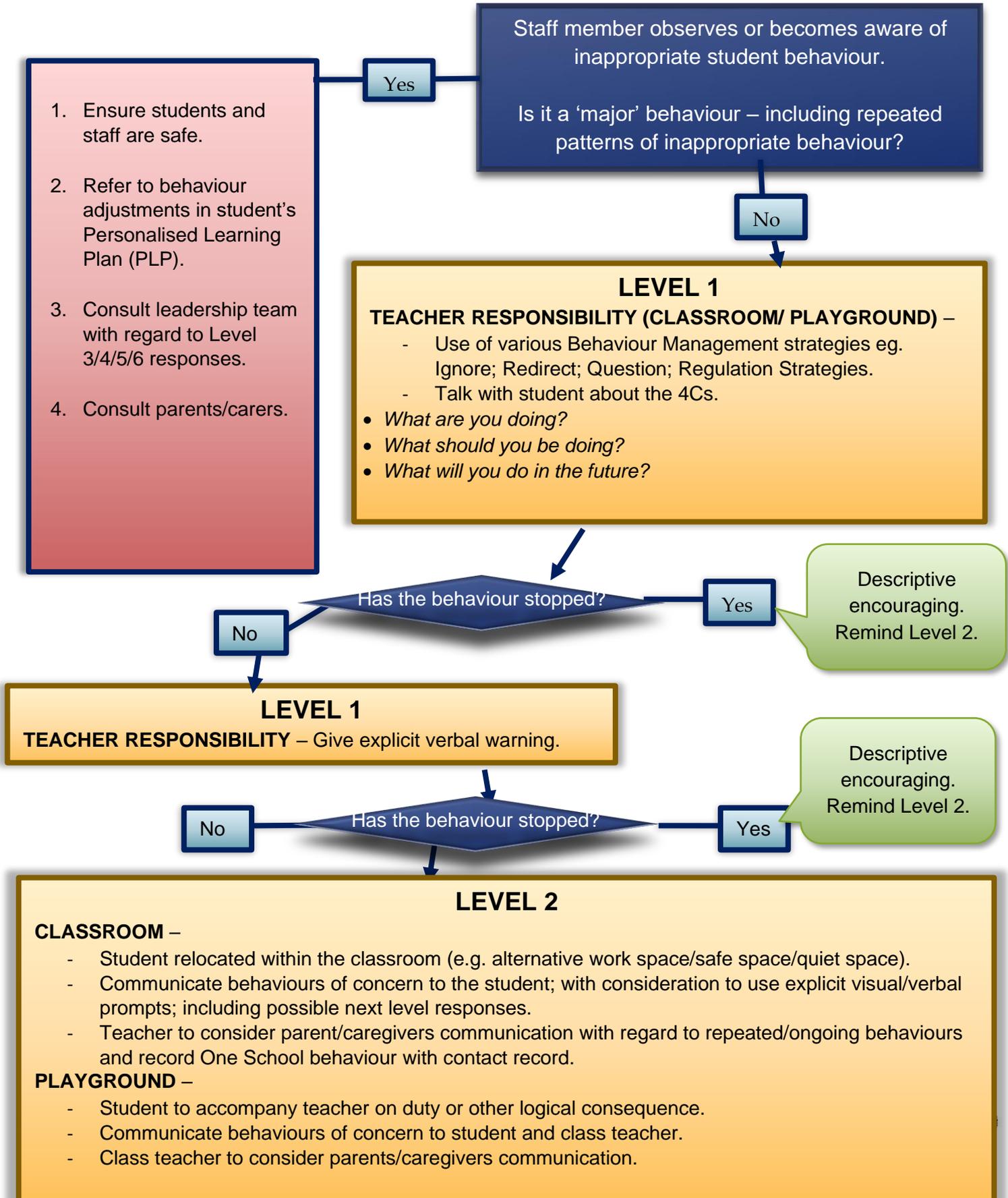


	Whole School	In the Classroom	Play Areas and Movement	Undercover and Eating Areas	Toilets	Verandahs, Stairs and Lining Up	In the Wider Community
CARE We care for: Self Learning Others School	<p>I am an active listener I am an active participant in learning I understand and follow the 4C's I use positive self-talk I treat others the way I want to be treated I am kind and thoughtful towards others I am honest I always try my best I can self-regulate my emotions I am a positive role model I am responsible for my behaviour I am resilient</p>	<p>I use whole body listening I am an active listener I follow class expectations I participate in all activities I always give my best effort I take care of my belongings I care for my learning and those of my classmates I focus on my learning I let others learn I include others I use kind words</p>	<p>I welcome others into my games I try new games and activities I care for the gardens and environment I use equipment appropriately I use kind words</p>	<p>I sit whilst eating in my designated area I eat my own food I use my own drink bottle or drink from the bubblers sensibly I use the appropriate bin to put my waste</p>	<p>I use toilets respectfully I return to class promptly I use toilets before school and during lunch breaks so that learning doesn't get interrupted</p>	<p>I walk quietly when moving around the school I keep left on the stairs and pathways I use an inside voice on the verandah</p>	<p>I follow adult instructions I follow Bus Code of Conduct I stay with the group I stay alert I show pride in myself I wear full school uniform</p>
COURTESY We are: Well mannered Polite	<p>I use polite language I am well mannered I treat others with respect and consideration I listen quietly</p>	<p>I raise my hand and wait my turn to speak I use an inside voice I use manners I ask for help from teachers, other adults and students in a friendly and polite manner I use equipment belonging to others and the school respectfully</p>	<p>I speak respectfully to others I consider others I use manners I move quietly around the school during learning times I follow teacher's redirection</p>	<p>I raise my hand and wait to be released I line up in an orderly fashion at Eumunchi Café after the play bell I only buy food for myself I use manners when ordering tuckshop</p>	<p>I respect others privacy I put up my hand to ask to go to the toilet</p>	<p>I line up in 2 straight lines I sit quietly in 2 straight lines I wait for the teacher to dismiss the class I give way to adults when walking I walk on the left side of stairs and verandahs</p>	<p>I use polite language I use my best manners I treat all people with kindness and respect</p>
COOPERATION We: Work together to reach our learning and playing goals	<p>I encourage and support others I take turns and share ideas/equipment</p>	<p>I listen to others I follow directions quickly and quietly I work together with others on a common goal I share and take turns I show patience when waiting for my turn I respect others' views and opinions I let others speak</p>	<p>I share equipment I allow others to join my game I take turns in games I follow the rules I solve problems peacefully I leave the play area when the bell rings</p>	<p>I keep the eating areas clean I return my lunchbox back to the classroom</p>	<p>I use the toilet appropriately I leave the toilet clean</p>	<p>I walk quietly to line up after breaks</p>	<p>I wear my uniform with respect in public places</p>
