Student Code of Conduct

2021-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Ms Mary Therese MacDonald
Principal Signature:	
Date:	15/02/2021

P&C Vice President Name:	Mr Shawn Hague
P&C Vice President Signature:	
Date:	15/02/2021

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Purpose

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

The Ingham State School Student Code of Conduct sets out the responsibilities and processes we use in our school to promote a productive, effective whole school approach to discipline.

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

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Principal's Foreword

Ingham State School has a long and proud tradition of providing high quality education to students from across North Queensland. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students.

Ingham State School is an inclusive school that caters for all students and promotes success through the following behaviour expectations:

- Be Safe

- Be Responsible

- Be Respectful

These values have been used in the development of this Student Code of Conduct, with the aim of helping shape and build the skills of all our students to be confident, self-disciplined and kind young people. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future.

Ingham State School staff take an educative approach to discipline, that behaviour can be taught and that mistakes are opportunities for everyone to learn. Our Student Code of Conduct provides an overview of the school's local policies on use of mobile phones and other technology, removal of student property and the approach to preventing and addressing incidents of bullying. It also details the steps school staff take to educate students about these policies and how students are explicitly taught expected behaviours. Finally, it details the consequences that may apply when students breach the expected standards of behaviour, including the use of suspension or exclusion.

I thank the students, teachers, parents and other members of the community for their work in bringing this Ingham State School Student Code of Conduct together over the past months. Your interest and views shared through the process of developing this document have been invaluable. It provides a clear explanation of what we expect from students and how we will support them to meet those expectations.

P&C Statement of Support

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

We encourage all parents to familiarise themselves with the Ingham State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Ingham State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 33 provides an excellent starting point to understand how to approach the school about these types of problems.

Any parents who wish to discuss the Ingham State School Student Code of Conduct and the role of families in supporting the behavioural expectations of students are welcome to join the Ingham State School P&C Association. It is with parent support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

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Consultation

The consultation process used to inform the development of the Ingham State School Student Code of Conduct occurred in three phases.

In the first phase, we held a series of internal meetings with staff, where we examined a range of data sets on student and staff attendance, school disciplinary absences (SDA) and outcomes from the most recent School Opinion Survey. We identified strengths and successes from our previous school behaviour plan, and areas for further development.

In the second phase, we reviewed the student, parent and staff School Opinion Survey data to identify strengths and areas for further development, particularly around school culture and climate. Participants were asked to offer positive ideas and suggestions for improving the quality of relationships and communication in the school.

Finally, a draft Student Code of Conduct was prepared and distributed for comment to all members of the school community.

Review Statement

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

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Data **Overview**

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

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

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

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

There are four different confidential surveys for
- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School **Opinion** Survey

