



Springwood Central State School



Student Code of Conduct 2024-2028

Every student succeeding

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

*Queensland Department of Education
State Schools Strategy 2020-2024*

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Endorsement

Principal Name:	Kerry White
Principal Signature:	
Date:	19-09-2025
P/C President Name:	Theressa Hansen
P/C President Signature:	
Date:	19-09-2025

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Purpose

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

The Springwood Central 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 members of 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.

Principal's Foreword

Positive school climate is reflective of the quality of relationships among the students and the adults in a school. It is affected by the school's approach to discipline and behaviour, as well as the social-emotional curriculum available to students. School climate, in turn, affects students' mental and emotional health and academic success.

Springwood Central State School has a long and proud tradition of providing high quality education to students within our school community. We believe strong, positive relationships between all members of our school are the foundation to supporting the success of all students. These beliefs are embodied in our school rules



At Springwood Central State School we recognise the following key factors as making the school safer and more positive environment for all.

1. A school wide approach to teaching the social skills needed for success at school.
2. An emphasis on teaching and learning within a positive school and classroom culture.
3. Delivery of quality instruction to maximise academic success for all students.
4. Monitoring of student learning and behaviour through continuous active supervision.
5. High rates of positive acknowledgement for academic and social success.
6. Engagement of all staff, students, parents and the wider community.
7. Multi-year and multi-component approaches to implementation.
8. Modelling of positive social behaviour and values by adults.

Our Student Code of Conduct plainly outlines the expectations and staff responsibilities developed to support students to understand and meet disciplinary expectations of the school. It provides guidance on the application, where required, of disciplinary consequences.

It is my privilege to be able to make available our Student Code of Conduct in various languages. Any families who require assistance to access the document should contact me.

I extend my personal thanks to the students, teachers, parents and other members of the community for their work in bringing our Springwood Central Student Code of Conduct together. The interest and views shared through the process of developing this document have been invaluable.

Kerry White

P&C Statement of Support

As president of the Springwood Central State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process ensured that 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 Springwood Central 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 Springwood Central 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.

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

Jacquelyn Desma-Pei Jacobs

School Captains' Statement

On behalf of the student body at Springwood Central State School, we endorse the Student Code of Conduct for 2020. We have provided feedback on draft materials and regularly put forward the views of students on a range of issues affecting their lives at school. We will continue to work with members of Springwood Central State School on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Consultation

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

In early 2020, 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.

A draft Student Code of Conduct was prepared and distributed for comment to all members of the school community. A phase of consultation was completed in late 2020, and the final version, incorporating suggested changes and feedback, was presented to the P&C Association in November 2020 for endorsement. The P&C Association and School Captains unanimously endorsed the Springwood Central State School Student Code of Conduct for implementation in 2021.

Consultation to support the implementation of the Springwood Central State School Student Code of Conduct, includes parent information evenings, promotion through the school website and a fortnightly newsletter.

Review Statement

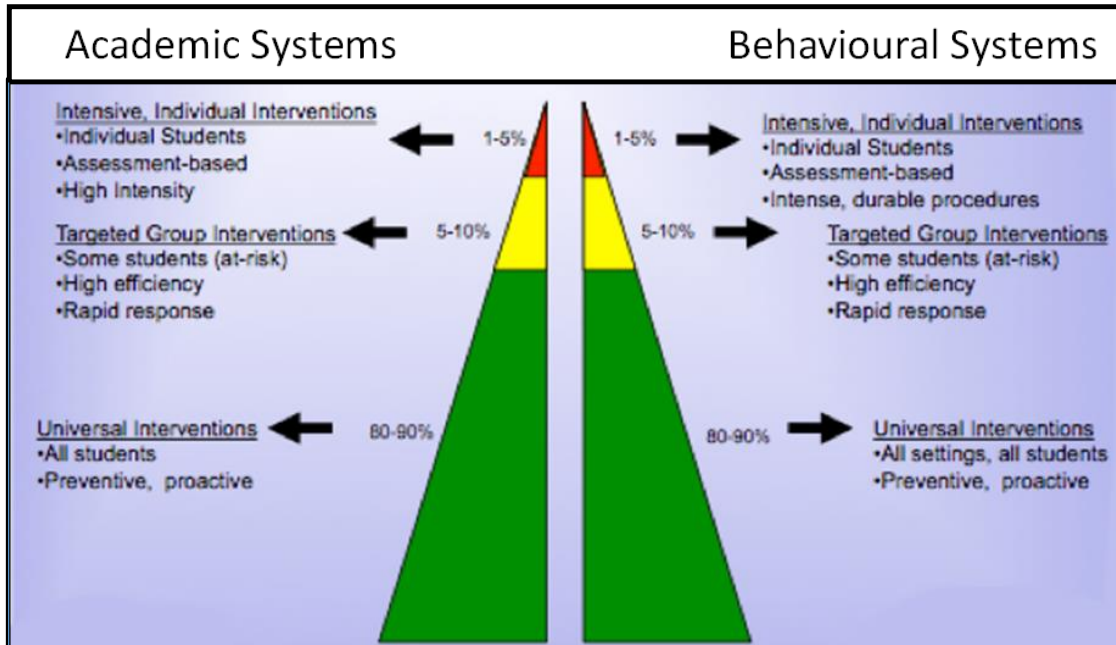
The Springwood Central State School Student Code of Conduct will undergo annual updates to reflect changing circumstances, data and staff. A complete review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Learning and Behaviour Statement

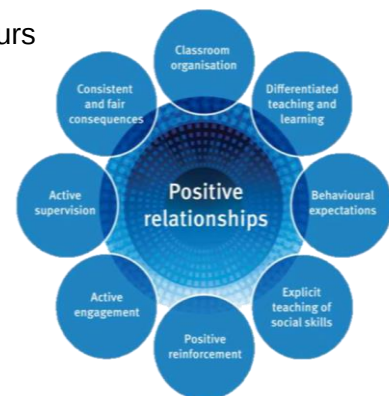
At all times, Springwood Central State School seeks to reflect the values and behaviour that are acceptable in our society. Through our shared expectations of behaviour the school aims to create and maintain a positive and productive learning and teaching environment, where all community members have clear and consistent expectations and understandings of their roles in the educational process.