COMMON SENSE We learn and play: Sensibly Safely	<p>I keep my hands and feet to myself I report problems to my teacher or an adult I play only in the designated areas I use the internet and social media responsibly</p>	<p>I use school equipment safely and sensibly I am prepared for learning by having my equipment ready I leave an area tidy I sit on my chair safely I keep my belongings neat and organised I walk in the classroom I ask for permission to leave the room</p>	<p>I only play in designated areas I use school equipment safely and sensibly I wear sun safe clothes I wear shoes and a broad brimmed hat I walk on concrete areas I play big ball games on the oval or appropriate lawn space I clean up after myself I report issues and or injuries to the teacher on duty</p>	<p>I walk in a sensible manner I use covered walkways when it is wet weather</p>	<p>I wash my hands with soap I use the toilets in the appropriate manner I turn taps off I use the right toilet block for my year level</p>	<p>I walk on the stairs I keep my hands and my feet to myself I use an appropriate voice level</p>	<p>I tell an adult if I feel unsafe I stay with my designated group</p>



Behavioural response – 6 Level Decision making flowchart

This flowchart is a tool that can be used to determine the course of action for concerning student behaviour. The flowchart helps identify steps to determine whether a student requires redirection or minor consequences, a referral to Buddy Class/Reflection, or further intervention with support staff, administration and/or parents.



Behavioural response – 6 Level Decision making flowchart (cont'd)

LEVEL 2



Descriptive encouraging. Reminder Level 3.

LEVEL 3

TEACHER RESPONSIBILITY CLASSROOM –

- Student relocated from classroom to Buddy Class for at least the remainder of the session + attend a minimum of one Reflection session at the office. (Consult sector DP if unsure)
 - Make contact with Buddy Class teacher and discuss expectations.
 - Record incident in One School (*Optional* use of 'Reflection Form' – See Appendices).
 - Sector DP explicitly advises student/parent of possible next levels.
 - Sector DP consults teacher with regard to parent/caregiver contact.
 - Parents/caregivers / Teacher stakeholders meeting (optional).
- Referral to Sector DP and consultation on possible behaviour Personalised Learning Plan.**

TEACHER RESPONSIBILITY PLAYGROUND -

- Student relocated to a Reflection Space under supervision of duty teacher. E.g. outdoor seat
- Teacher record incident in One School. 'Refer' record to Classroom teacher and sector Deputy Principal for follow up action.

Have the behaviours stopped?

Yes

No

Descriptive encouraging. Reminder Level 4/5/6. Revise PLP.

LEVEL 4

ADMIN + TEACHER RESPONSIBILITY –

- Internal school withdrawal at the office for designated time.
- Admin to contact parents/caregivers.
- Admin / Parents/caregivers / Teacher interview - face to face or by telephone.
- Parents/caregivers notified of possible suspension.
- Admin to seek Guidance Officer support (optional).
- Individual Behaviour Support Plan (IBSP) may be developed.
- Behaviour record noted in the student's profile.

Consideration to -

- Place student on a classroom 'Behaviour Monitoring Plan' (see Appendices).
- Designate play area/plan.
- Limit attendance to excursions / sport / camp (off site activities).

