



Isisford 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*

Contact Information

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Endorsement

Principal Name: Ms Karen Argus

Principal Signature:

Date:

30/11/2020

P/C President Name: Anna Cochrane

P/C President Signature:

Date:

30/11/20.

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Purpose

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

The Isisford 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 maintain 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, parents are confident in this knowledge and staff enjoy a safe and positive workplace.

Principal's Foreword

When we think back as adults, over our time at home and in schools regarding the disciplinary action we may have undertaken or been exposed to, we must acknowledge that times and acceptable disciplinary methods have changed. They have been disused in schools. They are no longer effective and are unacceptable being based in fear and pain.

According to the Human Rights Act, there are more humane and effective approaches to discipline and misbehaviour which consider the whole child, their context and their wellbeing. While this may challenge past school practices and procedures or perceptions of how discipline and student misbehaviour should be managed, the Student Code of Conduct will now fall in line with current policy direction and our responsibilities under the this Act and the inclusive agenda of the Department of Education.

Writing this Code of Conduct, having had conversations with staff, parents, community members and students provides the perfect opportunity to clarify and position our stance and direction as a school community. To state, that in our school discipline is about teaching and to be clear and mindful of our responsibility to teach explicitly the expected behaviour and conduct to our students. Additionally, as parents and staff members we will model and demonstrate this through our own behaviours when on the school grounds or at school functions. We will ensure that students are taught within a differentiated teaching context, which is responsive to a range of learners and that following this teaching, students are provided with multiple opportunities to learn and practice how to conduct themselves in school, and during school activities, outside of the school grounds. We will provide necessary educational feedback in a positive manner to support positive behaviours.

The values underlying our school Code of Conduct are taught explicitly through SEL (Social Emotional Learning) for 1 hour each week using the *Weaving Well-Being* series. This series is a research-based mental health program that aims to enhance the wellbeing of students and teach pro-social behaviours. Teaching students the expected social behaviours and routines and then acknowledging them when they use these same behaviours is by far the most effective way to prevent management problems. The skills taught are drawn from positive psychology and the science of wellbeing. This program considers character strengths, positive emotions, tools of resilience, positive relationships and empowering beliefs. We encourage student voice, which is embedded in all aspects of our school documentation, implementation and reflection. Furthermore, if students use inappropriate behaviour, an array of consequences is utilised with the aim of teaching and reinforcing what we want the student to be able to demonstrate instead. The program is implemented through talk and discussion, drama, responding through art, checklists, observing, recording and analysing, critically evaluating, mind maps, responding through writing and drawing, and through visual organisers. As students work through the program they suggest ways in which the values taught can be implemented in our school context ensuring the voice and feedback of staff, students and parents, together we have developed a whole school approach

responsive to our school needs. It contemplates and expands on the mantra - I am.
I can. I will.

Sincerely



Karen Argus

B.A. (UCCQ), MTeach (NTU), MEd (literacy) (UoW)

Principal (2019-2020)

Isisford State School

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*"Creating the conditions in which others can be successful is one of the highest
duties of leadership." (Warrick, 2017)*

P&C Statement of Support

As president of the Isisford State School P&C Committee, I am proud to support the new Student Code of Conduct. We encourage all parents to familiarise themselves with the Isisford State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need.

Any parents who wish to discuss the Isisford 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 Isisford State School P&C Association. This is an ongoing piece of work in which parents are asked to raise concerns, discuss issues and question as well as support effective measures in order to ensure it is the most effective code for all, students, families and staff. It is with your support that we can work collaboratively with school staff to ensure all students are safe and appropriately supported to meet their individual social and learning needs.

School Captains' Statement

On behalf of the student body at Isisford State School, we endorse the Student Code of Conduct for 2020. Throughout the year, we will continue to work with the principal, students and P&C on how the Student Code of Conduct is working, identify areas for improvement and present alternative options or suggestions for consideration.

School Leader: Clementine Cochrane
Date: 22.11.2020

School Leader: Hayden Ferriday
Date: 22.11.2020

School Leader: Rangi Jackson
Date: 22.11.2020

Consultation

Isisford State School reviewed and updated this plan in collaboration with the whole of staff at staff meetings and with the elected representatives of the P&C.

Data which informs this Student Code of Conduct has been drawn from:

1. School Opinion Surveys
2. Headline Indicator Report data
3. OneSchool behaviour data
4. Conversations with students, parents, staff and members of the community.