Multi-Tiered Systems of Support

Springwood Central State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. Our school uses multi-tiered systems of support as preventative and differentiated models involving practical strategies, targeted planning and data-informed decision-making. The use of this problem-solving model, enables staff to match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention Description
1	All students (100%) access Tier 1 'universal' or 'school-wide' supports for their academic and behavioural development. There is a focus on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. Tier 1 supports are preventative, proactive and maximise instruction and engagement. Tier 1 supports include: - Authentic, school wide implementation of Classroom PBL to foster positive relationships. - Explicit teaching and reteaching behaviours in the setting they will be used. - Implementation of the “You Can Do It” program to support social and emotional wellbeing. - PBL behaviour awards on parade. - Universal incentive program, “Vivos”, used across the school. - Explicit teaching of expectations – using the “Focus Rule” PowerPoints, both on parade and followed up in the classroom.



	• Consistent addressing of challenging behaviour, while taking developmental norms and behavioural function into account. • Differentiation of teaching and learning including WIN (What I Need) Intervention time to support the academic needs of all students. • Seeking feedback from students and their families regarding their perspectives on school climate, instruction, reinforcement, and discipline, so improvements in Tier 1 may be made.
2	Tier 2 - Targeted instruction and supports for some students (10-15%) are more focused than those of Tier 1 supports, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 strategies build on the supports provided at Tier 1, and aim to prevent further behaviour and academic escalation. Tier 2 supports are quick response supports provided to individuals and/or small groups of students with similar needs, offering differentiation related to the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. Tier 2 supports may include: • Social skills groups that explicitly teach and reteach appropriate behaviour informed by programs such as “Zones of Regulation”, “You Can Do It” and “Superflex”. • Check in – Check out/ Playground Plans to scaffold and monitor student behaviour over small periods of time • Individualised and/or additional or significant academic differentiation • School Support Team (SST) to address targeted-level needs • Reading Dogs Program • A clear connection between the skills taught in the interventions and school-wide expectations. Where the school data indicates that more than 10-15% of students require targeted Tier 2 supports, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Tier 3 or 'intensive' interventions support the small number (1-5%) of students who have not responded to Tier 1 and 2 interventions. Students with the most intensive support requirements may require Tier 3 or 'intensive' levels of support, involving highly individualised interventions. Students requiring Tier 3 support are identified using the school's established data decision making framework. Tier 3 intensive and individualised systems and practices may include: • Developing and implementing Individual Behaviour Plans • Functional Behaviour Assessments (FBA) • Individualised Support Plans • Explicit teaching and reteaching alternative and/or replacement behaviours • Individual Curriculum Plans (ICP) • Individualised rewards systems • Complex case supports

Tier 3 supports exist along a continuum. A much smaller percentage of students may require a Complex Case plan and wraparound support services including liaison with external support providers (e.g. Child Safety, Child Youth Mental Health Services, Interagency, Autism Queensland).

Where school data indicates that more than 1-5% of the student population requires Tier 3 supports, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

Staff at Springwood Central State School consider 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 decision making process reflects the principle of equity, where every student is given the support they need to be successful, taking into account individual circumstances. This means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

Our teachers are obliged by law to respect and protect the privacy of individual students. While we understand the interest of other students, staff and parents to know what consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. We ensure 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.

Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, 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. It does this 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 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](#).

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Springwood Central State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages. Biannual presentations from the Life Education van support these messages.

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.

Drug Education and Intervention

Springwood Central State School implements drug intervention measures for students involved in drug-related incidents at school, during school activities or while in school uniform. This is managed to protect the health and safety of the student/s involved, other students, school staff and the wider community.

Specialised Health Needs

Springwood Central 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.

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

Medications

Springwood Central State School requires parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students. For students requiring medication to be administered during school hours, the school can provide further information and relevant forms.

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

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

Mental Health

Springwood Central State School implements early intervention measures and supports for students where there is reasonable belief that a student has a mental health difficulty. These supports may include strategies identified by the school guidance officer or personnel from outside agencies. All teaching staff participate in the development, implementation and review of the personalised learning plan in the [Student Plan](#) on OneSchool for identified students and implement reasonable educational adjustments, as required.

Suicide Prevention

Springwood Central State School staff who notice suicide warning signs in a student should seek help immediately from the principal or deputy principal (if the principal is not available) or other appropriate staff.

When dealing with a mental health crisis, schools immediately call 000 when there is an imminent threat to the safety of a student, and where necessary provide first aid. In all other situations, Springwood Central 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.

Suicide Postvention

In the case of a suicide that has not occurred on school grounds, Springwood Central State School enacts a postvention response, by communicating with the family of the student and ensuring immediate support is provided to students and staff who may be affected.

Where a suicide has occurred on school grounds or at a school event, Springwood Central State School staff immediately enact the School Emergency Management Plan, communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

Student Support

Springwood Central State School are proud to have a comprehensive Student Support network in place to aid the social, emotional, physical and academic development of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose roles are dedicated to ensuring our school is an inclusive, nurturing environment.

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the principal on the school phone number.

Role	What they do
Guidance officer	- provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting - liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
HOSES	- coordinates the range of student support programs - liaises with outside agencies and EQ therapists - provides tier 2 and 3 support and advice - leads complex case management, including wrap around supports
Registered nurse	- works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs - provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Classroom teachers and inclusion teachers	- responsible for student welfare - provides contact for students and their families - ensures students feel safe and comfortable and want to come to school - nurtures a sense of belonging.
School Chaplain	- provides individual and, at times, group support to students to assist their engagement with education and training - support students to overcome barriers to education such as - attendance at school - relationships/social skills - conflict with family/peers/teachers - social/emotional/physical wellbeing.

It is important for students and parents to understand there are regional and state wide support services available to supplement the school network.

These include:

- Principal Advisor Student Protection
- Mental Health Coach
- Autism Coach
- Inclusion Coach
- Success Coach
- Advisory Visiting Teachers
- Senior Guidance Officers

For more information about these services and their roles, please speak with the principal.

Whole School Approach to Discipline

Springwood Central State School's Student Code of Conduct is an opportunity to share and explain the PBL framework with parents and students, and gain community 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.

Springwood Central 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 evidence-based practices are used correctly by teachers to support students
- continually support staff members to maintain consistent school and classroom improvement practices.