LEVEL 5

ADMIN RESPONSIBILITY –

- 1-10 day suspension will be considered if non-compliant with individual behaviour plan
- 1-10 day suspension will be considered for other serious instances of inappropriate behaviour
- 11-20 day suspension
- Admin / Parents/caregivers interview
- Re-entry meeting / program
- IBSP may be developed
- Consideration for regional support and SGO notification.

Have the behaviours stopped?

No

Yes

Have the behaviours stopped?

Yes

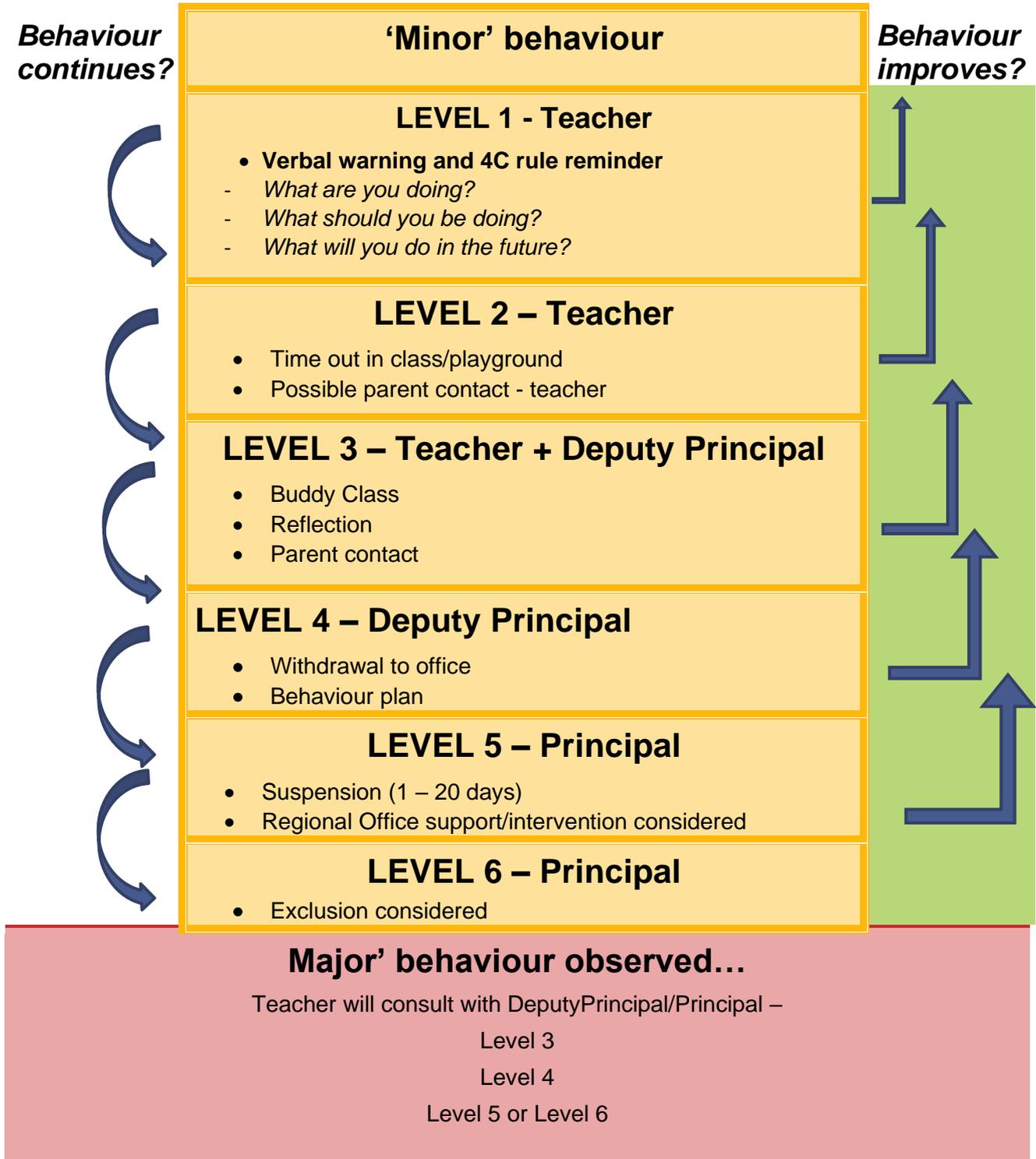
No

LEVEL 6

ADMIN RESPONSIBILITY – Recommendation for exclusion

Behavioural response – Decision making flowchart

The following summary flowchart may be utilised to explicitly teach students of possible responses to behaviours of concern. In considering the individual circumstances of each student, it's important to understand that the way staff teach, the support provided and the way staff respond to student behaviours may differ.



