



Ridgeland State School

Student Code of Conduct 2020-2023

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

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Endorsement

Principal Name: Rebecca Raymont

Principal Signature:



Date: 7th December 2020

P/C President Name: Jorja Iker

P/C President Signature:



Date: 7th December 2020

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Purpose

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

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

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

Review Statement

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

Principal's Foreword

Ridgeland State School students, staff and community have agreed upon a set of expectations that drive the success of our learning, teaching and ultimately the student's academic achievement. Developed through community consultation, these expectations provide structure for the student's decision making processes in all areas of life, not just the school context.

The expectations that underpin the behaviour at Ridgeland State School are: -



With an explicit understanding of what these expectations mean in a variety of contexts, students are able to make informed decisions about their actions. Learning occurs at the highest level when motivation, interest and high quality teaching are combined. At Ridgeland a positive and productive learning environment is maintained through setting clear expectations with consistent and clearly defined acknowledgments for behaviour. Our school staff believe that communication and positive connections with other people are the most valuable skills our communities need now and in the future. At all times the structures of the Student Code of Conduct are aligned with Education Queensland's policy.

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

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

P&C Statement of Support

As president of the Ridgeland State School P&C Committee, I am proud to support the new Student Code of Conduct. The inclusive, transparent consultation process led by Ms Rebecca Raymont and her staff has ensured that all parents have had multiple opportunities to contribute and provide feedback on the final product. This has been an important aspect in the development of the Ridgeland 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 Ridgeland State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

Bullying is a community-wide issue in which we all have a role to play in combating; however, it can have particularly devastating impacts on our young people. It is important that every parent and child of Ridgeland State School knows what to do if subjected to bullying, regardless of where it occurs. This includes cyberbullying, through the misuse of social media or text messaging. It is important that parents and children know that schools provide support and advice to help address problems of bullying, and the flowchart on page 39 provides an excellent starting point to understand how to approach the school about these types of problems.

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

Jorja Iker
07/12/2020

School Leaders Statement

On behalf of the student body at Ridgeland State School, we endorse the Student Code of Conduct for 2020. We have represented students on the consultation committee, provided feedback on draft materials and put forward the views of young people on a range of issues affecting their lives at school. Throughout the year, we will continue to work with the school administration team and the Ridgeland State School P&C Association on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

Any student who has questions or issues they would like raised by the School Leaders are encouraged to talk with any of us directly.

School Leader Name: Marnie Balmain

Date: 08/12/2020

School Leader Name: Clare Humble

Date: 08/12/2020

School Leader Name: Stirling Ward

Date: 08/12/2020

Data Overview

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

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

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

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

There are four different confidential surveys for

- parents
- students
- staff
- principals.

School Opinion Survey

Parent Opinion Survey

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• their child is getting a good education at school (S2016)	88%	100%	100%
• this is a good school (S2035)	88%	100%	100%
• their child likes being at this school* (S2001)	88%	100%	100%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	75%	100%	100%
• their child is making good progress at this school* (S2004)	75%	100%	100%
• teachers at this school expect their child to do his or her best* (S2005)	88%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	88%	100%	100%
• teachers at this school treat students fairly* (S2008)	63%	100%	100%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
• they can talk to their child's teachers about their concerns* (S2009)	88%	100%	100%
• this school works with them to support their child's learning* (S2010)	75%	100%	100%
• this school takes parents' opinions seriously* (S2011)	63%	100%	100%
• student behaviour is well managed at this school* (S2012)	88%	100%	100%
• this school looks for ways to improve* (S2013)	63%	100%	100%
• this school is well maintained* (S2014)	88%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Student Opinion Survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	100%	100%	100%
• they like being at their school* (S2036)	91%	100%	100%
• they feel safe at their school* (S2037)	100%	100%	100%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	100%	100%	100%
• teachers treat students fairly at their school* (S2041)	100%	100%	100%
• they can talk to their teachers about their concerns* (S2042)	73%	100%	100%
• their school takes students' opinions seriously* (S2043)	91%	100%	100%
• student behaviour is well managed at their school* (S2044)	100%	100%	100%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	100%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Staff Opinion Survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	90%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	80%	100%	100%
• they receive useful feedback about their work at their school (S2071)	70%	89%	100%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
• students are encouraged to do their best at their school (S2072)	90%	100%	100%
• students are treated fairly at their school (S2073)	80%	100%	100%

Percentage of school staff who agree# that:	2017	2018	2019
• student behaviour is well managed at their school (S2074)	100%	88%	100%
• staff are well supported at their school (S2075)	40%	100%	100%
• their school takes staff opinions seriously (S2076)	60%	89%	100%
• their school looks for ways to improve (S2077)	80%	100%	100%
• their school is well maintained (S2078)	60%	78%	100%
• their school gives them opportunities to do interesting things (S2079)	67%	100%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