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

PBL uses data to inform decisions about how to best support students to make appropriate behaviour choices. Expected behaviour choices are clearly defined and expected behaviour is explicitly taught to all students as focus rules. Appropriate behaviour choices are consistently reinforced through use of positive rewards, including Vivos, honey bees, attendance at rewards days and verbal acknowledgement.

PBL Rules and Expectations

Springwood Central State School is committed to providing a safe and supportive environment where all students can learn at high levels. Our School has three positively stated school rules that ensure the delivery of high quality education for every student.

- Be Safe and Healthy
- Be Respectful and Co-Operative
- Be a Learner and an Achiever

Students

Below are examples of what these PBL expectations look like across the school. In addition, each classroom have their own set of examples to help students and visitors understand the expectations and meet the standards we value at Springwood Central State School.

	BE SAFE AND HEALTHY	BE RESPECTFUL AND COOPERATIVE	BE A LEARNER AND ACHIEVER
AT ALL TIMES	• I keep my hands and feet to myself • I wear a hat outdoors – “No hat, shaded play” • I make sure everyone is safe • I stay in the school grounds	• I follow staff instructions straight away • I use manners at all times • I wear the correct uniform • I respect people, equipment and my environment	• I am prepared for learning • I always try my best • I am successful • I seek assistance when I need it • I make smart choices

TRAVEL	• I walk in pairs or a single line • I walk on the pathways • I follow the person in front • I stop on the yellow spots	• I stay with my group • I move in a line that is straight, silent and sensible • I respect others who are learning	• I move to the correct area quickly when the bell rings
TOILETS	• I go with a buddy of the opposite gender • wear a lanyard if I am in year 1 or 2 • I flush the toilet & wash my hands	• I respect others' privacy • I keep the area clean and tidy • I report any problems • I use water sensibly	• I am waterwise • I leave quickly and quietly • I choose appropriate times to make toilet visits
OVAL & SENIOR PLAYGROUND	• I always wear my shoes • I play safely with others • I enter the oval once the teacher gives me permission	• If going to the oval for play I wait for a staff member at the eating area end of D Block before moving off • I am kind to everyone • I take turns on equipment	• I play by the rules • I use the equipment correctly • I walk on the paths back to the eating area quickly when the bell rings
EATING AREAS	• I only eat my own food • I put rubbish in the bin after the bell to finish eating has gone • I pack up my food and lunchbox and leave in the designated area • I make sure the area is clean • I eat food from tuckshop at playtime at the seats beside tuckshop if I am in years 1 – 4 • I eat food purchased from the tuckshop at playtime at the senior eating area if I am in Years 5-6	• I sit quietly in the correct area during eating time • I use my manners when I am eating • I leave the area only when given permission by staff • I sit and wait calmly for my teacher at the end of play time.	• I am waterwise • I get ready for learning at the end of break time – I calm my body and my brain
COURTS	• I play safely with others • I walk on pathways to and from the courts	• I play in the correct area • I am kind to everyone • I use a respectful noise level	• I play by the rules • I use equipment correctly • I move to the eating area quickly when the bell rings at the end of play
JUNIOR PLAYGROUND	• I walk to and from the playground with staff • I always wear my shoes • I play safely with others	• I wait for staff at the end of B Block to walk to the playground	• I play by the rules • I use the equipment correctly • I line up quickly when I am asked to

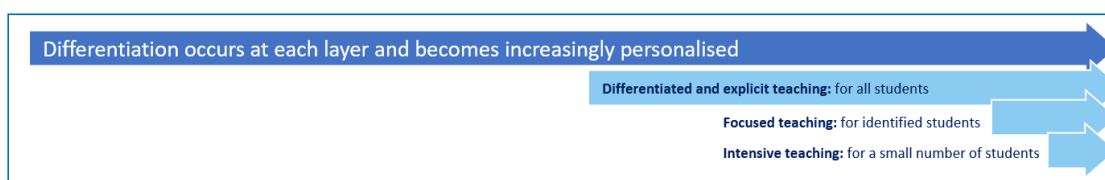
		• I wait for staff at the playground fence to walk back to the eating area • I play in the correct area • I take turns on equipment • I am kind to everyone	
PREP PLAYGROUND	• I always wear my shoes and a hat • I play safely with others	• I wait for teacher permission to enter the playground • I play in the correct area • I take turns on the equipment • I share with my friends	• I play by the rules • I use equipment correctly • I move to the lining up area quickly when the bell rings at the end of play
LEARNING ENVIRONMENT	• I listen to the teacher • I use equipment safely • I keep my area clean and tidy • I am only in the room when a teacher is present • I line up and wait for teacher instructions	• I share equipment and take turns • I respect everyone's right to listen and learn • I talk clearly and respectfully • I put my hand up to speak • I raise my hand and wait for my turn to speak	• I am on time for class • I am organised for learning • I communicate my ideas • I complete my work on time
HALL	• I enter and leave sensibly and silently • I walk in orderly lines • I sit in the right place	• I sit silently • I wait for instructions • I listen politely to the speaker	• I respond appropriately to presenters (polite clapping only) • I wait for the teacher's instructions before moving
CYBER	I hand any phones or devices to the office each morning, and collect in the afternoon I use devices responsibly I do not share my log in details	I respect myself and others online I have contact only with people I know	I respect myself and others online I report any difficulties/problems to an adult I use the computers to help my learning
CALM SPOT	• I play quietly and calmly in the calm spot • I will walk when I move around in the space	• I wait at the meeting point (angled path) for a staff member • I walk in two straight, silent, sensible lines to the calm spot • I am kind to everyone • I will wait in two quiet lines when I am directed to by a staff member • I will walk back to the eating area in two silent, sensible lines	• I follow the instructions of the staff member on duty • I help pack up when asked to by a staff member.

Differentiated and Explicit Teaching

Springwood Central 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, correction, and opportunities for practise.

Teachers at Springwood Central State School individualise what students are taught, how they are taught, and how they demonstrate what they know, as part of this differentiated approach to behaviour. Decisions about differentiation are made in response to data and day-to-day monitoring that indicates the behavioural learning needs of students. Teachers purposefully plan a variety of ways to engage students; assist them to achieve the expected learning; and to demonstrate their learning.

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



These three layers map directly to the tiered approach discussed earlier in the Learning and Behaviour section.