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2017**	**2018**	**2019**
their child is getting a good education at school (S2016)	96%	100%	100%
this is a good school (S2035)	91.7%	100%	95.7%
their child likes being at this school* (S2001)	91.7%	100%	100%
their child feels safe at this school* (S2002)	96%	100%	95.8%
their child's learning needs are being met at this school* (S2003)	92%	100%	95.8%
their child is making good progress at this school* (S2004)	92%	96.4%	91.7%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95.8%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	96.4%	91.7%
teachers at this school motivate their child to learn* (S2007)	92%	96.4%	91.7%
teachers at this school treat students fairly* (S2008)	84%	92.9%	83.3%
they can talk to their child's teachers about their concerns* (S2009)	96%	100%	95..8%
this school works with them to support their child's learning* (S2010)	92%	96.4%	87.5%
this school takes parents' opinions seriously* (S2011)	92%	96.4%	87.5%
student behaviour is well managed at this school* (S2012)	88%	100%	91.7%
this school looks for ways to improve* (S2013)	92%	100%	95.18%
this school is well maintained* (S2014)	96%	100%	95.18%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2017**	**2018**	**2019**
they are getting a good education at school (S2048)	100%	100%	98.1%
they like being at their school* (S2036)	99.2%	100%	96.1%
they feel safe at their school* (S2037)	100%	100%	99%
their teachers motivate them to learn* (S2038)	99.2%	100%	100%
their teachers expect them to do their best* (S2039)	100%	100%	99%
their teachers provide them with useful feedback about their school work* (S2040)	98.3%	100%	98.1%
teachers treat students fairly at their school* (S2041)	96.6%	95.3%	94.2%
they can talk to their teachers about their concerns* (S2042)	96.6%	99%	96.1%
their school takes students' opinions seriously* (S2043)	94.1%	100%	97.1%
student behaviour is well managed at their school* (S2044)	94.9%	99.1%	89.3%
their school looks for ways to improve* (S2045)	100%	100%	99%
their school is well maintained* (S2046)	100%	100%	99%
their school gives them opportunities to do interesting things* (S2047)	99.2%	100%	97.1%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2017	2018	2019
they enjoy working at their school (S2069)	96.6%	96.6%	97.1%
they feel that their school is a safe place in which to work (S2070)	100%	96.6%	97.1%
they receive useful feedback about their work at their school (S2071)	86.7%	86.2%	91.4%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)			
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	96.7%	92.9%	94.3%
student behaviour is well managed at their school (S2074)	93.3%	96.6%	94.3%
staff are well supported at their school (S2075)	80%	89.7%	91.4%
their school takes staff opinions seriously (S2076)	86.7%	89.3%	94.3%
their school looks for ways to improve (S2077)	93.3%	96.6%	100%
their school is well maintained (S2078)	96.7%	96.4%	97.1%
their school gives them opportunities to do interesting things (S2079)	96.7%	93.6%	94.3%

* Nationally agreed student and parent/caregiver items
\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

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

INGHAM STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	2017	2018	2019
Short Suspensions – 1 to 10 days	8	6	17
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

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Learning and Behaviour Statement

Ingham State School aims to provide our students with positive learning environments in which they can grow, take risks and be supported in their academic and social and emotional learning.

Our students are diverse.
- They thrive with clear expectations and consistent consequences (both positive and corrective).
- They develop through positive relationships and need positive role models in adults and peers.

Our teaching staff prioritise fostering and maintaining positive relationships with students, parents and other staff.
- They are the most influential element in the holistic support of the students at our school.
- They continue to develop their understanding and practice around behaviour.
- They are supported and have their capacity developed by leadership team members and other support staff.
- They have consistent and high expectations of themselves and students.
- They set their classroom & programing up so students can succeed.
- Our leadership team & support staff prioritise fostering and maintaining positive relationships with students, parents and other staff.
- They approach situations consistently and respond to needs in a timely manner, addressing each situation in context.
- They use data to guide the decisions they make, taking into consideration the individual needs of the people involved.
- They asks questions to understand what support is needed and what it will look like.

Teacher Aides are an essential part of our classrooms and our school.
- They are utilised to the full extent of their abilities and have input into relevant decisions.
- They are supported by having clear expectations and definitions of their role.

Parents are the primary carers and teachers of our students.
- They support our school by working with teachers and following school processes and expectations.
- They are given information in a timely fashion and know what is happening with their child.

Whole School Approach to Discipline

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

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

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

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

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

Positive Behaviour for Learning

- Focuses on prevention.

- Has an emphasis on teaching and reinforcement of appropriate behaviour.

- Views the system, setting, or skill deficiency as the most likely source of problems. (No Blame)

- Uses data is used to select, monitor and evaluate.

- Publicly acknowledges positive behaviour.

- Has clear consequences for inappropriate behaviour.

- Has Interventions that are functionally-based.

- Is not limited to any particular group of students…it's for everyone.

Universal, General and Targeted Systems

Approximately 80% to 90% of students have little or no behaviour difficulties. At this universal level we still teach and positively re-enforce appropriate behaviour. However about 10 to 15% of students may need some general support and timely intervention on some occasions, this mainly focuses on re-teaching appropriate behaviour. For a variety of reasons, some 2 to 5% of students may not respond to these early efforts and may need more targeted support and/or flexible learning options to assist them to continue their learning.