School Disciplinary Absences (SDA)

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

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

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

Ridgeland's State School Disciplinary Absences				
Type	2016	2017	2018	2019
Short Suspensions – 1 to 10 days	6	3	0	0
Long Suspensions	0	0	0	0
Charge related Suspensions	0	0	0	0
Exclusions	0	0	0	0

OneSchool Behaviour Records

Ridgeland's State School uses OneSchool to record behaviour incidents, school actions and school disciplinary absences (SDA). Staff remain sensitive to the type of information, language used and potential audience when entering data or reports on OneSchool. All records are prepared clearly and with professionalism. Consideration to the following are given:

- records in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies

- avoid use of contentious, highly emotional or highly sensitive language
- include concrete observations, without judgements.

Electronic data entry affords staff an opportunity to efficiently create and edit behaviour records ensuring accurate details, formal language and evidence (if required) forms part of the complete record for behaviour incidents at Ridgeland State School.

Ridgeland State School OneSchool Behaviour Records				
<u>Type</u>	2016	2017	2018	2019
Positive Behaviour	2	17	67	118
Minor	84	22	9	66
Major	27	8	4	23

Learning and Behaviour Statement

Ridgелands State School students, staff and community have agreed upon a set of expectations that drive the success of our learning, teaching and ultimately the student's academic achievement. Developed through community consultation, these expectations provide structure for the student's decision making processes in all areas of life, not just the school context.

The expectations that underpin the behaviour at Ridgелands State School are: -



Everyone brings their own sets of personal beliefs to a school community. These beliefs influence their decisions, behaviour and social practices. It is reasonable to expect that not everyone will share the same sets of beliefs, and this contributes to a richly diverse social environment in each school. It can also contribute to differences in expectations and force us to reflect on our own understanding of what we consider acceptable and unacceptable. We encourage any student or parent to make an appointment with the principal to discuss the model of behaviour support and discipline used at this school.

Differentiated Approach to Behaviour

Ridgелands State School uses a differentiated approach to learning and behaviour. This is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, school staff match increasingly intensive interventions to the identified needs of individual students.

Level	Prevention Description
1	<p>All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Schoolwide Behaviour expectations. This involves:</p> <ul style="list-style-type: none"> • teaching behaviours in the setting they will be used • being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account • providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them

	<ul style="list-style-type: none"> • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Level 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Level 1 services, 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.</p> <p>Level 2 supports build on the lessons provided at Level 1, and may prevent the need for more intensive interventions. Level 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Schoolwide Behaviour expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:</p> <ul style="list-style-type: none"> • there is a clear connection between the skills taught in the interventions and the school-wide expectations. • interventions require little time of classroom teachers and are easy to sustain • variations within each intervention are limited • interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). <p>If the school data indicates that more than 10-15% of students require targeted services, then a review of Level 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.</p> <p>Level 3 supports continue to build on the lessons and supports provided at Levels 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Level 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:</p> <ul style="list-style-type: none"> • PREVENT problem behaviour • TEACH the student an acceptable replacement behaviour • REINFORCE the student's use of the replacement behaviour • MINIMISE the payoff for problem behaviour. <p>Level 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.</p>

If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Level 1 and Level 2 supports and organisation is recommended.
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Student Wellbeing

Ridgeland 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 principal if they would like individual advice about accessing particular services.

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

Curriculum and pedagogy

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

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 Ridgeland State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages through *Life Education* and Health Curriculum; relationships education; and the *Daniel Morcombe Child Safety Curriculum*, aiming to teach students about personal safety and awareness.

Policy and expectations

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

Specialised health needs

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

This means that appropriate health plans are developed and followed for students with specialised health needs, that staff are aware of the student's

medical condition and that an appropriate number of staff have been trained to support the student's health condition.

Medications

Ridgелands 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.

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

Mental health

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

Student Support Network

Ridgелands State School is proud to have compassionate staff to help the social, emotional and physical wellbeing of every student. Students can approach any trusted school staff member at Ridgелands State School to seek assistance or advice. If they are unable to assist, they will provide guidance, and help ensure the student is connected to the appropriate professional. Ridgелands State School has competent classroom teachers, specialist teachers, teacher aides, a chaplain and a guidance officer (off site).

It is also important for students and parents to understand there are regional and state-wide support services also available to supplement the school network. These include Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers and Senior Guidance Officers.

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

Whole School Approach to Discipline

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

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

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

Parents and Staff

The list below explains what the expectations are for parents when visiting our school and the standards we commit to as staff.