Minor Behaviour

Major Behaviour

<p>Minor behaviours generally –</p> <ul style="list-style-type: none"> • Are minor breaches of the school expectations • Do not seriously harm others • Do not seriously violate the rights of others • Are not part of a pattern of behaviour • Do not require involvement from leadership staff 	<p>Major behaviours –</p> <ul style="list-style-type: none"> • Violate the rights of others • Put others at risk of harm (including mental, emotional or physical harm) • Are part of a pattern of inappropriate behaviour • Constitute misconduct, disobedience or conduct that adversely affects the good order and management of the school
<p>Examples of minor behaviours –</p> <ul style="list-style-type: none"> • Refusal to follow staff instructions • Refusal to follow classroom expectations • Calling out/ disrupting others • Displaying disrespect towards others • Insolence (backchat or defiance) • Consistent lack of effort • Failure to complete/submit work • Not caring for property and/or equipment • Not following safety expectations 	<p>Examples of major behaviours –</p> <ul style="list-style-type: none"> • Harassment of others • Truancy from class/school • Repeated and ongoing class disruption • Violence of inappropriate physical misconduct • Serious offences against other students or staff • Targeted bullying or fighting • Verbal abuse and targeted swearing • Possession of banned items • Theft, vandalism, or graffiti • Serious technology infringements • Displaying no effort to improve behaviour or comply with behaviour support plan

Consideration of Individual Circumstances

Staff at Eumundi State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and well-being, 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, staff recognise that the way they teach, the support provided and the way they respond to students will differ. This reflects the principle of equity and excellence, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our staff consider with each individual student in both the instruction of behaviour and the response to behaviour.

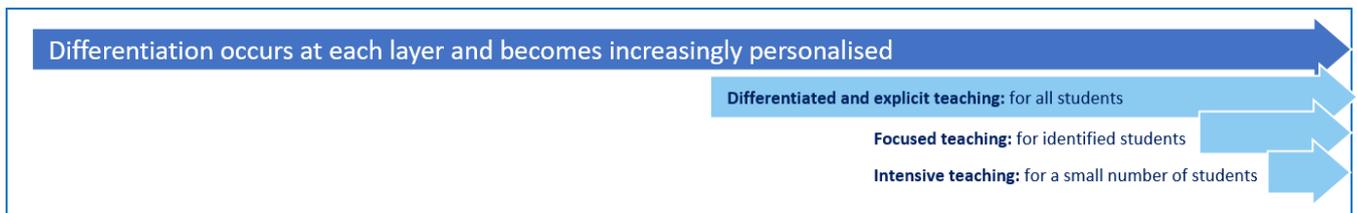
Our Staff are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff, and parents/caregivers to know what consequences another student might have received, we will not disclose or discuss this information with anyone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

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

Continuum of Support

Eumundi 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. Staff reinforce expected behaviours, provide feedback and correction, and opportunities for practise.

Staff at Eumundi State School vary what students are taught, how they are taught and how students can demonstrate what they know. 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 staff to purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.



Differentiated and Explicit Teaching: for all students

At Eumundi State School, our whole school approach to Behaviour Support is based on our strong belief that there needs to be a shared partnership between all staff, students, parents/caregivers and the school community to assist every child to reach their full potential in all areas.

Good communication and shared ownership of behaviour (both acceptable and unacceptable) is essential if we are going to support and guide our young people into making positive behavioural choices and lead rich and fulfilled lives.

We strongly believe that expected standards of behaviour need to be modelled and that specific behavioural skills and attitudes need to be taught, practised, supported and positively reinforced for them to become embedded into a young person's life.

Eumundi Expects plays an important role in helping us identify and establish appropriate whole school behaviour standards. Some of the strategies we use to teach, support and reinforce appropriate behaviour and attitudes are:

- Teachers review school expectations with students at the start of the year/term, and regularly throughout the year.
- Positive Learning – each term our school’s ‘Positive Learning Team’ in consultation with teaching staff, determine a school wide focus. The team helps to develop teaching resources and whole school activities in relation to the focus domain. Individual classes may also tailor the learning to class needs.
- Eumundi Expects - Catch a C Program, which incorporates:
 - a) Classroom material, lessons and support materials to systematically teach each of the 4C’s.
 - b) Formal and informal discussion with the students in a variety of situations and contexts about demonstrating the 4Cs. For example:
 - Discussion about a target C at Parade.
 - Staff talking to their class about classroom and playground expectations within the context of a particular C.
 - Verbally acknowledging and reinforcing appropriate behaviour within the context of a particular C.
 - Incidental discussion with individuals or groups of students about which of the C’s they had ignored in a particular situation or minor incident.
 - c) Rewarding children who are “caught” spontaneously using one of the 4C’s in the classroom or playground with a C Token which goes into a weekly prize draw - randomly chosen children receive a reward at Parade each week.
- Classroom Effort and Achievement Awards presented every week on parade.
- ‘Eumunchi’ mid-morning fruit/snack break, promoting healthy eating.
- Eumundi P - 6 Environmental Program which fosters understanding and positive attitudes and practices in cooperatively caring for and preserving our environment.
- Children are encouraged to appropriately recycle their waste, and this is monitored by School Enviro Leaders, Class Representative and the Gardening Club. The program also includes a worm farm, supported by the Eumundi Markets and School Chaplain.
- School Leaders include School Captains, Sports Captains, Class Representatives, Peer Support, Library, Enviro, Performing Arts and Band Leaders.
- Regular School Admin involvement in class and play time.
- Classroom teacher bulletins to parent group sharing classroom learning and focused teaching in relation to Eumundi Expects and Positive Learning.
- School newsletter and Leadership Team messages for school community.