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. 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 to support aspects of behaviour. Focused teaching provides students with increased 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 teaching staff at Springwood Central State School to provide focused teaching. Focused teaching is aligned to our three school rules, and student progress is monitored by teaching staff to identify those who:

- no longer require additional support
- require ongoing focussed teaching
- require intensive teaching.

Springwood Central State School utilise Student Support staff to plan and deliver focused teaching to students who need more support to meet expectations. In addition, the school implements the following evidence-informed programs to address specific skill development for some students:

- Rock and Water

- Zones of Regulation
- Superflex
- The Resilience Project
- Student Mentoring Program
- Reading Dogs

For more information about these programs, please speak with the principal.

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, to develop mastery of basic behavioural concepts, skills and knowledge.

Some students may require intensive teaching for a short period of time that focuses on particular behaviour skills. Other students may require intensive teaching for a prolonged period. Decisions about the approach are 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, supports including:

- functional-based behaviour assessment
- individualised support plans
- multi-agency collaboration

This approach seeks to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex issues.

Students who require intensive teaching will be assigned a case manager at the school that will oversee the coordination of their program, communicate with stakeholders and directly consult with the student.

Disciplinary Consequences

The disciplinary consequences model used at Springwood Central State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. When unacceptable behaviour occurs consequences are determined based on whether the problem behaviour is major or minor, with the following agreed understanding:

Minor Behaviours (orange cards)

Minor behaviours are those that

- Are less significant breaches of the school rules;
- Do not seriously harm others or cause you to suspect that the student may be harmed;
- Do not violate the rights of others in any other serious way; and
- Are not part of the pattern of problem behaviours

Major Behaviours (pink cards)

Major behaviours are those that

- Are significant breaches of the school rules;
- Significantly harm others/self;
- Violate the rights of others in any serious way;
- Pattern of problem behaviours; and
- May require additional staff to assist.

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

Tier 1 Supports	Targeted Level Support			Major Office Referral
Minor behaviours initial occurrence	Minor Teaching Staff managed			Major Classroom Managed
Enter retreating as a contact within 48 hours	Enter on One School by staff within 48 hours			Entered by staff by end of day to allow admin to enter follow-up notes
Definition: Guideline: All inappropriate behaviour which it is reasonable to expect individual staff members to manage in their classroom or the school setting.	Definition: Guideline: Repeated staff/ classroom managed behaviours for which the current classroom strategies (retreating) are not effective.			Definition: Guideline: Major inappropriate behaviours that can be managed by staff in the classroom. Parent/ carer to be notified of incident.
Academic Misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. "E.g. Opportunistic copying" Disruption Student engages in behaviour causing an interruption in a class or school activity or event. Disruption includes sustained loud talk, yelling or screaming, noise with materials, and/or sustained out-of-seat behaviour. Technology Violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing bot attacks, use of key loggers, impersonating staff or other students. Refusal to Participate in the Educational Program of the School Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. "E.g. Refusal to follow instructions after adjustments have been made"	Physical Aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incidents of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or siblings, or flora or fauna. "E.g. one-sided rough play" Defiance Student refuses to follow directions given by school staff. "E.g. repeatedly out of bounds" Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property. "E.g. vandalises what's not theirs" Use/Possession of Combustibles Student is/has in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, fireworks, petrol, lighter fluid, aerosols). Substance Misconduct Involving Legal Substances Student is in possession of, has supplied or is using tobacco, alcohol, or other prohibited substances or implements. "E.g. Gum & Discretion" Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students.	Property Damage Student participates in an activity that results in destruction, damage or dispossession of property. "E.g. breaking pencil" Dress Code Student wears clothing that is not within the dress code guidelines defined by the school. Traucy (out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). "E.g. remains in view" Property Misuse Causing Risk to Others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury. "E.g. throwing pencil" Fighting Student is involved in mutual participation in an incident involving physical violence. "E.g. mutual rough play" Abusive Language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. "E.g. name calling"	Abusive Language Student delivers verbal messages that include swearing, name calling, or use of words in an inappropriate way. "E.g. Swearing to intimidate, threaten or cause harm" Traucy (out of class) Student is present at school, but is absent for one or more scheduled classes without permission or appropriate reason (i.e. an unauthorised absence). "E.g. Out of view, or staff not to monitor" Property Damage Student participates in an activity that results in destruction, damage or dispossession of property. Defiance Student refuses to follow directions given by school staff. "E.g. not handing in phone" Disrespect Student intentionally delivers socially rude or dismissive messages to adults or students. Academic Misconduct Student inappropriately and falsely demonstrates their learning. It includes cheating, collusion, contract cheating, copying work, disclosing/receiving assessment information, fabricating, impersonation, examination misconduct, plagiarism. Physical Aggression Student intentionally engages in actions involving physical contact with others where injury may occur (e.g. hitting, slapping, punching, hitting with an object, kicking, hair pulling, scratching, etc.). This includes premeditated acts or incidents of others to undertake physical aggression. Physical aggression may be directed towards peers, adults, visitors or siblings, or flora or fauna. "E.g. hitting and/or kicking" Theft Student is involved by being in possession of, having passed on, or being responsible for removing school or someone else's property. Refusal to Participate in the Educational Program of the School Student refuses to take part in activities or learning that are requested or expected as part of the educational program at the school. "E.g. repeated refusal to do your work"	Technology Violation Student engages in inappropriate (as defined by school) use of mobile phone, drone, smartwatch, camera, computer or other communication device. This includes fraudulent or illegal activity such as attempting to hack, implementing bot attacks, use of key loggers, impersonating staff or other students. Fighting Student is involved in mutual participation in an incident involving physical violence. Property Misuse Causing Risk to Others Student engages in misuse of property which may cause a risk of injury or ill-health to others. Behaviour involving throwing objects or using objects in an unsafe manner causing injury. Harassment Student engages in the delivery of harmful messages in any format related to gender, identity, ethnicity, sex, race, religion, disability, physical features or other identity characteristics. Bullying Student engages in deliberate verbal, physical and/or social behaviour intended to cause ongoing physical social and/or psychological harm. Bullying can occur in person, or online (cyberbullying). Bullying may be obvious or hidden. Other charge-related suspension Principal is reasonably satisfied that the student has been charged with a serious offence or charged with an offence other than a serious offence, and that the nature of the offence precludes the student's attendance on the basis that they pose an unacceptable risk to other students or staff. Substance Misconduct Involving Illegal Substances Student is in possession of, has supplied or is using illegal drugs/substances/imitations or implements. Use/Permission of Combustibles Student is/has in possession of substances/objects readily capable of causing bodily harm and/or property damage (e.g. matches, lighters, fireworks, petrol, lighter fluid, aerosols). Use/Possession of Weapons Student is in possession of knives and guns (real or look alike), or other objects readily capable of causing bodily harm

Table 1- Major and Minor Definitions

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 disciplinary strategy is considered sufficient to deal with the problem behaviour.