Parents:

- You support your child to meet the learning and behavioural expectations at school.
- You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.
- You respect the obligation of staff to maintain student and family privacy.
- You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.
- You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.
- You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.
- You are respectful in your conversations at school, in the community and at home about the school and the school staff.
- You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.
- You help your child to see the strengths and benefits in diversity and difference in their classmates.
- You share relevant information about your child's learning, social and behavioural needs with school staff.

- You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.

Staff:

- We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
- We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
- We will maintain confidentiality about information relating to your child and family.
- We will create a safe, supportive and inclusive environment for every student.
- We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
- We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
- We will ensure positive behaviours are role modelled for all students.
- We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
- We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
- We will share relevant information with you about your child's learning, social and behavioural progress at school.
- We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.

Consideration of Individual Circumstances

Staff at Ridgeland 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 reflects the principle of equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not 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 also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the

student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

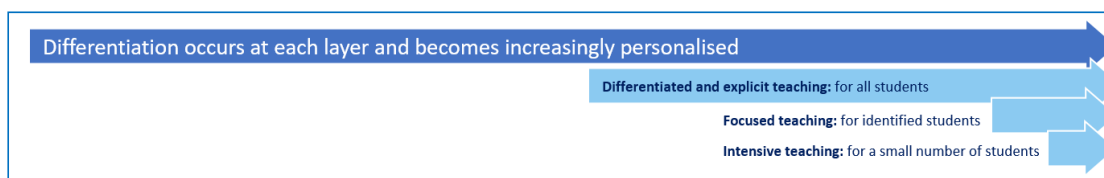
If you have concerns about the behaviour of another student at the school, or the way our staff have responded to their behaviour, please make an appointment with the principal to discuss the matter.

Differentiated and Explicit Teaching

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

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

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



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

Illustrated below, is our Schoolwide Expectations Teaching Matrix. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in our school. The completed matrix is used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Schoolwide Expectations Teaching Matrix

At Ridgeland State School, We Co-operate, Act Responsibly, Respect and Excel by:						
	ALL AREAS	CLASSROOM	ONLINE/ELECTRONIC DEVICES	PLAYGROUND/ LUNCH AREA	TOILETS	BUSES
We Co-operate	<ul style="list-style-type: none"> ▪ Quietly waiting my turn ▪ Walking in an orderly fashion by myself and in two straight quiet lines when with the class ▪ Sharing the space ▪ Using good sportsmanship ▪ Helping others 	<ul style="list-style-type: none"> ▪ Raising my hand to speak ▪ Being a good listener ▪ Keeping social talk for lunch time 	<ul style="list-style-type: none"> ▪ Following all teacher instructions ▪ Keeping private information off online sites ▪ Sharing computer time 	<ul style="list-style-type: none"> ▪ Playing fairly – taking turns, inviting others to join in ▪ Following rules ▪ Listening to adult instructions 	<ul style="list-style-type: none"> ▪ Waiting my turn 	<ul style="list-style-type: none"> ▪ Talking nicely ▪ Talking in low voices ▪ Following bus driver instructions
We Act Responsibly	<ul style="list-style-type: none"> ▪ Asking permission to leave the area for a drink or toilet break ▪ Being in the right place at the right time ▪ Using and caring for equipment appropriately ▪ Reporting any unacceptable behaviour to a teacher ▪ Being responsible for my own actions ▪ Being water wise ▪ Being honest 	<ul style="list-style-type: none"> ▪ Being prepared to learn ▪ Completing set tasks ▪ Sitting on the chair with four feet on the floor ▪ Knowing not to climb the port racks 	<ul style="list-style-type: none"> ▪ Posting only appropriate content online ▪ Keeping any usernames or passwords private ▪ Handing in electronic devices 	<ul style="list-style-type: none"> ▪ Returning equipment to appropriate places at the bell ▪ Eating my own food ▪ Putting my rubbish in the bin ▪ Being sun safe; wearing a broad brimmed hat ▪ Washing hands before eating food 	<ul style="list-style-type: none"> ▪ Flushing, Washing and going 	<ul style="list-style-type: none"> ▪ Wait in the line quietly. ▪ Have name marked on the bus roll ▪ Sit down with seatbelts if available ▪ Stay in my seat
We Respect	<ul style="list-style-type: none"> ▪ Following instructions straight away ▪ Using polite language (manners) ▪ Wearing school uniform with pride ▪ Respecting others' personal space and property- keeping hands, feet and objects to yourself 	<ul style="list-style-type: none"> ▪ Walking in the classroom ▪ Remaining seated during lessons ▪ Entering and exiting room in an orderly manner ▪ Respecting others' right to learn ▪ Respecting the National Anthem 	<ul style="list-style-type: none"> ▪ Participate in use of approved online sites and educational games ▪ Be courteous and polite in all online communications ▪ Respect others' right to use online resources free from interference or bullying 	<ul style="list-style-type: none"> ▪ Participate in school approved games ▪ Care for the environment/ keep out of gardens/trees ▪ Look after equipment ▪ Listen to the person on duty 	<ul style="list-style-type: none"> ▪ Respect privacy of others ▪ Respect toilet facilities 	<ul style="list-style-type: none"> ▪ Wait inside the gate until let go. ▪ Respect school bus
We Excel	<ul style="list-style-type: none"> ▪ Try our best at all times modelling appropriate behaviour ▪ I complete all my work to a high standard ▪ I am eager to learn ▪ Represent the school to the community with pride 		<ul style="list-style-type: none"> ▪ Communicating in a manner that portrays school expectations at all times, in all online areas 	<ul style="list-style-type: none"> ▪ Being a problem solver ▪ Working with others to achieve outcomes 		<ul style="list-style-type: none"> ▪ Displaying role model qualities