Behavioral Systems

1-5%	Targeted
5-15%	General
80-90%	Universal
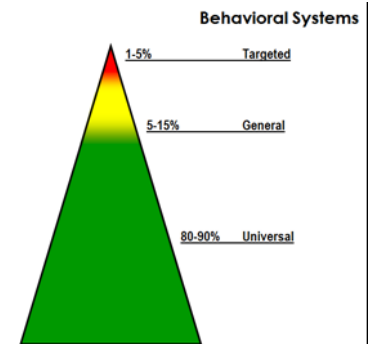
Our Aspirational Philosophy

Our beliefs influence our decisions, behaviour and social practices. It is realistic to expect that not everyone will share the same set of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on
our own understanding of what we consider acceptable and unacceptable. At Ingham State School, we are focused on teaching students to thrive in learning and life. We understand that these life skills need to be taught explicitly to students.

We believe it is essential for our students to learn to work productively and harmoniously with individuals and groups. We attempt to ensure innovative ways of encouraging co- operative work, research and problem solving. One of our major objectives is to extend each child to ensure they achieve academically, artistically, emotionally, socially and physically.

Our students are taught strategies to deal with conflict and disagreement and gain the capacity to seek solutions in difficult situations. Student initiative and leadership are fostered and nurtured and student achievement and effort is generously acknowledged.

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ISS Behaviour Flow Chart

POSITIVE REINFORCEMENT STRATEGIES

- Appropriate behaviours are explicitly taught to students . "Gotcha Focus".
- Students display positive Behaviour.
- Reinforcement via: Positive verbal/physical language, Gotcha and Classroom Incentives.
- Record Positive Behaviour in "OneSchool". PBL pg. 10

Is the inappropriate behaviour Major or Minor? (examples in PBL Handbook pg.11)

MAJOR

Teachers & Aids — Enter Behaviour Data in "OneSchool" and refer to Admin (PBL pg. 17.)

Other Staff or Visitors—Fill out Orange referral form and send to admin immediately.

Admin to investigate/ interview student.

Admin determines logical Consequence consistent with responsible student behaviour plan Eg. Referral to GO or BST, Meeting With Student, Suspension, Parent Contact, Restitution, etc.

Admin Enter Data on "OneSchool" (Intensive Support).

MINOR

Use classroom behaviour management strategies (Top 5 & ESCM Management) Use reflective questioning: "Is what you are doing appropriate?" "What is the expectation about...?" "What do you do when...?"

Logical consequences given/chosen. (Buddy classroom, name on board/sad face, thinking chair, lunch time work).

Has the student shown consistent similar inappropriate minor behaviours within the last few days?

YES - Enter into "OneSchool" and **refer** through to Admin to make them aware. **(Targeted Support).** PBL pg. 17

No—Make a note, eg. In Teacher diary, "OneSchool" **(not referred)**, classroom frequency plot .

Parent Caregiver Contact
Classroom Teacher to maintain good communication with parents around academics, behaviour and attendance. PBL pg. 18

Teacher Reflective Process
Teachers reflect on process and outcomes for themselves and students. PBL pg.25

INGHAM STATE SCHOOL. BE RESPONSIBLE • BE SAFE • BE RESPECTFUL.

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Behaviour Expectations

Ingham State School has a proactive and preventative approach to developing positive behaviour for all students. The Ingham State School Appropriate Behaviour Matrix outlines our agreed specific behavioural expectations in all school settings.