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. These responses 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 4 acknowledgements to 1 correction
- 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
- Allow ‘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 the next step is, who can help me?”)
- Model expected behaviour
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time out
- Social Stories
- Apology
- Make up missed or incomplete work in own time.
- Temporary removal of student property or privileges (e.g. mobile phone)

Focused

Teaching staff support students to address problem behaviour. These responses may include:

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Reflection Room
- Social Stories
- Counselling and guidance support
- Check in Check Out Plan
- Focus Behaviour Goal Chart
- Collaboratively Plan for Success
- Teacher coaching and debriefing
- Referral to Student Support Team for team based problem solving
- Stakeholder meeting with parents

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and relevant support services (internal and/or external)
- Short term internal/external 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 and 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.

Behaviour Ratings

Springwood Central State School behaviour ratings outline five levels of behaviour.

Level A- Excellence (Leadership)

Students at this level display exemplary levels of the expected behaviours all of the time. They also support other students to behave well. In the senior years, students also demonstrate leadership qualities.

Demonstrated behaviour for this level

Students behaviour will include the following:

- Being a role model for other students
- Consistently working to potential
- Always wearing uniform to school standard
- Displaying a genuine commitment to their schooling, including regular attendance and punctuality.
- Always co-operating with all members of the school.
- Helping and encouraging others
- Completing homework and class work on time
- Always following instructions
- Consistently respecting others
- Active participation in the education program
- Participation in and/ or regional events, e.g. swimming carnival, sports days, cross country, camps, excursions and etc.
- Demonstrating commitment to and involvement in their school

Possible privileges for demonstrated behaviour at this level

- Public speaking at assemblies
- Greeting guests to the school and presenting impromptu vote of thanks
- Organising school events both within the class and whole school. These may include organising assemblies for special events, e.g. ANZAC Day
- Assisting all staff in the running of the school



- Encouraging the appropriate behaviour of other students.
- All level C and B privileges

^Please note it is an expectation of Springwood Central State School that all children wishing to nominate for School Captain have achieved Level A- Excellence (Leadership) for at least one semester prior to their nomination.

Level B- High

Students at this level display good levels of the expected behaviours most of the time.

Demonstrated behaviour for this level

Students behaviour will include the following:

- Being a role model for other students
- Frequently working to potential
- Wearing uniform to the school standard most of the time.
- Displaying a genuine commitment to their schooling, including regular attendance and punctuality
- Often co-operating with all members of the school
- Helping and encouraging others
- Completing homework and class work most of the time
- Frequently following instructions
- Respecting others
- Active participation in the education program
- Participating in and/or supporting school and regional events, e.g. swimming carnival, sports day, cross country, camps, excursions and etc

Possible privileges for demonstrated behaviour at this level

- All students at this level are eligible to be elected to student council
- At this level, at the end of year 5, students can be considered for election to House Captains, Music Captains, ICT Captain or Student Council President for the following year
- Students at this level will be eligible to represent the school at special events if selected
- All C Level privileges

Level C- At level

Students at this level usually display the expected behaviours. All students are assigned to this level when they enrol at Springwood Central State School.

Demonstrated behaviour for this level

Students behaviour will include the following:

- Being considerate and respecting others
- Being courteous towards others
- Co-operating with all members of the school
- Caring for others and their property
- Displaying commitment to their schooling
- Completing class work
- Usually completing homework
- Displaying most of the behaviour expectations
- Regularly following instructions
- Usually wearing school uniform to the school standards.

Possible privileges for demonstrated behaviour at this level

- Students at this level will be eligible to be involved in school sporting and social events including excursions and camps
- Students at this level will be eligible to be involved in the choir, school band and code club.
- Students at this level will be eligible to represent the school at inter-school carnivals.
- Students at this level will be eligible to attend rewards day.

Level D- Requires Support

Students at this level have not demonstrated appropriate behaviour and have made choices that are not safe, cooperative or encourage learning. These poor choices may continue even after school support and intervention.

Demonstrated behaviour for this level

Students behaviour **COULD** include the following:

- Repeated unwillingness to follow directions
- Inappropriate behaviour in classroom or on school grounds.
- Persistent disruption
- Leaving the classroom without permission
- Use of inappropriate language
- Not keeping hands and feet to themselves
- Disregard for the property of others
- Bullying
- Not following the school dress code
- Inappropriate use of computers, internet, mobile phones, cameras and other electronic equipment

Possible consequences for inappropriate behaviour at this level

The student **may** be required:

- To relinquish any office of responsibility
- To follow a Behaviour Plan. Behaviour plans may also include restricted play. The length of time will be in discretion of the school Administration team
- To have participation modified or be excluded from extracurricular activities, e.g. discos, sporting teams, cheerleading, band, choir, code club, graduation, concerts, camps, excursions and etc.

The student **will not** attend Rewards Day celebrations and will continue with learning.

Failure to improve behaviour may result in the student being placed on Level E and incur a suspension or exclusion.