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

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

The crucial components of Ridgeland State School's whole school approach to positive behaviour support is the Behaviour Level System (see below) and the implementation of our four School rules across all year levels in conjunction with valuing the rights and responsibilities of teachers, parents/caregivers and students. This includes:

- using Explicit Instruction to teach students how to behave in accordance with the Four School Rules
- training all teaching staff (including Teacher Aides) in the Essential Skills for Classroom Management and implementing these skills in the classrooms
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.
- Procedures for Preventing and Responding to Incidents of Bullying (outlined in the document).

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

- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' regular provision of information to staff and parents, and support to others in sharing successful practices.
- Comprehensive induction programs in Ridgeland State School's Student Code of Conduct delivered to new students as well as new and relief staff.
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings.

At Ridgeland State School, communication of our key messages about behaviour is backed up through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed through our Behaviour Level System and Care Token Awards. These reinforcement systems are designed to increase the quantity and quality of positive interactions between students and staff. All staff members are trained to give consistent and appropriate acknowledgement and rewards.

Behaviour Level Tracking System

Ridgeland State School's Behaviour Level System aims to track student progress while at the same time motivate students to maintain and improve their behaviour choices. Students value recognition for responsible and positive behaviour. They also recognise fair and consistent consequences. This system provides both by encouraging students (with support) to take responsibility for the own movement through the five (5) levels. Staff meet fortnightly to monitor movements of students through Behaviour Level Tracking System.

Level	Explanation of Levels
Gold	Gold level students have demonstrated highly responsible behaviour and participate in both school and community service.
Silver	Silver level students have demonstrated very responsible behaviour and participate in school service.
Green	All students enter the system at this level. Green level students have demonstrated responsible behaviour and usually follow school rules. They may have been referred to the office on occasion however demonstrate responsible behaviour and actions on re-entry into the classroom.
Amber	This level includes students who have had frequent behaviour reports and/or detention referrals. Behaviour demonstrated may be deemed critical. Students who have returned from suspension and have operated for two weeks on Red Level also fit into this category. These students will be on a negotiated Responsible Behaviour Plan for a fortnight. At the end of the fortnight students who have met the criteria will move up to Green Level through the completion of a Level Up form. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. Due to the level of risk, students on Amber Level will need the permission of the Principal to engage in school representative duties, interschool sports, school dances, excursions, camps etc.
Red	These students have demonstrated behaviours that put the safety and learning of themselves and others at risk. Continual interventions have failed to encourage the student to act responsibly. Alternatively, critical, serious or dangerous behaviour exhibited by students on any level will result to moving to Red Level. Students will be placed on a negotiated Responsible Behaviour Plan for two weeks. At the end of the fortnight students who have met the criteria will move up to Amber Level. Those who have not will be required to review their Responsible Behaviour Plan for another fortnight. All students returning from suspension return to school on red level to commence work on their Re-Entry program. Due to the level of risk, Red Level students will not participate in school representative duties, interschool sport, school dances, excursions, camps etc.

Student movement through Level System

Level Up:

Upward movement is determined by considering student 'Level-Up' applications. Students on Red or Amber level must successfully complete their Responsible Behaviour Plan before they are eligible to Level Up. Steps to Level Up are the same for all levels. They are as follows:

1. Student completes a 'Level Up' form (these are available from Administration)
2. Classroom Teacher and one teacher aide must sign the form.
3. Student submits form to the Principal.
4. Staff makes decisions at their fortnightly meeting.
5. Classroom Teacher informs student of decision. If successful, Classroom Teacher contacts Parents/ Caregivers. Student receives their certificate and wrist band on parade.

Level Down:

Downward movement is determined by consideration of the Behaviour Record Folder and OneSchool Behaviour Records completed by staff members and referred to the Principal.