ISS Appropriate Behaviour Matrix

	Safe	Respectful	Responsible
Everywhere. All the time.	• I keep my hands and feet to myself • I get help when I'm in trouble • I stay in the school grounds • I solve problems with my words • I use equipment properly • I am sun safe • I leave unsafe things at home	• I follow adult directions • I use polite language and manners • I wear my school uniform proudly • I listen to people when they speak to me • I take turns	• I try my best • I am honest • I am responsible for my behaviour • I am good example for other students • I take care of my belongings • I report to the office if I see someone/something strange
Classrooms	• I walk around the room • I use scissors and equipment safely • I use furniture properly • I ask permission to leave the room • I am only in the classroom when a teacher is present	• I follow adult directions • I care for property • I raise my hand to speak • I use positive language • I return borrowed belongings • I ask for permission before touching other people's property	• I keep the classroom tidy • I am responsible for my learning • I focus and ignore distraction, bad influences • I make sure I have what I need
Oval	• I will wear my hat, shoes and socks on the oval • I will play safely. • I will keep my hands and feet to myself.	• I will only use my words in a positive manner	• I will play fairly and allow all students to get involved • I will leave the oval immediately when the bell rings • I solve differences by following the above expectations.
MPH	• I will follow adult instructions. • I will move around the hall safely.	• I will play games safely.	• I will use equipment appropriately
Library	• I will use my inside voice.	• I will share with others.	• I will tidy up when finished.

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Playground (out of bounds before and after school)	• I will play in my year level playground only. • I will wear a hat and shoes on this playground. • I will play safely, take turns and include others. • I will follow teacher instructions when given.
Eating Areas	• I will sit when I am eating • I will put my rubbish and food scraps in the correct bins • I will wait until I am dismissed.
Tuckshop	• I will wait my turn • I will hand money to the volunteer • I will use nice manners • I will line up quietly • I will order lunch before school
Toilets	• Always walk. • Use a quiet voice while you wait. • Gently close the door for privacy. • Remember to flush when finished. • Wash hands before leaving.
Walkway and Stairs	• I will walk on the left. • I will walk in single file when I pass others. • I will walk sensibly. • I will not go on the verandahs at play time
Office	• I will remove my hat. • I will gently open and close the door. • I will enter and stay out of the doorway. • I will sit and wait quietly. • I will wait my turn. • I will use greetings, please and thank you.
Pick Up/ Drop Off Zone	• I will sit quietly with the teacher on duty to wait for my car. • I will not play in the playgrounds as they are out of bounds. • I will wait until my car is in the pick-up zone before moving. • I will wait until the teacher on duty directs me. • I will walk quietly to my car and get in quickly when the car has stopped.
Back Gate After School	• I will sit quietly with the teacher on duty to wait for my parents. • I will not play in playgrounds as they are out of bounds. • I will wait until my parents come and collect me before I leave. • I will walk quietly to my car and get in quickly.
Bus Stop	• I will sit quietly in my bus line. • I will wait until the teacher on duty calls my bus, then line up at the gate. • I will wait until the bus has stopped and the teacher directs me to go. • I will walk on the path to my bus sensibly. • I will follow school rules and bus driver's instructions while on the bus.

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Playground Duty Expectations	
Oval	• Upper Oval: PLEASE NOTE: Students that are one grade apart can play together (3 & 4 or 4 &5) but students who are two years apart cannot. (4&6 or 1&3) • Students in Years 2-6 are allowed to play on Oval • Bottom Oval will be open as often as possible for older students • Direct students who are not wearing hats to an undercover area. • Direct students who are wearing thongs or not wearing shoes to sit in the office. At the end of play, supervise packing up of nets and encourage students to move off the oval quickly, go to the toilet/drink and to classrooms by second bell.
MPH	• In MP Hall, balls may be used but no kicking games or 'gymnastics'; safe play only. Students not to touch doors, electrical/mechanical items or phone. Monitor behaviour and number of students - if you have concerns with behaviour, use professional judgement, and stop the activity e.g. ball confiscated, timeout or leave the hall. • Direct students who are not wearing hats to an undercover area. • Direct students who are wearing thongs or not wearing shoes to sit in the office • *At the end of play, encourage students to go to the toilet/drink and quickly go to classrooms by second bell.*
Library	• As Resource Centre is open only at first play. All students are welcome. • Staff Supervisors must circulate and keep an eye on all areas. • No food or drink. Hats left near front door. Remind students about running and jumping on furniture, bean bags etc. • There is a small bell on front desk – ring this a few minutes before the bell to allow time for tidy-up. It is very important to lock the door as you leave if Resource Centre staff have not returned from their duty.(they will have a key to get back in). • At the end of play, encourage students to quickly go to the toilet/drink and to classrooms by second bell.
Playgrounds (out of bounds before and after school)	• Actively monitor the play space and ensure all students are following rules of sharing and turn-taking, especially whilst using Flying fox equipment.
Eating Areas	• Students are required to sit and quietly chat while eating. At the end of the eating time (bell signal), students should be quiet and wait to be dismissed by the Staff Supervisor. Staff Supervisor should check that area is clean before dismissing. • Students that are still eating at playtime MUST sit under B Block or C Block.
All Play Spaces	• Staff supervising in any playground or play space, must be aware of students with medical needs, particularly students with diabetes. Staff should monitor the students' device at least once during the play session. Be aware of signs/symptoms. All staff to have completed necessary training.