The following proactive and preventative processes and strategies are also used to support student behaviour:

- The Eumundi State School Student Code of Conduct is discussed with new students and parents at enrolment interview.
- New and relief staff are provided with a summary of key elements of the Code of Conduct.
- Support plans may be developed for individual students in consultation with parents, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Students come to school to learn. Behaviour support represents an important opportunity for learning how to get along with others. Staff implement planned and incidental strategies in the classroom and playground to teach effective work habits, to develop social skills and to build a good rapport with and between students. Minor breaches of behaviour are dealt with by the staff member in charge of the group.

Re-directing low-level (minor) 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 reflect and modify their behaviour so that it aligns with our school's expectations.

Our preferred way of re-directing low-level problem behaviour is to ask students 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 to align with the expectations of our school community.

Focused Teaching: for identified students

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.

Focused teaching occurs where students consistently breach the school's Student Code of Conduct and the classroom expectations.

Staff maintain parent contact using a polite and positive approach, with the aim of building a productive partnership.

Staff keep a record of student behaviours, and the targeted support implemented (within the student's Personalised Learning Plan).

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, or 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 staff, 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.

In situations where a student's behaviour consistently breaches, or is a more serious breach of the Student Code of Conduct, the student, classroom teacher, parents/caregivers and school administration (case team) meet to discuss what more intensive and specific forms of support are required to assist the student to manage his or her behaviour. Major problem behaviours such as these are referred directly to the school Administration team/Sector Deputy Principal.

Staff use records of student behaviour and targeted support to determine when a student needs more intensive support. Where necessary, the case team may decide to refer the student, with the supporting documentation, to the Student Support Team (welfare/special needs committee).

The Student Support Team, along with the teacher and the parents/caregivers, may develop and implement an Individual Behaviour Support Plan. This plan documents aims, support strategies, timing, personnel, review and assessment.

Support through this plan could include:

- Referral of the student and/or parents/caregivers to the school Guidance Officer or Chaplain for possible assessment, counselling, advice etc.
- Use of a buddy teacher or mentor to encourage positive behaviours or use as a 'retreat' area from the classroom.
- Structured break time play through organised activities (Supported Play).
- Alternative play areas.
- Modification of timetable.
- Daily Communication Diaries/Behaviour Card - where student and teacher complete a daily report on how well a student has achieved their target goals and manages their own behaviour throughout the day.
- Recommendation to parents/caregivers to access external agencies such as Child Youth Mental Health Service or their General Practitioner.
- Modifications to the regular school program to accommodate and assist a particular student to move towards being able to independently manage their own behaviour e.g., a modified timetable or attendance.
- Access support through school or regional funding applications where available.
- Identification of professional development opportunities for staff to assist them with particular cases and issues.

Parents/caregivers involvement must continue through all management stages. Parents/caregivers interviews with the class teacher, student and Principal or Deputy Principal are focused on a coordinated approach to setting a more positive pattern of behaviour.

Disciplinary Consequences

The disciplinary consequences model used at Eumundi 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 staff to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focused 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.

Differentiated

Class teacher provides in-class or in-school disciplinary responses to low-level or minor problem behaviour. This may include:

- Pre-correction (e.g., "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g., posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g., "Hand up when you want to ask a question")
- Rule reminders (e.g., "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g., "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Class wide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g., "Which one do you want to start with?")
- Prompt student to take a break or time away in class

- Model appropriate language, problem solving and verbalise thinking process (e.g., “I’m not sure what is the next step, who can help me?”)
- Provide demonstration of expected behaviour
- Peer consequence (e.g., corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g., removal from classroom)
- Reflection

Focused (Refer Flowchart – Level 2 and 3)

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

- Time out
- Buddy Class and Reflection. Reflection is a form of lunchtime detention.
- Behavioural contract
- Restorative Justice
- Parents/caregivers contact
- Student apology
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents/caregivers and external agencies

Consequences for minor or persistent playground misbehaviour where proactive strategies and verbal reinforcement have been unsuccessful may also include:

- Staying with the duty teacher for a period of time.
- Litter duty or other community service.
- Sitting out (time out) for a period of time.
- Being sent to ‘Buddy Class’
- Being sent to the Office (time out with Deputy Principal/delegate/Principal).
- Restricted access to the school playground for a designated period.
- Exclusion from the school playground for a designated period.