Serious, Critical or Dangerous Behaviour

1. Staff record student inappropriate behaviour and refer student to the Principal OneSchool Behaviour form.
2. Principal take action and refer the student to be moved to a Red Level.
3. Notification is provided to Staff for confirmation of Level Down.
4. Administration / Classroom Teacher contacts Parents/ Caregivers.

Repetitive Behaviour

1. Staff record student inappropriate behaviour in the Behaviour Record Folder and refers student to the Principal. Principal decides appropriate action (e.g. time out, detention, warning, counselling or return to class) and complete OneSchool Behaviour Record.
2. Class teacher continues to use the Behaviour Record Folder and identifies repetitive behaviour patterns. If a student receives 6 (6) reports in a week the class teacher refers student to the Principal and Staff for Level Down consideration during Staff Meeting.

Recognition of Positive Behaviours	
Gold Level	<ul style="list-style-type: none">• Eligible to participate in all school events and activities• End of Semester celebrations• Newsletter acknowledgement• Gold wrist band and certificate• Freedom of movement across Year Level areas during lunch breaks.• May leave eating area when bell rings.
Silver Level	<ul style="list-style-type: none">• Eligible to participate in all school events and activities• End of Semester celebrations• Newsletter acknowledgement• Silver wrist band and certificate
Green Level	<ul style="list-style-type: none">• Eligible to participate in all school events and activities
Care Tokens	<ul style="list-style-type: none">• Care Tokens are given to students on a Daily basis. Supervising staff give a Care Token when a child is observed doing the right thing. These go into a box and are collated every week. 1 Care Token equates to 1 house point. Also individual Care Tokens are calculated and prizes are given to those students who reach the benchmark (50 tokens, 75 tokens, 100 tokens etc).

Ridgeland State School Care Token

Staff members hand out Care Tokens each day to students when they observe them following school expectations in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a Care Token. When students are given a Care Token they drop the token into the classroom collection boxes.

Each Friday, a teacher aide randomly selects 3 care tokens from the collated boxes. These three students are recognised on parade and receive a prize.

CARE TOKEN	CARE TOKEN
Date: _____	Date: _____
Name: _____	Name: _____
Unicorns or Dragons	I received a Care Token today! 😊
Signed: _____	

Focused Teaching

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

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

The principal and other support staff, work collaboratively with class teachers at Ridgeland State School to provide focused teaching. Focused teaching is aligned to the Schoolwide Expectations Teaching Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

For more information about focused teaching, 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, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

Legislative Delegations

Legislation

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

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

Delegations

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

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

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

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

Disciplinary Consequences

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

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

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

1. Are they co-operating?
2. Are they acting responsibly?
3. Are they being respectful?
4. Are they trying to excel?

This encourages students to reflect on their own behaviour, evaluate it against school expectations, and plan how their behaviour could be modified so as to align with the expectations of our school community.

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

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

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

Determining Minor and Major Behaviours

<u>MINOR</u>	<u>MAJOR</u>
<p>Minor problem behaviour is handled by staff members at the time it happens. This is recorded in the Behaviour Record Folder. Does not require a referral to the office.</p>	<p>Major incidents of severity that warrant removal from the learning/play environment to be referred directly to the school Administration team.</p>
<p>Minor behaviours are those that:</p> <ul style="list-style-type: none"> • are minor breeches of the school rules; • do not seriously harm others or cause you to suspect that the student may be harmed; • do not violate the rights of others in any other serious way; • are not part of a pattern of problem behaviours; and • do not require involvement of specialist support staff or Administration. 	<p>Major behaviours are those that:</p> <ul style="list-style-type: none"> • significantly violate the rights of others; • put others / self at risk of harm; and • requires the involvement of school Administration. <p>Or</p> <ul style="list-style-type: none"> • <u>Three recorded minor incidents for the same inappropriate behaviour in the Behaviour Record Folder.</u>
Examples of Minor Behaviours	Examples of Major Behaviours
<p>Behaviours can include but not limited to....</p> <ul style="list-style-type: none"> • Disrupting others • Teasing • Inappropriate language • physical contact • dangerous play • minor non-compliance and defiance • not wearing a hat or enclosed shoes • running on cement, verandas, walkways , • out-of-bounds • littering • mobile phone/ electronic device in possession during day • misuse of school/person property • swinging on chairs • running around the room • talking during lessons • spitting • sitting inappropriately in the classroom 	<p>Repeated behaviours or severe behaviours that have high risk to safety and learning Behaviours can include but not limited to....</p> <ul style="list-style-type: none"> • Swearing • physical aggression • verbal abuse • wilful non-compliance and defiance • racism • bullying • theft • vandalism • truancy • drug related incidents • verbal and physical assault • use of weapons • sexual assault • inappropriate use of personal technologies • behaviours that affect good order and management of the school, including behaviours on transport, online or as part of the wider community