The Isisford State School Student Code of Conduct is a continually evolving document which, will be discussed and updated, altered or edited to reflect changing circumstances, data and staff. A comprehensive review will be conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle.

Data Overview

While discipline and student misbehaviour does not form a large part of our daily work at Isisford State School recognising and acknowledging positive behaviour does. In the few instances when discipline and student misbehaviour does arise each case is considered on an individual basis. The old practice of a single, standard, mandatory consequence for a particular behaviour is not evident in our school. Our approach is one of teaching students how to live, learn and work effectively. Under the Student Code of Conduct, a set of consequences are provided, along with individual circumstances of each student considered along with context and circumstances that caused the investigation into the disciplinary infringement. At times, this disparity in views around what behaviour, discipline and misbehaviour are considered to be, creates alternating and varying views. These varying views are reflected in the school data where a minority of parents have challenged the way discipline is approached and the students see it as being well managed. The staff likewise feel safe, see the school as looking for ways to improve and view the school as being good. All indicators that things are travelling effectively.

Parent School Opinion Survey Data 2020

Parents/Caregivers were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
My child likes being at this school.	7	100.0%
My child feels safe at this school.	7	100.0%
My child's learning needs are being met at this school.	7	100.0%
My child is making good progress at this school.	7	100.0%
Teachers at this school expect my child to do his or her best.	7	100.0%
Teachers at this school provide my child with useful feedback about his or her school work.	7	100.0%
Teachers at this school motivate my child to learn.	7	100.0%
Teachers at this school treat students fairly.	7	100.0%
I can talk to my child's teachers about my concerns.	7	100.0%
This school works with me to support my child's learning.	7	100.0%
This school takes parents' opinions seriously.	7	100.0%
Student behaviour is well managed at this school.	7	85.7%
This school looks for ways to improve.	7	100.0%
This school is well maintained.	7	100.0%
This is a good school.	7	100.0%

Student School Opinion Survey Data 2020

Student School Opinion Survey Data 2020

Students were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I like being at my school.	9	100.0%
I feel safe at my school.	9	100.0%
My teachers motivate me to learn.	9	100.0%
My teachers expect me to do my best.	9	100.0%
My teachers provide me with useful feedback about my school work.	9	100.0%
Teachers at my school treat students fairly.	9	100.0%
I can talk to my teachers about my concerns.	9	100.0%
My school takes students' opinions seriously.	9	100.0%
Student behaviour is well managed at my school.	9	100.0%
My school looks for ways to improve.	9	100.0%
My school is well maintained.	9	100.0%
My school gives me opportunities to do interesting things.	9	100.0%
This is a good school.	9	100.0%

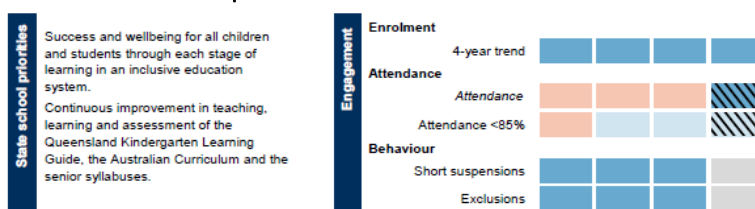
Staff School Opinion Survey Data 2020

All staff were asked to think back over the school year, and to indicate the extent to which they agreed or disagreed with the following statements:

Survey item	n	Total agreement
I feel this school is a safe place in which to work.	5	100.0%
This school looks for ways to improve.	5	100.0%
I have access to quality professional development.	5	100.0%
I can access necessary information and communication technologies to do my job at my school.	5	80.0%
The wellbeing of employees is a priority for my school.	5	100.0%
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	5	100.0%
This is a good school.	5	100.0%

The Headline indicator Report indicates over the last four years no short suspension or exclusions. Students enrolled at the school are staying at the school and attendance is increasing. The difficulty with flooding restricting access to students outside the Isisford township remains a contributing factor in attendance data.

Headline indicator Report



OneSchool is used to collect recurring incidents after multiple discussions have been had with students and no change to behaviour has been evident. Of these three incidents one was verbal misconduct, one of threatening another student and two of physical misconduct. All three incidents involved two students and recording on OneSchool was to identify patterns in behaviour in order to find strategies to support students around these times. This One School data supports the School Opinion Survey data showing that discipline is required on an occasional basis only.