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Consideration of Individual Circumstances

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

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

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

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

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

Student Wellbeing

Ingham State School offers a range of programs and services to support the wellbeing of students in our school. We encourage parents and students to speak with their class teacher or make an appointment to meet with Administration or the guidance officer if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

Research has shown the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Specialised health needs

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

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

Medications

** 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).

Ingham State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students.

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to administer medication at school* form signed by the prescribing health practitioner.

Ingham State School maintains a minimum of one adrenaline auto-injector and asthma reliever/puffer, stored in the school first aid kit to provide emergency first aid medication if required.

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

Suicide prevention
Ingham State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, Deputy Principal or Principal.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Ingham State School staff follow suicide intervention and prevention advice by ensuring:
- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Student Support Network

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

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

Role	What they do:
Guidance Officer	- provides a comprehensive student support program within the school environment offering short term counselling with students on a one-on-one basis or in a group setting - Assists students with specific difficulties, acting as a mediator or providing information on other life skills - Liaises with parents, teachers or other external health providers as needed as part of the short term counselling process
Chaplain	Provides social, emotional and spiritual support to students, parents and staff for a range of day to day matters within the school community and communicates effectively with a diverse group of people

Differentiated and Explicit Teaching

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

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

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

Differentiation occurs at each layer and becomes increasingly personalised

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students
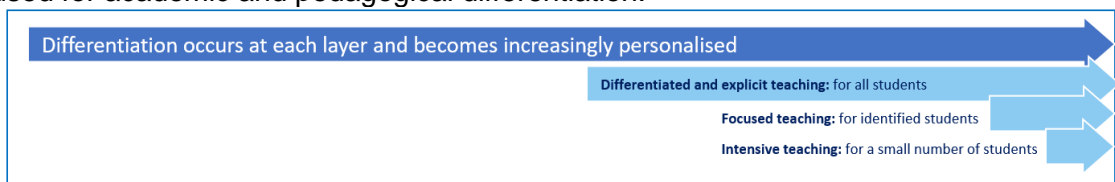
These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Appropriate Behaviour Matrix as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The Appropriate Behaviour Matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Ingham State School to provide focused teaching. Focused teaching is aligned to the PBL Appropriate Behaviour Matrix and student progress is monitored by the classroom teacher/s to identify those who:
- no longer require differentiated and explicit teaching
- require ongoing focused teaching
- require intensive teaching.

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Intensive Teaching

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

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

For a small number of students who continue to display behaviours that are deemed complex and challenging, individualised, function-based behaviour assessment, support plans and multi-agency collaboration may be provided. 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.

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Legislative Delegations

Legislation

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

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

Delegations

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

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

The details of these responsibilities are outlined in the legislative instruments of delegation and instruments of authorisation provided below:
- [Education (General Provisions) Act 2006 Director-General's delegations](#)
- [Education (General Provisions) Act 2006 Minister's delegations](#)
- [Education (General Provisions) Act 2006 Director-General's authorisations](#)
- [Education (General Provisions) Regulation 2006 Minister's delegations](#)
- [Education (General Provisions) Regulation 2017 Director-General's delegations](#)

Disciplinary Consequences

The disciplinary consequences model used at Ingham State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. In-class corrective feedback, sanctions and rule reminders may be used by teachers to respond to low-level or minor problem behaviours.