Eumundi State School process for Reflection:

- Student relocated from classroom to Buddy Class for at least the remainder of the session + attend a minimum of one Reflection session at the office. (Consult sector DP if unsure)
- Make contact with Buddy Class teacher and discuss expectations.
- Record incident in One School (*Optional* use of ‘Reflection Form’ – See Appendices).
- Reflection space and time designated with sector DP.
- During Reflection time, students given directed tasks (verbal/written) to reflect on inappropriate behaviour as well as appropriate changes/improvements to behaviour.
- Sector DP explicitly advises student/parent of possible next levels.
- Sector DP consults teacher with regard to parent/caregiver contact.
- Parents/caregivers / Teacher stakeholders meeting (optional).
- Referral to Sector DP and consultation on possible behaviour support plan (PLP) including individual behaviour goals.

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

- Reflection.
- Internal school withdrawal (Step 4).
- Complex Case management and review.
- Access to regional support services.
- Temporary removal of student property (e.g., mobile phone).
- Short term suspension (1 to 10 school days).
- Long term suspension (11 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).
- Stakeholder meetings with parents/caregivers and external agencies including additional specialists where required.

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 Eumundi 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/caregivers 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 Eumundi 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 parents/caregivers/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a consequence through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

It is not mandatory for the student or their parents/caregivers 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 parents/caregivers/s.

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

Structure

The structure of the re-entry meeting 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 parents/caregivers at a later date and time. This meeting should be narrowly focused 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 parents/caregivers/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 Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

Eumundi 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, 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 Eumundi 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 Eumundi 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 parents/caregivers or calling the Police;
- consent from the student or parents/caregivers 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/caregivers (e.g., to access an EpiPen for an anaphylactic emergency);
- consent from the student or parents/caregivers 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/caregivers should be called to make such a determination.

Parents/caregivers of students at Eumundi State School

- ensure your children 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 Eumundi 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 Eumundi 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 Eumundi 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.

This policy reflects the importance the school places on students displaying courtesy, consideration and respect for others whenever they are using personal technology devices.

Mobile phone and communication devices

Students are not permitted to be in possession of mobile phones or communication devices, on school grounds during school hours.

Students who require a mobile phone (or communication device) for safe travel to and from school must deliver it to office staff immediately upon arrival to school, and collect it from the office at the end of the school day. At this time, the student may check their device in the foyer, and must place it in their school bag prior to leaving the office.

Confiscation of personal technology devices

Students must not bring valuable personal technology devices such as smart watches, digital video cameras to school as there is a risk of damage or theft. Such devices will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary consequences.

Devices potentially containing evidence of criminal offences may be reported to the Police. In such cases Police may take possession of such devices for investigation purposes and students and parents/caregivers will be advised to contact Queensland Police Service (QPS) directly.

Students who have a personal technology device confiscated more than once will not be permitted to have a personal technology device at school for at least one month, or longer if deemed necessary by the Principal.

Recording voice and images

Every member of the school community should feel confident about participating fully and frankly in all aspects of school life without concern that their personal privacy is being invaded by them being recorded without their knowledge or consent.

We uphold the value of trust and the right to privacy at Eumundi State School. Students using any device to record inappropriate behaviours or incidents (such as vandalism, fighting, bullying, staged fighting or pranks etc) for the purpose of dissemination among the student body or outside the school, by any means (including distribution by phone or internet posting) builds a culture of distrust and disharmony.

Students must not record images anywhere that recording would not reasonably be considered appropriate (e.g., in change rooms, toilets or any other place where a reasonable person would expect to be afforded privacy). Recording of events in class is not permitted unless express consent is provided by the class teacher.

A student at school who record private conversations, ordinary school activities (apart from social functions like graduation ceremonies) or violent, illegal or embarrassing matter capable of bringing the school into public disrepute are considered to be in breach of this policy.

Even where consent is obtained for such recording, the school will not tolerate images or sound captured by devices on the school premises or elsewhere being disseminated to others, if it is done for the purpose of causing embarrassment to individuals or the school, for the purpose of bullying or harassment, including racial and sexual harassment, or where without such intent a reasonable person would conclude that such outcomes may have or will occur.

Students may be subject to discipline (including suspension and recommendation for exclusion) if they breach the policy by being involved in recording and/or disseminating material (through text messaging, display, internet uploading or other means) or are knowingly the subject of such a recording.

Students should note that the recording or dissemination of images that are considered indecent (such as nudity or sexual acts involving children) are against the law and if detected by the school will result in a referral to QPS.

Text communication

The sending of text messages that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking, and will subject the sender to discipline and possible referral to QPS. Students receiving such text messages at school should ensure they keep the message as evidence and bring the matter to the attention of the school administration.

Recording private conversations and the *Invasion of Privacy Act 1971*

It is important that all members of the school community understand that under the *Invasion of Privacy Act 1971*, 'a person is guilty of an offence against this Act if the person uses a listening device to overhear, record, monitor or listen to a private conversation'. It is also an offence under this Act for a person who has overheard, recorded, monitored or listened to a conversation to which s/he is not a party to publish or communicate the substance or meaning of the conversation to others.