Isisford State School

Behaviour Monthly Statistics

Date Range: 1 January 2020 to 31 December 2020

Severity: Minor

Month	School Days	Positive Behaviours	No. Of Students	Positive Daily Avg	Behaviour Incidents	No. Of Students	Incidents Daily Avg
Year: 2020							
January	4	0	0	0.00	0	0	0.00
February	20	0	0	0.00	0	0	0.00
March	20	0	0	0.00	0	0	0.00
April	9	0	0	0.00	0	0	0.00
May	20	0	0	0.00	0	0	0.00
June	20	0	0	0.00	0	0	0.00
July	15	0	0	0.00	1	1	0.07
August	21	0	0	0.00	1	1	0.05
September	14	0	0	0.00	1	1	0.07
October	19	0	0	0.00	0	0	0.00
November	20	0	0	0.00	0	0	0.00
December	2	0	0	0.00	0	0	0.00
	184	0	0	0.00	3	3	0.02

A written request to the principal to access records held by a school can be made as can a request to have records amended. Principals will respond to your request within 10 school days of receiving it. Charges may apply if you request access to records that do not contain your personal information (or of the person on whose behalf you have made the request). Contact your school if you need more information about accessing records.

Learning and Behaviour Statement

Everyone brings their own sets of personal beliefs to a school community. These beliefs influence each person's 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.

Multi-Tiered Systems of Support

A multi-tiered systems of support (MTSS) forms the foundation for an integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	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 Positive Behaviour for Learning (PBL) 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 • asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	<p>Targeted instruction and supports for some students (10-15%) are more intense than Tier 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>Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 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 Positive Behaviour for Learning (PBL) 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 Tier 1 is needed to address the basic implementation and quality of instruction.</p>
3	<p>Individualised services for <u>few students</u> (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>Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 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>Tier 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> <p>If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.</p>

Consideration of Individual Circumstances

At Isisford State School students’ individual circumstances. Influencing factors such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations are considered when 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.

Student Wellbeing

At Isisford State School wellbeing is a central focus and everyone's responsibility. A state of wellbeing is when the *"individual realises their own abilities; can cope with the normal stresses of life; can work productively and fruitfully and is able to make a contribution to his or her own community"* (WHO, 2004). By teaching students the eight key concepts and strategies (growth mindset, language of wellbeing, self efficacy, character strengths, cognitive reframing, emotional competence, social competence and making a difference) across multiple year levels, students engage and re-engage with concepts which empower active participation in creating, maintaining and boosting positive mental health throughout life. Nurturing wellbeing can also lead to increased academic performance.

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 Isisford State School, we include the Daniel Morcombe units on child safety, educate about bullying and cyber safety which reinforce personal health and safety messages.

Policy and expectations

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

Specialised health needs

Isisford 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

Isisford 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 College 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.

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

Mental health

Isisford State School accesses the services of a guidance officer and Outback Futures for support and early intervention measures and treatments when there is reasonable belief that a student has a mental health difficulty.

Suicide prevention

Isisford State School school staff who notice suicide warning signs in a student should seek help immediately from the school guidance officer, senior guidance officer or other appropriate staff.

When dealing with a mental health crisis, schools call 000 when there is an imminent threat to the safety of student in the first instance, and where necessary provide first aid. In all other situations, Isisford State School staff follow suicide intervention and prevention advice by ensuring:

- the student is not left alone
- their safety and the safety of other students and staff is maintained
- students receive appropriate support immediately
- parents are advised
- all actions are documented and reported.

Suicide postvention

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

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

Student Support Network

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

Students can approach any trusted school staff member 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 representative of the Student Support Network.

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

Role	What they do
Staff	<ul style="list-style-type: none">• leadership of Student Support Network to promote an inclusive, positive school culture (Principal)• monitors attendance, behaviour and academic data to identify areas of additional need (Principal)• coordinate transition to secondary for students moving from Year 6 to Year7 (Teacher)• lead role for implementation of Positive Behaviour for Learning (PBL)(Principal)• monitors student attendance data, arranges intervention for students (Principal/Admin)• responsible for student welfare (Staff)• provides continuity of contact for students and their families through their years of primary schooling (Staff)• ensures students feel safe and comfortable and want to come to school (Staff)• nurtures a sense of belonging to the class and school (Staff)• support students to overcome barriers to education such as (Staff)<ul style="list-style-type: none">○ attendance at school○ drug and alcohol support needs○ QCE/learning support○ suspension/exclusion/referral for behaviour support○ relationships/social skills○ conflict with family/peers/teachers• social/emotional/physical wellbeing.