Some students will need additional support, time and opportunities to practise expected behaviours. Approximately 15% of the student population may experience difficulty with meeting the stated expectations, and even with focussed teaching, in-class corrective feedback, sanctions and rule reminders continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class, and a decision may be needed by the class teacher to refer the student to the school administration team immediately for determination of a disciplinary consequence.

For a small number of students, approximately 2-5%, a high level of differentiated support or intensive teaching is required to enable them to meet the behavioural expectations. This may be needed throughout the school year on a continuous basis. The determination of the need will be made by the principal in consultation with staff and other relevant stakeholders. On occasion the behaviour of a student may be so serious, such as causing harm to other students or to staff, that the principal may determine that an out of school suspension or exclusion is necessary as a consequence for the student's behaviour. Usually this course of action is only taken when the behaviour is either so serious as to warrant immediate removal of the student for the safety of others, and no other alternative discipline strategy is considered sufficient to deal with the problem behaviour.

The differentiated responses to problem behaviour can be organised into three tiers, with increasing intensity of support and consequences to address behaviour that endangers others or causes major, ongoing interference with class or school operations.

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions

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- 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)
- Detention

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Token economy
- Detention
- Behavioural contract
- 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 and external agencies

Intensive

School leadership team work in consultation with the PBL team and guidance officer to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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

Parents and students may appeal a long suspension, charge-related suspension or exclusion decision. A review will be conducted by the Director-General or their delegate, and a decision made within 40 schools 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 Ingham State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend, the student has already received a punishment through their disciplinary absence from school. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

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

Arrangements

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

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

Structure

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

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

Reasonable adjustments

In planning the re-entry meeting, school staff will consider reasonable adjustments needed to support the attendance and engagement of the student. This includes selecting an appropriate and accessible meeting space, organising translation or interpretation services or supports (e.g. AUSLAN), provision of written and/or pictorial information and other relevant accommodations. The inclusion of support staff, such as guidance officers may also offer important advice to ensure a successful outcome to the re-entry meeting.

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School Policies

Ingham 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 prohibited at Ingham State School and will be removed if found in a student's possession:

- illegal items or weapons
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- ilicit 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).

  * knives of any type are not allowed at school, including flick knives, pocket knives,butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel.

Responsibilities

School staff at Ingham State School:
- do not require the student's consent to search school property such as desks or laptops or iPads that belong to 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);
- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Ingham 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:
  o is prohibited according to the Ingham State School Student Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o 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 Ingham State School
- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
  o is prohibited according to the Ingham State School Code of Conduct
  o is illegal
  o puts the safety or wellbeing of others at risk
  o does not preserve a caring, safe, supportive or productive learning environment
  o 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 any digital devices by students

Digital literacy refers to the skills needed to live, learn and work in a society where communication and access to information is dominated by digital technologies like mobile phones. However, the benefits brought about through these diverse technologies can be easily overshadowed by deliberate misuse which harms others or disrupts learning.

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

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

Private phones are at this time to be handed in each morning into the office before school and to be collected from the office at the end of the school day. Failure to do so will result in consequences.

Responsibilities

The responsibilities for students using any digital devices at school or during school activities, are outlined below.

It is **unacceptable** for students at Ingham State School to:
- use a mobile device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras/watches/devices anywhere a normal camera would be considered inappropriate.
- 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

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 Ingham State School Student Code of Conduct. In addition students and their parents should:
- understand the responsibility and behaviour requirements 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.

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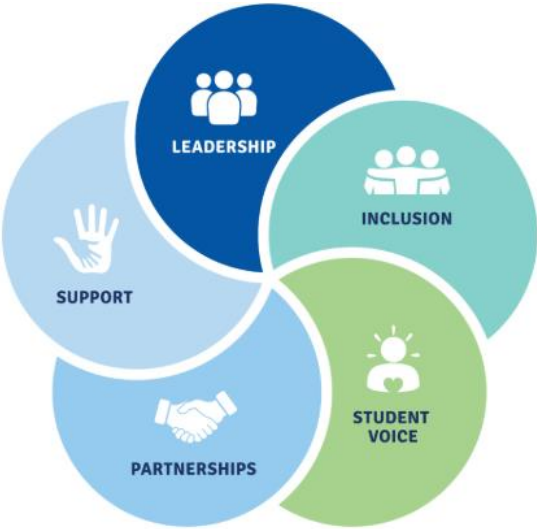
Preventing and Responding to Bullying