Students need to understand that some conversations are private and therefore to overhear, record, monitor or listen to such private conversations may be in breach of this Act, unless consent to the recording is appropriately obtained.

Special circumstances arrangement

Students who require the use of a personal technology device in circumstances that would contravene this policy (for example to assist with a medical condition or other disability or for a special project) should negotiate a special circumstances arrangement with the Deputy Principal or Principal.

Purpose

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

Eumundi State School strives to create positive, predictable environments for all students at all times of the day. The disciplined and teaching environment that we are creating is essential to:

- achieving overall school improvement, including the effectiveness and efficiency of our student support procedures;
- raising achievement and attendance;
- promoting equality and diversity; and
- ensuring the safety and well-being of all members of the school community.

There is no place for bullying in Eumundi State School. Those who are bullied and those who bully are at risk for behavioural, emotional and academic problems. These outcomes are in direct contradiction to our school community's goals and efforts for supporting all students.

Bullying behaviours that will not be tolerated at Eumundi State School include name-calling, taunting, mocking, making offensive comments, kicking, hitting, pushing, taking belongings, inappropriate text messaging, sending offensive or degrading images by phone or internet, producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours.

Bullying may be related to:

- race, religion or culture;
- disability;
- appearance or health conditions;
- sexual orientation;
- sexist or sexual language;
- children acting as carers; or
- children in care.

At Eumundi State School there is broad agreement among students, staff and parents/caregivers that bullying is observable and measurable behaviour. When considering whether or not bullying has occurred, we will therefore avoid speculation on the intent of the behaviour, the power of individuals involved, or the frequency of its occurrence. Whether bullying behaviour is observed between students of equal or unequal power, whether it occurs once or several times, and whether or not the persons involved cite intimidation, revenge, or self-defence as a motive, the behaviour will be responded to in similar fashion, that is, as categorically unacceptable in the school community.

Rationale

Many bullying behaviours are peer-maintained through the actions of bystanders. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying approach involves teaching students about safe and effective responses to bullying behaviours, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying approach at Eumundi State School is an addition to our schoolwide positive behaviour support processes. This means that students are explicitly taught the expected school behaviours. Students are consistently encouraged to identify and report instance of bullying behaviours directly to school staff.

School staff will tailor teaching and learning about bullying and how to prevent and respond to it in relation to student needs utilising available anti-bullying curriculum modules.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our schoolwide universal behaviour support practices will be maintained at all times.

This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- Students know the school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- Students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- Students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from staff in the non-classroom areas of the school.
- Staff members are actively supervising, easily identifiable and are constantly moving, scanning and positively interacting with students as they move through the school grounds and designated supervision spaces.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at Eumundi State School takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Eumundi State School records inappropriate behaviour and uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This application allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.

Cyberbullying

Cyberbullying is treated at Eumundi 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/caregivers who wish to make a report about cyberbullying should approach the regular class teacher or sector Deputy Principal.

It is important for students, parents/caregivers 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/caregivers 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 Eumundi State School may face in-school disciplinary action, such as 'Reflection' 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/caregivers or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents/caregivers 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.