Visiting Guidance Officer	<ul style="list-style-type: none"> • provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurse, Primary Health Centre	<ul style="list-style-type: none"> • provides individual health consultations with assessment, support, health information and referral options related to: <ul style="list-style-type: none"> ○ healthy eating and exercise ○ relationships ○ personal and family problems ○ feeling sad, worried and angry ○ sexual health ○ smoking, alcohol and other drugs. • works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.

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

Whole School Approach to Discipline

Isisford State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for discipline in the school. This is a whole-school approach, used in all classrooms and programs offered through the school, including sporting activities and excursions. It is based on our Social Emotional Learning (SEL) program.

PBL is an evidence-based framework used to:

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

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

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

PBL Expectations

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same Positive Behaviour for Learning (PBL) expectations in place for students, following our school values embedded in our attitudes of I am ..., I can ..., and I will...

	I Am ...	I Can ...	I Will ...
Character Strengths (book 2)	Love, Curiosity, Gratitude, Self-Control, Leadership, Honesty, Creativity, Emotional Intelligences, Kindness, Forgiveness, Fairness, Optimism, Bravery, Open- mindedness, Love of learning, Appreciation of beauty, Caution, Meaning, Zest, Perseverance, Perspective, Humour, Humility, Teamwork		
Positive Emotions (book 3)		<ul style="list-style-type: none"> • Attitude of gratitude • Feel-Good-Flow • Rainbow Moments • Random Acts of Kindness • Healthy Body – Happy Mind 	
Tools of Resilience (book 4)		<ul style="list-style-type: none"> • Jigsaw of perspective • Lucky dip of distraction • Planning pen • Helpful thinking helmet • Key of character strength • Mindfulness switch 	NAAB (Name, Accept, Breathe, Body)
Positive Relationships (book 5)			<ul style="list-style-type: none"> • Show respect to others • Have empathy for others • Deal with conflicts constructively (looking for a win-win) • Develop listening skills (active listening) • Practise forgiveness • Express interest in others

			<ul style="list-style-type: none"> • Develop a non-judgemental attitude • Focus on giving
Empowering Beliefs (book 6)			<ul style="list-style-type: none"> • Using helpful self-talk • Developing a growth mindset • Recognising and avoiding thinking traps • Acting 'as if' • Adopting a positive focus • Making a difference • Practising self-acceptance • Taking action

Parents and staff

The table below explains the PBL expectations for parents when visiting our school and the standards we commit to as staff.

<i>As a parent I you will ...</i>	<i>As a teacher I will ...</i>
<ul style="list-style-type: none"> make an appointment to speak with the class teacher or principal to discuss any matters relating to my child 	<ul style="list-style-type: none"> respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
<ul style="list-style-type: none"> be respectful in my conversations at home about school staff 	<ul style="list-style-type: none"> ensure positive behaviours are role modelled for all students.
<ul style="list-style-type: none"> leave and collect my child from the designated area at school. 	<ul style="list-style-type: none"> give clear guidance about a designated area for parents to leave and collect students.
<ul style="list-style-type: none"> respect the obligation of staff to maintain student and family privacy. 	<ul style="list-style-type: none"> maintain confidentiality about information relating to your child and family.
<ul style="list-style-type: none"> ensure my children attend school every day and notify the school promptly of any absences or changes in contact details. 	<ul style="list-style-type: none"> create a safe, supportive and inclusive environment for every student.
<ul style="list-style-type: none"> recognise people are different and will be non-judgemental, fair and equitable to others in the school community. 	<ul style="list-style-type: none"> will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
<ul style="list-style-type: none"> support my child to meet the learning and behavioural expectations at school. 	<ul style="list-style-type: none"> clear about learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
<ul style="list-style-type: none"> stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff. 	<ul style="list-style-type: none"> use texting as the primary means of notifying parents about school news, excursions or events.
<ul style="list-style-type: none"> approach the class teacher or principal if I am concerned about the behaviour of a staff member, another student or parent. 	<ul style="list-style-type: none"> work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.
<ul style="list-style-type: none"> share relevant information about my child's learning, social and behavioural needs with school staff. 	<ul style="list-style-type: none"> share relevant information with you about your child's learning, social and behavioural progress at school.
<ul style="list-style-type: none"> take a positive, solution-focused approach to resolving complaints. 	<ul style="list-style-type: none"> nominate a contact person for you to work with to resolve a school related complaint.
<ul style="list-style-type: none"> respect school, student and staff privacy in your online communications. 	<ul style="list-style-type: none"> act quickly to address social media issues that affect staff, students or families.