Level E- Unacceptable

Suspension

Defiant behaviour

Examples may include:

- Disobedience- including refusing to follow teacher directions
- Failure to attend Buddy Class/ Detention
- Wilfully disobedient through failure to report to administration staff when directed
- Persistently or significantly disruptive behaviour
- Repeated truancy from school and/or class, entering out of bounds area

Acts of physical aggression

The severity of disciplinary outcomes is determined by the school Principal based on:

- An assessment of the totality of the alleged misbehaviour,
- The consequences of the said misbehaviour and

Examples may include: - Physical misconduct e.g. fighting - Verbal abuse of any member of the school community - Unsafe behaviour including throwing objects, inappropriate use of objects and property.	The student's personal circumstances (including their behavioural history)
Regulated, prohibited or illegal substances/ items Examples may include: - Smoking, cigarettes/ tobacco or being in possession of lighters, cigarettes or tobacco - Possession or sharing of pornographic material - The unauthorised publication or posting of recorded sound or video at school or school events - Breaches of school "Personal Technology Policy"	Possible outcomes may include: - All D Level consequences - Suspension 1-20 days
Exclusion	
Misconduct/Disobedience - Behaviour that interferes with the property of the school or others of the school (including but not limited to vandalism, graffiti, wilful damage, theft, etc.) - Serious behaviour or action in a private capacity that is prejudicial to the good order and management of the school - Encouraging others to disobey rules	Ultimately, the severity of disciplinary outcomes is determined by the school Principal based on: - An assessment of the totality of the alleged misbehaviour, - The consequences of the said misbehaviour and - The student's personal circumstances (including their behavioural history) Possible consequences of the behaviour noted opposite may or may not include exclusion.
Acts of intimidation/ physical aggression - Behaviour that poses an unacceptable risk to the safety or wellbeing of other students, staff or other members of the school community (including but not limited to defamation, bullying, cyber bullying, racial fighting, violence, threats, harassment, sexual harassment, intimidation or facilitation thereof by others, encouraging persons to trespass onto school premises or to interfere with school activities, use of internet or electronic media/ devices to abuse or denigrate) - Aggressive and/or intentional physical assault of any staff member, student and/or school community member	
Regulated, prohibited or illegal substances - Possession/threat to use certain inappropriate things or weapons (including but not limited to knives of any type, sharp objects, knuckle dusters, sling shots, firearms or replicas thereof, fire crackers or explosives etc. - Knives are not permitted at school, this includes flick knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives. Knives required for school subjects will be provided by staff who will supervise their use and follow risk management policies.	

- Any item that can be used as a weapon, for example, a chisel.
- Inappropriate supply, user or possession of intoxicating substances and/or utensils (including but not limited to illegal drugs or illegal drug implements, alcohol, paint, glue, prescription medication, etc).

Reflection Room

Students with a major referral (pink card) are expected to attend the office to complete a reflection sheet during the next first break. Students will return to their eating area at the end of the break.

The Duty Officer will contact the student's parents or carers to inform them of the incident.

BEHAVIOUR REFLECTION PAGE 1 (Junior)

Name: _____ Date: _____

What did I do?

Which rule did I break?

How did I feel?

How did this make others feel?

What can I do differently next time?

BEHAVIOUR REFLECTION PAGE 1 (Senior)

Name: _____ Date: _____

Behaviour (What happened?)

Who was involved?

Why is this behaviour not acceptable? What school rule did I break?

How I felt:

Mad	Sad	Frustrated	Lonely
Hurt	Confused	Scared	Jealous

How did my behaviour affect others?

Do I need to apologise to anyone? If so, to who and why?

BEHAVIOUR REFLECTION PAGE 2

Name: _____ Date: _____

My feelings today

	5					
EXCITED	4					
	3					
HAPPY	2					
	1					
NORMAL	0					
	1					
	2					
SAD	3					
	4					
ANGRY	5					

Reflection

What did I do to get detention?

What school rule did I break?

A better thing to do when this happens again is to?

How will I know that I am on track?

What help can I get to help me to succeed?

1. _____

2. _____

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 absence more than one year or permanently).

At Springwood Central State School, the use of any SDA is considered a very serious decision. These decisions are 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 an exclusion decision. A review of the decision 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 involves 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. 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 Springwood Central State School will be invited to attend a re-entry meeting on the day of their scheduled return to school. In some cases re-entry meetings will be scheduled for the day prior to avoid escalation. The main purpose of this meeting is to welcome the student, with their parent/s, back to the school. It is **not a time** to review the student's behaviour or the decision to suspend. The aim of the re-entry meeting is for school staff to set the student up for future success and strengthen home-school communication.

While it is not mandatory for the student or their parents to attend a re-entry meeting. This is encouraged as a support for the student to assist in their successful re-engagement in school following suspension.

Arrangements

An invitation to attend the re-entry meeting will be communicated via telephone and/or in writing. 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-entry meeting should follow a set agenda. 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.

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.

Legislative Delegations

Legislation

In this section of the Springwood Central 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](#)

School Policies

Springwood Central 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 Springwood Central 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.

** 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 Springwood Central State School:

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

- consent from the student or parent is required to search the person of a student (e.g. pockets or shoes). If consent is not provided and a search is considered necessary, the police and the student's parents should be called to make such a determination.

Parents of students at Springwood Central State School

- ensure children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Springwood Central 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 Springwood Central 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 Springwood Central State School Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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, Springwood Central State School has determined that mobile phones and other digital devices are not required for learning, with the exception of those devices provide by the school.

With this in mind, Springwood Central State School, in accordance with Government directives has determined that all mobile phones and digital devices shall be handed in to the office immediately on arrival to school and collected before leaving the school.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Springwood Central State School to:

- use school approved Ipad's or other online devices for

- assigned class work and assignments set by teachers
- developing appropriate literacy, communication and information skills
- authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
- conducting general research for school activities and projects
- communicating or collaborating with other students, teachers, parents or experts in relation to school work
- accessing online references such as dictionaries, encyclopaedias, etc.
- researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using an online device
- seek teacher's approval where they wish to use an online device under special circumstances.

It is **unacceptable** for students at Springwood Central State School to:

- use a mobile phone or other devices in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking
- insult, harass or attack others or use obscene or abusive language
- deliberately waste printing and internet resources
- damage computers, printers or network equipment
- commit plagiarism or violate copyright laws
- ignore teacher directions for the use of social media, online email and internet chat
- send chain letters or spam email (junk mail)
- knowingly download viruses or any other programs capable of breaching the department's network security
- use in-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments

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 Springwood Central State School Student Code of Conduct. In addition students and their parents should:

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:
 - access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs

- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

Use of Digital Technologies at School



Springwood Central State School

Student digital technologies Code of Conduct

Be safe and healthy, be respectful and cooperative and be a learner and an achiever when using digital technologies @SCSS.

Digital technologies and new and evolving digital tools offer great benefits for teaching and learning and at Springwood Central State School; we encourage and promote digital technologies in everyday learning. We also recognise the need for students to be safe and responsible when using digital technologies and the internet. The following is a list of rules that students need to read, discuss with their teachers and family and agree to abide by when using digital technologies. If these are defied, consequences will be administered based on the severity of the incident.