Differentiated

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

- Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. “Hand up when you want to ask a question”)
- Rule reminders (e.g. “When the bell goes, stay seated until I dismiss you”)
- Explicit behavioural instructions (e.g. “Pick up your pencil”)
- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)

- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- Give 30 second 'take-up' time for student/s to process instruction/s
- Reduce verbal language
- Break down tasks into smaller chunks
- Provide positive choice of task order (e.g. "Which one do you want to start with?")
- Prompt student to take a break or time away in class
- Model appropriate language, problem solving and verbalise thinking process (e.g. "I'm not sure what is the next step, who can help me?")
- Provide demonstration of expected behaviour
- Peer consequence (e.g. corrective feedback to influential peer demonstrating same problem behaviour)
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Detention

Focused

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

- Functional Behaviour Assessment
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Social skills development
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to principal for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

School leadership team work in consultation with outside of school support to address persistent or ongoing serious problem behaviour. This may include:

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property
- Short term suspension (up to 10 school days)

- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)

School Disciplinary Absences

A School Disciplinary Absence (SDA) is an enforced period of absence from attending a Queensland state school, applied by the Principal as a consequence to address poor student behaviour. There are four types of SDA:

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

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

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

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

Re-entry following suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

Ridgелands 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 Ridgелands State School and will be removed if found in a student's possession:

- illegal items or weapons (e.g. guns, knives*, throwing stars, brass knuckles, chains)
- imitation guns or weapons
- potentially dangerous items (e.g. blades, rope)
- drugs** (including tobacco)
- alcohol
- aerosol deodorants or cans (including spray paint)
- explosives (e.g. fireworks, flares, sparklers)
- flammable solids or liquids (e.g. fire starters, mothballs, lighters)
- poisons (e.g. weed killer, insecticides)
- inappropriate or offensive material (e.g. racist literature, pornography, extremist propaganda).

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

** The administration of medications to students by school staff is only considered when a prescribing health practitioner has determined that it is necessary or when there is no other alternative in relation to the treatment of a specific health need. Schools require medical authorisation to administer any medication to students (**including over-the-counter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Ridgeland State School:

- do not require the student's consent to search school property such as port racks, desks or devices 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 Ridgeland State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Ridgeland 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 Ridgeland 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 Ridgeland 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, Ridgeland State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

At Ridgeland State School the use of mobile phones, portable music players, tablets, laptop computers, wearable technology and portable gaming devices from home is discouraged. However, in special circumstances students should negotiate arrangements with their teachers and/or school administration for their use where appropriate.

At Ridgeland State School:

- Students are deterred from bringing electronic devices to school, which have the potential to detract from the learning occurring in classrooms.
- Where it is appropriate for these items to be at school on particular occasions, students have been made aware of their responsibilities regarding the security, storage and use of these items.
- Mobile telephones and other electronic equipment used without prior negotiation is at their owners' risk. No liability will be accepted by the school in the event of loss, theft or damage, unless it can be established that the loss, theft or damage resulted from the department's negligence.

Responsibilities

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

- Students should be discouraged from bringing items such as mobile phones and other electronic devices to school, on excursion or on camp or during similar extra-curricular activities.
- Students wishing to use these devices in special circumstances should negotiate arrangements with the Principal. This includes informing the principal that he/she has the device in his/her possession and how it is intended that the item will be kept secure during the school day.
- Students whose parents wish them to bring a mobile phone to school to be used to contact parents in extenuating circumstances or to arrange after school activities must ensure the mobile phone is handed to the class teacher.
- The security of the mobile phone is the responsibility of the student.
- No liability will be accepted by the school in the event of the loss, theft or damage of any device
- It is important that students display courtesy, consideration and respect for others whenever they are using a mobile phone. This includes after school hours.
- If at any time, the use of a mobile phone, in-phone camera or similar device is deemed appropriate for use within the curriculum program by a teacher, the teacher should inform the admin team of the intended usage. In phone cameras are not to be used anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets; and
- If a mobile phone or similar device is brought to school and not reported according to this policy, the administration will confiscate the item for the day and store it at the office. At the conclusion of the school day, the item can be collected by the students. Parents will be contacted by the administration to determine future procedures to be followed.
- Students using mobile phones or similar items inappropriately or bringing disrepute onto the school through the use of these devices will have disciplinary action taken against them.