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

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

Ingham State School has a **Student Council** with democratically elected representatives from Year 6 who will be meeting regularly with the school principal to promote strategies to improve student wellbeing, safety and learning outcomes.
https://studentwellbeinghub.edu.au/educators/framework/

	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.
	Inclusion - All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters positive, respectful relationships.
	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.
	Partnerships - Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.
	Support - School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

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Bullying

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

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

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

Cyberbullying

Cyberbullying is treated at Ingham State School with the same level of seriousness as in-person bullying. The major difference with cyberbullying however, is that unlike in-person bulling, 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.

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

Parents or other stakeholders who engage in inappropriate online behaviour towards students, staff or other parents may be referred to the Office of the e-Safety Commissioner and/or the Queensland Police Service. State school staff will be referred for investigation to the Integrity and Employee Relations team in the Department of Education.

Ingham State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
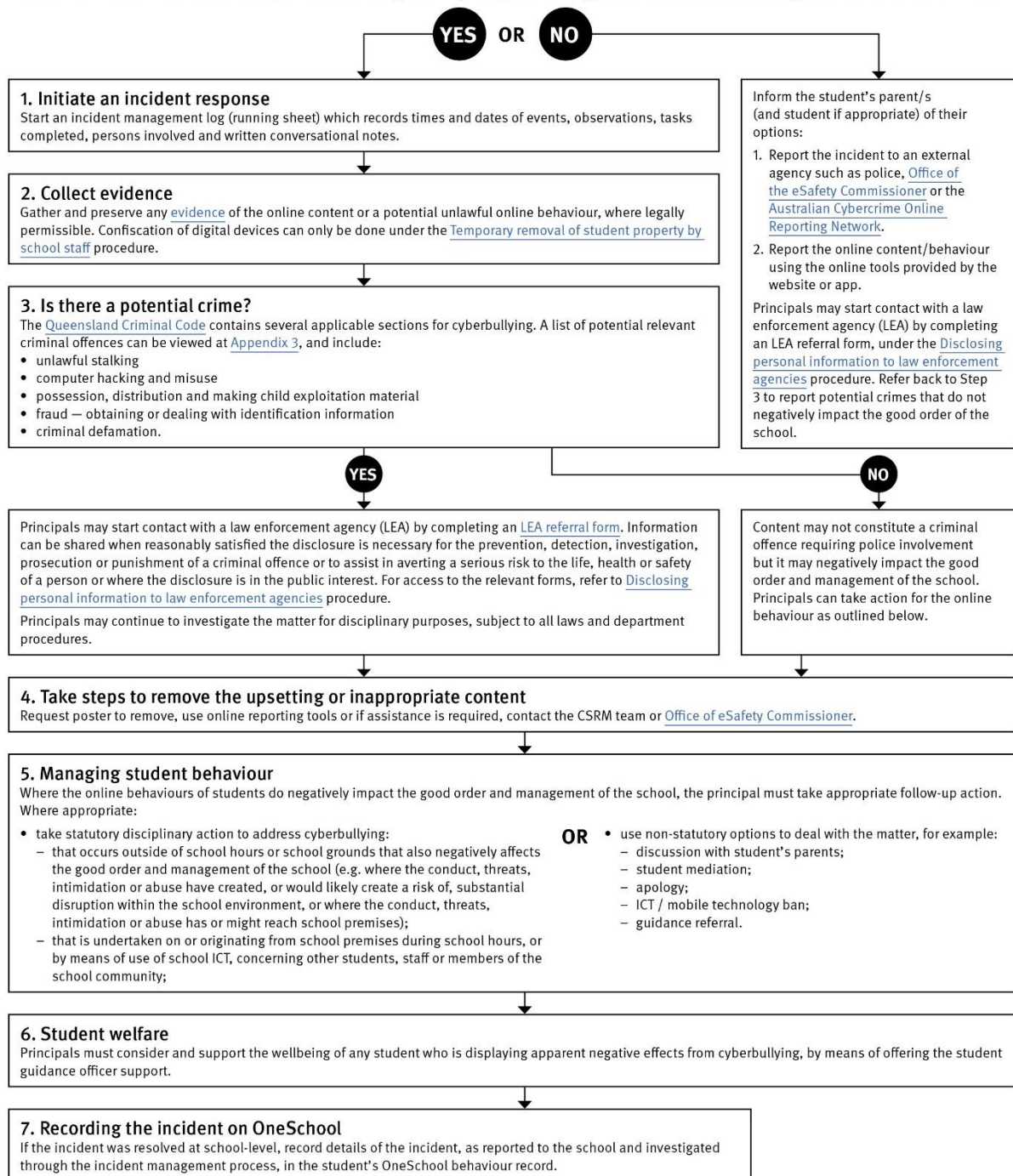
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