I agree to:

Be a Learner and an Achiever:

- Actively use digital devices to explore, create, communicate and learn new things that are directly related to what I am learning about in the classroom.
- Save my own work when I have finished creating
- Share (where appropriate) what I have learnt with others.
- Stay focussed during all lessons.

Be Safe and Healthy:

- Protect my own and other's personal information. I will never share anyone's full name, address or phone number on the internet.
- Keep my passwords safe and not tell anyone.
- Only join online spaces that my parents or teachers give me permission to join.

Be Respectful and Cooperative:

- Communicate respectfully online. I will use only kind words and images with others and never send mean messages to offend or upset others.
- Never copy anyone else's work from online and I will respect that the work of others is their property.
- Care for equipment and treat respectfully. I will immediately report if there is any accidental damage to devices.
- Shut down computers properly and close apps when I have finished using them.
- Never look up inappropriate content on the internet and I will immediately report if there is anything that I come across that is inappropriate.
- Never attempt to alter or edit programs that do not belong to me.

I (name) _____ agree to abide by the above rules when using digital technologies.

Signed: _____ Date: _____

Preventing and responding to bullying

Springwood Central 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.

Springwood Central State School has a **Student Council**, with diverse representatives from year levels 4-6 working regularly with the school leadership team to promote strategies to improve student wellbeing, and fund raise for school events and resources.



1. Leadership

Principals and school leaders play 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 participate 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 collaborate as partners with the school to support student learning, safety and wellbeing.

5. Support

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

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:

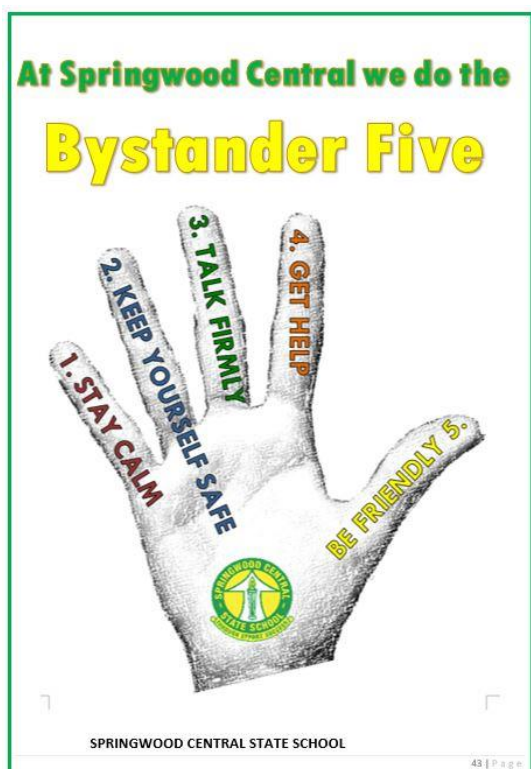
- mutual arguments and disagreements (where there is no power imbalance)
- not liking someone or a single act of social rejection
- one-off acts of meanness or spite
- isolated incidents of aggression, intimidation or violence.

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

Springwood Central School teachers respond to any concerns when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s.

Students at Springwood Central State School are taught to use strategies that help them to appropriately manage conflict and to assist in the prevention of bullying. This is done through the use of the 'High Five' and 'Bystander High Five' models. Students are encouraged to use these as an initial solution for minor issues, but major issues are to be reported immediately to staff members to investigate and counsel.

Below is a description of the “High Five’ and “Bystander High Five’ strategies used at Springwood Central State School.



SPRINGWOOD CENTRAL STATE SCHOOL HIGH FIVE STRATEGIES Be Safe & Healthy Be Respectful & Cooperative Be a Learner and an Achiever	
IGNORE	☑ Pretend you didn't hear it ☑ Maintain a positive body posture (calm, confident) ☑ Take deep breaths ☑ Do not make eye contact ☑ Count to five in your head ☑ Think positive 'green light' thoughts ☑ Practice (eg. role play what does this look like, feel like, sound like)
TALK FRIENDLY	☑ Use a calm voice ☑ Suggest a positive activity or behaviour ☑ Maintain eye contact ☑ Use confident body language ☑ Use "I" statements – eg. I feel ... when you ... because ...
WALK AWAY	☑ Do not look back. Walk confidently, do not run ☑ Look confident – stand tall, head up high ☑ Mouth closed – do not keep talking ☑ Do not make eye contact ☑ Walk away to a busy area or towards a staff member
TALK FIRMLY	☑ Use an assertive voice (loud but not shouting) ☑ Re-state your "I" statement – eg. "I said I feel ... when you ... because ..." ☑ Tell them to stop their behaviour ☑ Look confident – stand tall, head up high
REPORT	☑ Walk away and tell a staff member what the problem is ☑ Bystanders need to support and report as well ☑ Report, report, report until somebody listens ☑ Reporting vs. dobbing - reporting is helping/getting yourself out of trouble, dobbing is trying to get someone else in trouble
STAFF ROLE	☑ Investigate and discuss the incident with the child/children involved ☑ Prompt questions – ▪ Is this a serious problem? ▪ Is this your problem? ▪ Have you tried the High Five? ▪ What have you tried already to solve the problem? ▪ Do you want a solution? ▪ What sort of solution do you want?

SPRINGWOOD CENTRAL STATE SCHOOL BYSTANDER FIVE STRATEGIES Be Safe & Healthy Be Respectful & Cooperative Be a Learner and an Achiever	
STAY CALM	☑ Take deep breaths ☑ Relax ☑ Refuse to join in ☑ Keep comments to yourself
KEEP YOURSELF SAFE	☑ Keep your hands to yourself ☑ Keep your feet to yourself ☑ Avoid any physical contact ☑ Avoid language that would encourage the bully ☑ Stand clear of danger
TALK FIRMLY	☑ Keep what you say to a minimum and then go straight to a teacher/adult ☑ Only talk about the behaviour not the person ☑ Avoid getting teased yourself ☑ Use a calm but firm voice ☑ Practise what you are going to say ☑ Talk to a teacher, adult or friend ☑ Use the language – "You are not allowed to... I need to tell ..." (eg. "You are not allowed to tease ... (need to tell a teacher about this!)")
GET HELP	☑ Tell, tell, tell until someone listens ☑ Tell the teacher on duty OR your class teacher ☑ Don't give up ☑ Have the information ready to give to the adult ○ WHERE is the incident happening? ○ WHO is involved? (Names, year levels, number of students and witnesses) ○ WHAT is actually happening? ○ WHEN did the incident occur? ☑ REMEMBER – Nothing is so bad that you cannot tell somebody about it!
BE FRIENDLY	☑ Ask the target student/s – "Are you OK?" ☑ Don't give up on them ☑ Take them for First Aid if necessary ☑ Regularly check on them to see if there have been any further incidents ☑ Give attention to the targets NOT the bully or bullies ☑ By doing this we are showing the bullies that their behaviour is NOT OK!
STAFF ROLE	☑ Investigate and discuss the incident with the child/children involved ☑ Prompt questions – ▪ Have you tried the High Five? ▪ What have you tried already to solve the problem? ☑ Major incident or behaviour referral to Admin