It is **unacceptable** for students at Ridgeland 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
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

At all times students, while using ICT facilities and devices supplied by the school, will be required to act in line with the requirements of the Ridgeland State School Student Code of Conduct. In addition students and their parents should:

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

Preventing and responding to bullying

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

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

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

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

Bullying may be related to:

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

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

Bullying/harassment/teasing comes in many forms that staff and parents need to be aware of including;

- Physical Assault including bumping, pushing, shoving, hitting, punching, hands on activities, (eg; knocking hats off heads)
- Altering personal belongings of others, handling/shifting hats, bags, books, pencils etc with the intention to annoy, tease or harass
- Verbal assault, abusive and/or inappropriate language
- Inappropriate 'joking' about issues sensitive to others
- Inappropriate body language, gestures such as pointing at, looks and insinuating or suggestive actions
- 'Put downs', name calling, continuous teasing of any form
- Excluding from a group or situation
- Note writing about other people
- Emails, chat lines on the internet
- Inappropriate mobile/telephone contact including text and video messaging

Other forms of behaviour distinguished from bullying that need to be dealt with as unacceptable behaviours are ...

- Rough Play
- Name calling (two way)
- Fighting

Bullying may occur by individuals or groups (ganging) against individuals or groups (targets).

Prevention

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

This will ensure that:

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

Explicit lessons to address anti-bullying will be taught by all teachers in all classrooms. Content will include what bullying is and the process to be used by all students when experiencing bullying behaviour either as a person being bullied, the person bullying or bystander. Also discussed is bullying behaviours and non-examples and how to approach adults to report bullying.

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

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

Responses to Bullying

Reports of bullying will be investigated and acted upon. Responses to bullying might include targeted support for targets and perpetrators and/or sanctions or consequences consistent with the Student Code of Conduct.

Our school does not accept, condone nor tolerate bullying, harassment, teasing in any form. Our Student Code of Conduct reflects the strategies and consequences in place for dealing with bullying.

The Ridgeland State School community should be informed of the school's strategies and programs applied in dealing with bullying of all forms through newsletters and at appropriate times. If bullying is reported or suspected, it needs to be addressed immediately. The member of staff who has witnessed the incident or has been approached about an incident should ensure the safety of the students involved and deal with the issue immediately and appropriately. A clear account of the incident should be recorded and given to the principal or delegate.

The Principal or delegate will investigate the issue by ...

- Interviewing all concerned
- Recording the incident and findings
- Notifying parents/caregivers that an incident is being investigated

The Principal needs to manage the complaint by ...

- Establishing the details of the complaint including how the complainant wishes the situation to be resolved
- Notifying parents/carers of the target and bully that an incident is being investigated
- Advising all of their rights and responsibilities
- Attempting to find a resolution that is acceptable to all concerned
- Recording the incident and findings
- Dealing with the incident through strategies such as
 - Conflict resolution
 - Implementing consequences (eg; time out, suspension, etc)
 - Counselling through referral to Guidance Officer or Child Psychologist for both the bully as well as the target
 - Keeping teachers, parents/carers informed

The school supports students who claim to be bullied/harassed by ...

- Encouraging students to discuss issues with a trusted staff member or the principal at any time they have need to do so
- Reassuring these students that incidents will be investigated and dealt with
- Offering continuous support for them as and when it is needed
- Encouraging students to form friendships with other students
- Offering Counselling support if needed and if issues are not resolved
- Actioning clear consequences for bullies that do not cease their bullying behaviours

The school needs to support students who have bullied/harassed by;

- Discussing the issues
- Discovering why they engage in bullying behaviour
- Identifying the bullying behaviours and discussing alternative ways of behaving or strategies to change that behaviour
- Enlisting the support of parents/caregivers where appropriate and possible
- Enlisting the support of Guidance Officers/Child Psychologists for counselling purposes

- Giving clear consequences for ongoing inappropriate behaviours

The school and individual classes facilitate programs such as ...

- 'Whole of school' and 'whole class' strategies and/or programs to deal with bullying issues. Teachers implement class programs relating to bullying when instances of bullying or harassment occur. References to online programs such as the 'Bullying No Way' website should be accessed by teachers and students for strategies and resources to implement.
- Student Code of Conduct implemented throughout the school to assist with individual and whole school strategies in coping with bullying, self-esteem and self-confidence.

Actions

- Official warnings that specify the bullying is to cease, verbal and written
- Withdrawal from class or class activities
- Internal detentions at lunch/play time
- Exclusion from certain areas of the school, particularly where bullying issues might arise
- Minor Suspension up to 5 days;
- Major Suspension 6 to 20 days
- Individual Behaviour Support Plan
- Recommendation for exclusion to the Executive Director of Schools if highly serious and further continuation of bullying issues

Continual communications with parents/carers, class teachers, playground supervisors and specialist teachers needs to occur at all stages in dealing with bullying issues.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

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

Ridgeland State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Rebecca Raymont – (07) 4934 5518

First hour
Listen

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

Day one
Document

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

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing
- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue

Day three
Discuss

- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Engage the student as part of the solution
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four
Implement

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

Day five
Review

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

Ongoing
Follow up

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

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. 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 Ridgeland 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, Rebecca Raymont.