How to manage online incidents that impact your school

Student protection

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

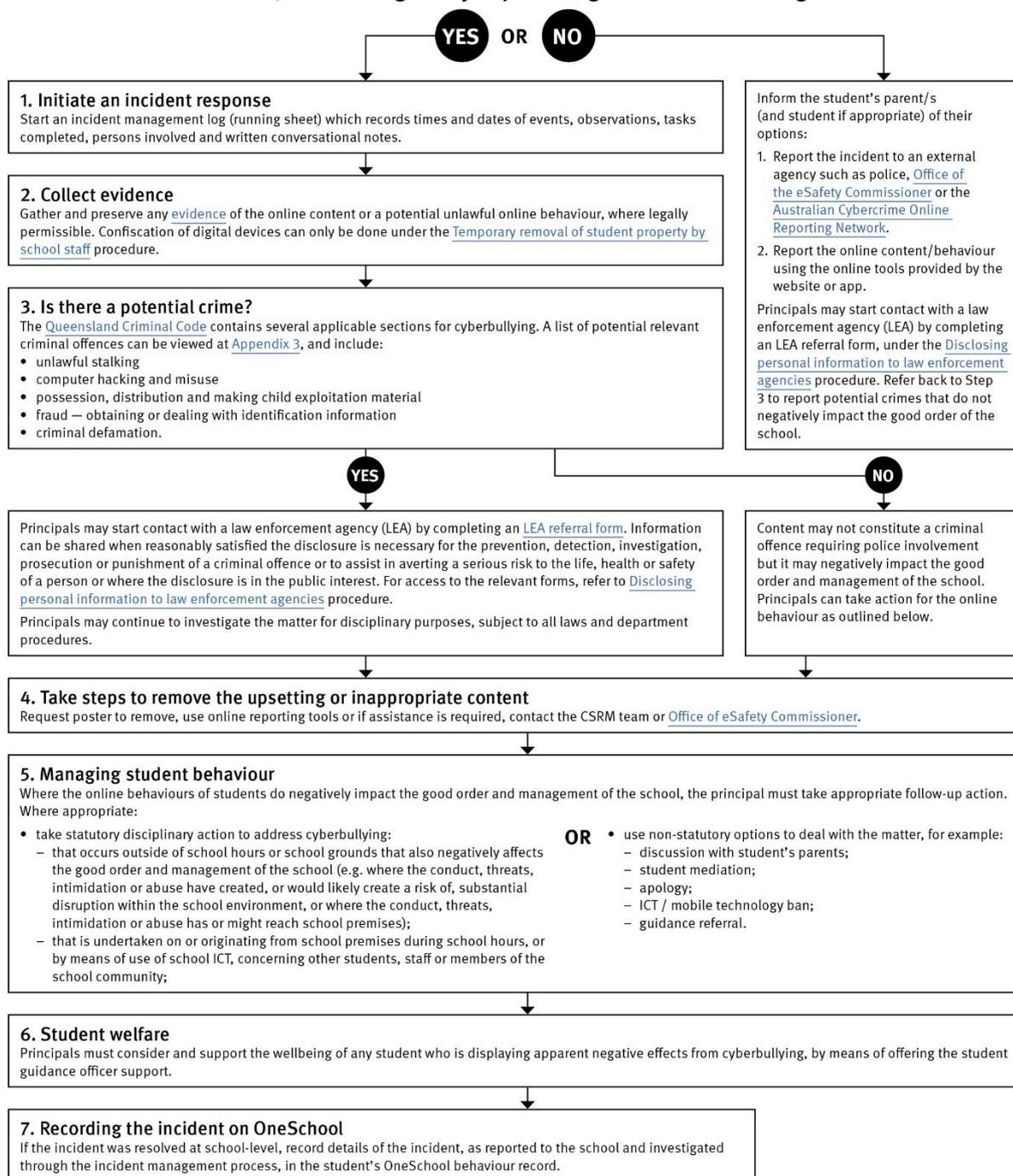
Explicit images

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

Report

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

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



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/caregivers](#) 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

Eumundi 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 Eumundi 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 consequences such as suspension or exclusion from school.

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

It is important to remember that sometimes negative comments posted about the school community have a greater impact than expected. This guide offers some information about how to use social media in relation to comments or posts about the school community. Reputations of students, staff, schools, Principals and even parents/caregivers 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/caregivers 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 parents/caregivers 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/caregivers 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?

Parents/caregivers 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/caregivers of school notices, the department prefers that parents/caregivers 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/caregivers are not. If you are tagging or naming students, consider that other parents/caregivers 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.

School staff at Eumundi 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 as a consequence 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/caregivers 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

Student Behaviour Reflection Prep to Year 2

To Parents: This behaviour reflection has been completed by your child during a session in 'Reflection' with a supervising teacher. Hopefully, this has given your child an opportunity to think about his/her inappropriate behaviour, about why this behaviour is not acceptable at school, and what he/she might try to do to ensure that this inappropriate behaviour is not repeated. If you have any questions about this or about the procedure being followed, please contact us at school.

PLEASE HAVE YOUR CHILD RETURN THIS SHEET TO SCHOOL ON THE NEXT SCHOOL DAY, TO THE SCHOOL ADMINISTRATION.

My name is	The date is :
What happened:	
What I will do next time:	
Parent's Signature: _____ Date: _____	

Student Behaviour Reflection Year 3 - 6

To Parents: This behaviour reflection has been completed by your child during a session in 'Reflection' with a supervising teacher. Hopefully, this has given your child an opportunity to think about his/her inappropriate behaviour, about why this behaviour is not acceptable at school, and what he/she might try to do to ensure that this inappropriate behaviour is not repeated. If you have any questions about this or about the procedure being followed, please contact us at school.

PLEASE HAVE YOUR CHILD RETURN THIS SHEET TO SCHOOL ON THE NEXT SCHOOL DAY, TO THE SCHOOL ADMINISTRATION.

My name is	The date is :
Explain in your own words what happened:	
What part or parts of Eumunid Expects (the 4 C's) did I ignore?	
Why wasn't this sensible behaviour?	
How might my behaviour have effected other people?	
What could I have been doing?	
I could stop myself from doing this again by -	
Other actions I could take -	
Parent's Signature: _____ Date: _____	

Student Code of Conduct – Appendix C
Eumundi State School
STUDENT BEHAVIOUR CARD (Example)

Name: _____

Class: _____

Date: _____

Behaviour/s to improve: _____

Session	Comments	Satisfactory	Unsatisfactory	Teacher
Morning				
1 st Break				
Middle				
2 nd Break				
Afternoon				

Parent / Guardian: _____

Principal (or nominee): _____

4C's posters