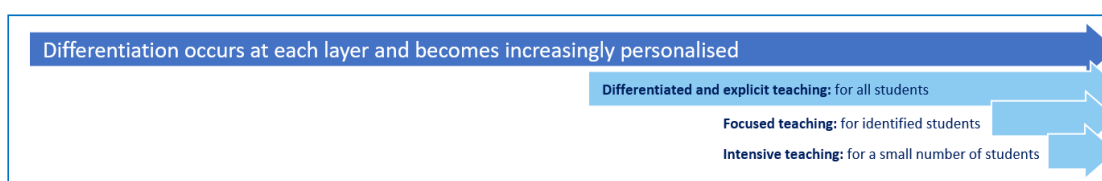
<ul style="list-style-type: none"> • seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues. 	<ul style="list-style-type: none"> • will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
<ul style="list-style-type: none"> • help my child to see the strengths and benefits in diversity and difference in his/her classmates. 	<ul style="list-style-type: none"> • promote every child's individuality and build a cohesive, inclusive classroom and school culture.
<ul style="list-style-type: none"> • notice when others need help, parents, staff and students, and ask if there is anything I can do to assist. 	<ul style="list-style-type: none"> • check in with you about your child's needs or any support your family may require.

Differentiated and Explicit Teaching

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

Teachers at Isisford 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 tiered approach discussed earlier in the Learning and Behaviour section. For example, in the PBL framework, Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focussed teaching for identified students and Tier 3 is intensive teaching for a small number of students. Each layer provides progressively more personalised supports for students.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with student suggestions made throughout the year in an ongoing process of renewing so that all students understand exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, and is updated on a term basis as the values are discussed throughout SEL lessons each term. They are then continued as the basis of teaching expectations throughout the year and continuously revisited to address any new or emerging issues.

PBL Expectation	Enter classroom	Group work	Individual work	Exit classroom
I am	Love, Curiosity, Gratitude, Self-Control, Leadership, Honesty, Creativity, Emotional Intelligences, Kindness, Forgiveness, Fairness, Optimism, Bravery, Open-mindedness, Love of learning, Appreciation of beauty, Caution, Meaning, Zest, Perseverance, Perspective, Humour, Humility, Teamwork	Love, Curiosity, Gratitude, Self-Control, Leadership, Honesty, Creativity, Emotional Intelligences, Kindness, Forgiveness, Fairness, Optimism, Bravery, Open-mindedness, Love of learning, Appreciation of beauty, Caution, Meaning, Zest, Perseverance, Perspective, Humour, Humility, Teamwork	Love, Curiosity, Gratitude, Self-Control, Honesty, Creativity, Emotional Intelligences, Kindness, Optimism, Bravery, Open-mindedness, Love of learning, Appreciation of beauty, Caution, Meaning, Zest, Perseverance, Perspective, Humour, Humility,	Love, Curiosity, Gratitude, Self-Control, Leadership, Honesty, Creativity, Emotional Intelligences, Kindness, Forgiveness, Fairness, Optimism, Bravery, Open-mindedness, Love of learning, Appreciation of beauty, Caution, Meaning, Zest, Perseverance, Perspective, Humour, Humility, Teamwork
I can	Attitude of gratitude Feel-Good-Flow Rainbow Moments Random Acts of Kindness Healthy Body – Happy Mind Helpful thinking helmet Key of character strength Mindfulness switch	Attitude of gratitude Feel-Good-Flow Rainbow Moments Random Acts of Kindness Healthy Body – Happy Mind Jigsaw of perspective Lucky dip of distraction Planning pen Helpful thinking helmet Key of character strength Mindfulness switch	Attitude of gratitude Feel-Good-Flow Healthy Body – Happy Mind Jigsaw of perspective Lucky dip of distraction Planning pen Helpful thinking helmet Key of character strength Mindfulness switch	Attitude of gratitude Feel-Good-Flow Rainbow Moments Random Acts of Kindness Healthy Body – Happy Mind Jigsaw of perspective Lucky dip of distraction Helpful thinking helmet Key of character strength Mindfulness switch
I will	NAAB (Name, Accept, Breathe, Body) Show respect to others Have empathy for others Deal with conflicts constructively (looking for a win-win) Develop listening skills (active listening) Practise forgiveness Express interest in others Develop a non-judgemental attitude Using helpful self-talk Developing a growth mindset Acting 'as if' Adopting a positive focus Practising self-acceptance Taking action	NAAB (Name, Accept, Breathe, Body) Show respect to others Have empathy for others Deal with conflicts constructively (looking for a win-win) Develop listening skills (active listening) Practise forgiveness Express interest in others Develop a non-judgemental attitude Focus on giving Using helpful self-talk Developing a growth mindset Recognising and avoiding thinking traps Acting 'as if' Adopting a positive focus Making a difference Practising self-acceptance Taking action	NAAB (Name, Accept, Breathe, Body) Show respect to others Develop listening skills (active listening) Using helpful self-talk Developing a growth mindset Recognising and avoiding thinking traps Acting 'as if' Adopting a positive focus Practising self-acceptance Taking action	NAAB (Name, Accept, Breathe, Body) Show respect to others Have empathy for others Deal with conflicts constructively (looking for a win-win) Develop listening skills (active listening) Practise forgiveness Express interest in others Develop a non-judgemental attitude Focus on giving Using helpful self-talk Developing a growth mindset Recognising and avoiding thinking traps Acting 'as if' Adopting a positive focus Making a difference Practising self-acceptance Taking action