Ridgелands 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](#).

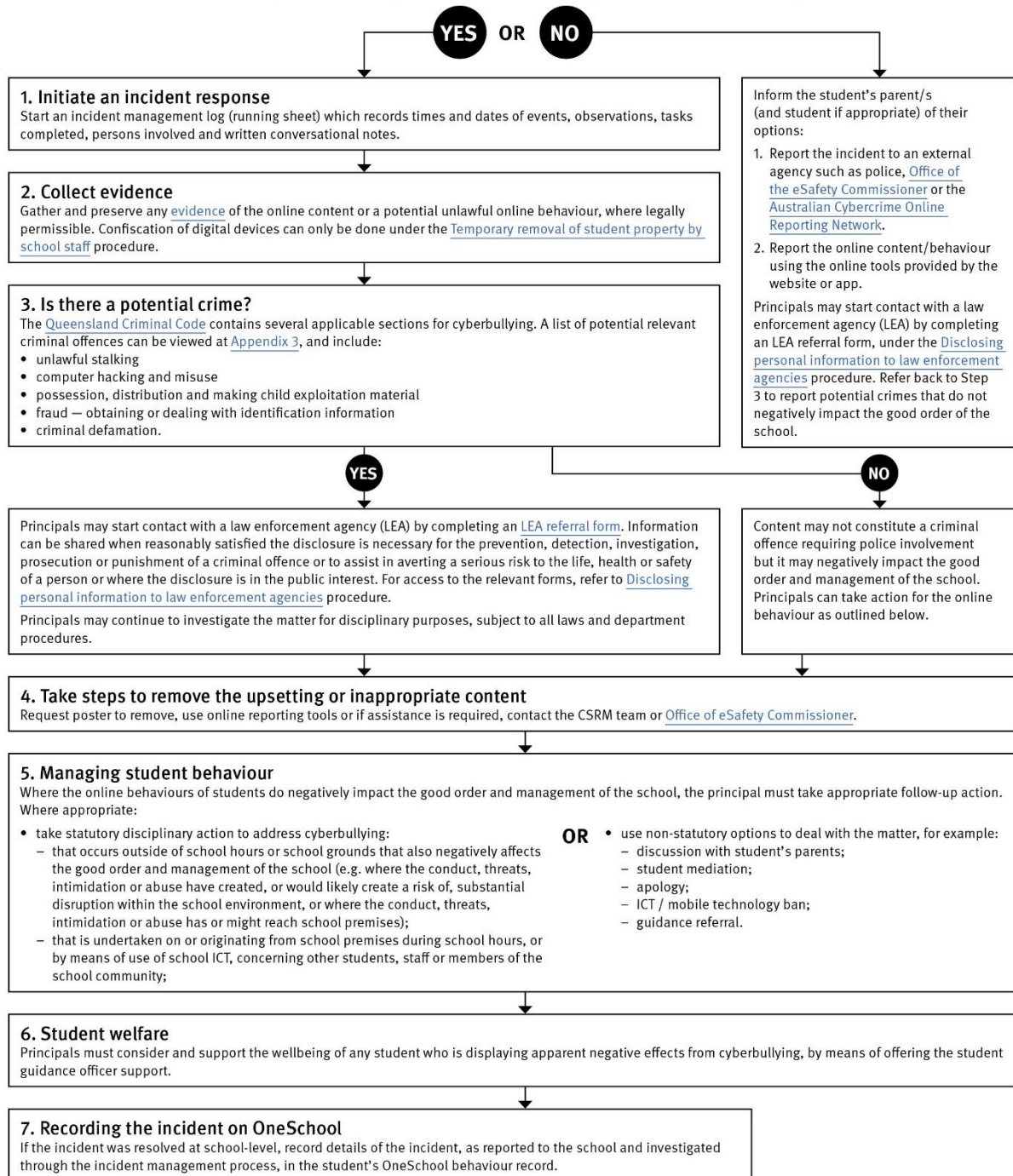
Explicit images

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?



Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal and external support staff. 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 Ridgelands State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

Students who engage in bullying behaviours towards others will also be provided with support to assist them to use more socially acceptable and appropriate behaviours in their interactions. This includes counselling, social development programs, referral to mental health services or involvement in a restorative justice strategy. School disciplinary measures may also be used to reinforce the seriousness with which the community takes all incidents of bullying. These measures may include internal school suspension, withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Ridgелands State School – Anti-Bullying Compact

The Anti-Bullying Compact provides a clear outline of the way our community at Ridgелands 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.

Ridgелands State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

- [Australian Professional Standards for Teachers](#)
- [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

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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](#).