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should meet directly with the principal for assistance in preventing and responding to cyberbullying.

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

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

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

Springwood Central 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](#).

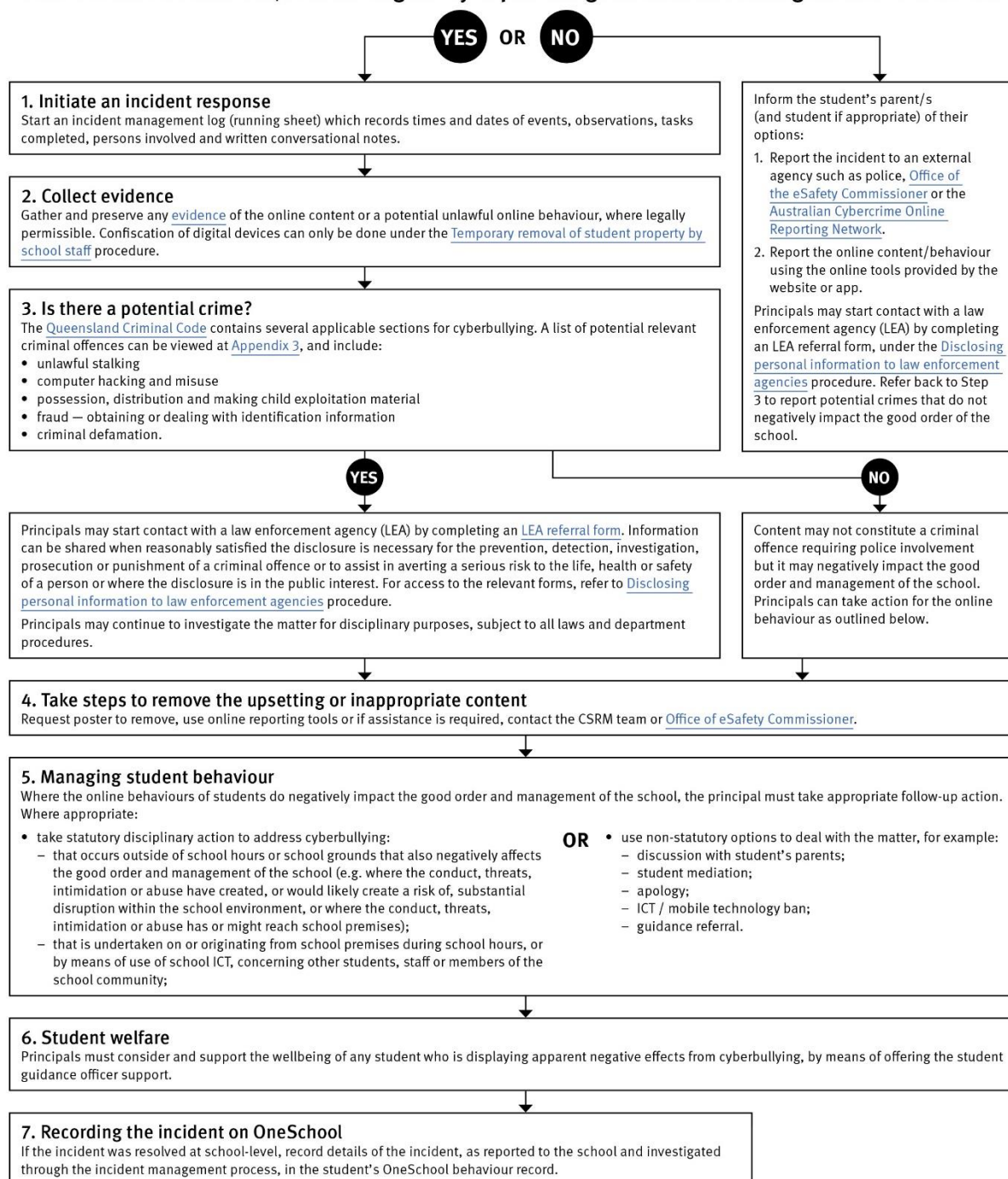
Explicit images

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?



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.

Student Intervention and Support Services

Springwood Central 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 to or witness bullying have access to a range of internal support staff, as identified in the Student Support 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 Springwood Central 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 be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. These supports may include:

- counselling
- social development programs
- referral to mental health services
- involvement in a restorative justice strategy

School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Springwood Central State School – Anti-Bullying Compact

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

Springwood Central State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

- ongoing and deliberate misuse of power in relationships through repeated verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm;
- involving an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening;
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- having immediate, medium and long-term effects on those involved, including bystanders. Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

The internet, mobile phones and social media provide 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 be aware 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 make comments general and avoid posting anything that could identify individuals.
- Today with the use of social media, online discussions between 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.

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Springwood Central 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 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 emotions and behaviours.

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 needs 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. 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 reflect on 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 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 on the school SharePoint.

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Springwood Central State School staff are committed to ensuring every student is supported to feel safe, welcome and valued while at 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 your child's education.

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

As a complainant, it is your responsibility to:

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

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

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

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

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

Complaints may be lodged by telephone, writing or in electronic format. Email addresses can be accessed through the [schools directory](#).
2. **Internal review:** [contact the local Regional Office](#)
If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local [regional office](#) to conduct a review. You need to submit a [Request for internal review form](#) within 28 days of receiving the complaint outcome.
3. **External review:** contact a review authority
if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent,

external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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