1. Initiate an incident response
Start an incident management log (running sheet) which records times and dates of events, observations, tasks completed, persons involved and written conversational notes.

2. Collect evidence
Gather and preserve any evidence of the online content or a potential unlawful online behaviour, where legally permissible. Confiscation of digital devices can only be done under the Temporary removal of student property by school staff procedure.

3. Is there a potential crime?
The Queensland Criminal Code contains several applicable sections for cyberbullying. A list of potential relevant criminal offences can be viewed at Appendix 3, and include:
- unlawful stalking
- computer hacking and misuse
- possession, distribution and making child exploitation material
- fraud — obtaining or dealing with identification information
- criminal defamation.

Inform the student's parent/s (and student if appropriate) of their options:
1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form, under the Disclosing personal information to law enforcement agencies procedure. Refer back to Step 3 to report potential crimes that do not negatively impact the good order of the school.

YES

Principals may start contact with a law enforcement agency (LEA) by completing an LEA referral form. Information can be shared when reasonably satisfied the disclosure is necessary for the prevention, detection, investigation, prosecution or punishment of a criminal offence or to assist in averting a serious risk to the life, health or safety of a person or where the disclosure is in the public interest. For access to the relevant forms, refer to Disclosing personal information to law enforcement agencies procedure.

Principals may continue to investigate the matter for disciplinary purposes, subject to all laws and department procedures.

NO

Content may not constitute a criminal offence requiring police involvement but it may negatively impact the good order and management of the school. Principals can take action for the online behaviour as outlined below.

4. Take steps to remove the upsetting or inappropriate content
Request poster to remove, use online reporting tools or if assistance is required, contact the CSRM team or Office of eSafety Commissioner.

5. Managing student behaviour
Where the online behaviours of students do negatively impact the good order and management of the school, the principal must take appropriate follow-up action. Where appropriate:

- take statutory disciplinary action to address cyberbullying:
  – that occurs outside of school hours or school grounds that also negatively affects the good order and management of the school (e.g. where the conduct, threats, intimidation or abuse have created, or would likely create a risk of, substantial disruption within the school environment, or where the conduct, threats, intimidation or abuse has or might reach school premises);
  – that is undertaken on or originating from school premises during school hours, or by means of use of school ICT, concerning other students, staff or members of the school community;

OR
- use non-statutory options to deal with the matter, for example:
  – discussion with student's parents;
  – student mediation;
  – apology;
  – ICT / mobile technology ban;
  – guidance referral.

6. Student welfare
Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

7. Recording the incident on OneSchool
If the incident was resolved at school-level, record details of the incident, as reported to the school and investigated through the incident management process, in the student's OneSchool behaviour record.

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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

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

Students are encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Ingham 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 another 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 detention, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

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Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

Restrictive Practices

School staff at Ingham 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.

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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](#)

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Conclusion

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

All Queensland state schools are committed to ensuring that all complaints, whether they relate to a school staff member or 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](#).

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