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Isisford State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations 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.

Isisford State School has a range of Student Support Network staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations.

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.

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

Legislative Delegations

Legislation

In this section of the Isisford 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 Isisford State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

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

- Pre-correction (e.g. "Remember, walk quietly to your seat")
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class practising of routines
- Ratio of 5 positive to 1 negative commentary or feedback to class
- Corrective feedback (e.g. "Hand up when you want to ask a question")
- Rule reminders (e.g. "When the bell goes, stay seated until I dismiss you")
- Explicit behavioural instructions (e.g. "Pick up your pencil")

- Proximity control
- Tactical ignoring of inappropriate behaviour (not student)
- Revised seating plan and relocation of student/s
- Individual positive reinforcement for appropriate behaviour
- Classwide incentives
- Reminders of incentives or class goals
- Redirection
- Low voice and tone for individual instructions
- 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

Focussed

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
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies

Intensive

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

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

- Long term suspension (up to 20 school days)
- 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 Isisford 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 Isisford 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. 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 Community Education Counsellors, may also offer important advice to ensure a successful outcome to the re-entry meeting.

School Policies

Isisford 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 Isisford 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 Isisford State School:

- do not require the student's consent to search school property such as lockers, desks or laptops that are supplied to the student through the school;
- may seize a student's bag where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, prior to seeking consent to search from a parent or calling the police;
- 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 Isisford 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 Isisford 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 Isisford 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 Isisford 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, Isisford State School has determined that explicit teaching of responsible use of mobile phones is a critical component of digital literacy but due to the age of the students will be undertaken by parents in the home setting. The knowledge and confidence to navigate and use mobile phones safely while developing digital literacy is a responsibility shared between parents and students.

Other technology such as laptops, data projectors and devices engaged with for digital technology will be undertaken by staff at school with students as a critical component of digital literacy and directly connected to curriculum. Therefore it is agreed that time and space should be provided at school where technology is permitted, and students are encouraged to engage with technology for the purpose of further learning. At Isisford State School this will be conducted in classroom buildings only and under teacher supervision.

Responsibilities

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

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

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

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

- use a device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use obscene, inflammatory, racist, discriminatory or derogatory language
- use language and/or threats of violence that may amount to bullying and/or harassment, or even stalking

- insult, harass or attack others or use obscene or abusive language
- 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 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 device (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 Isisford 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

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

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

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 Isisford 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 Isisford 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.

Isisford 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 – Principal

First hour
Listen

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

Day one
Document

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

Day two
Collect

- Gather additional information from other students, staff or family
- Review any previous reports or records for students involved
- Make sure you can answer who, what, where, when and how
- Clarify information with student and check on their wellbeing

Day three
Discuss

- Evaluate the information to determine if bullying has occurred or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- 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 Isisford 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 principal.

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 Isisford 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.

Isisford State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

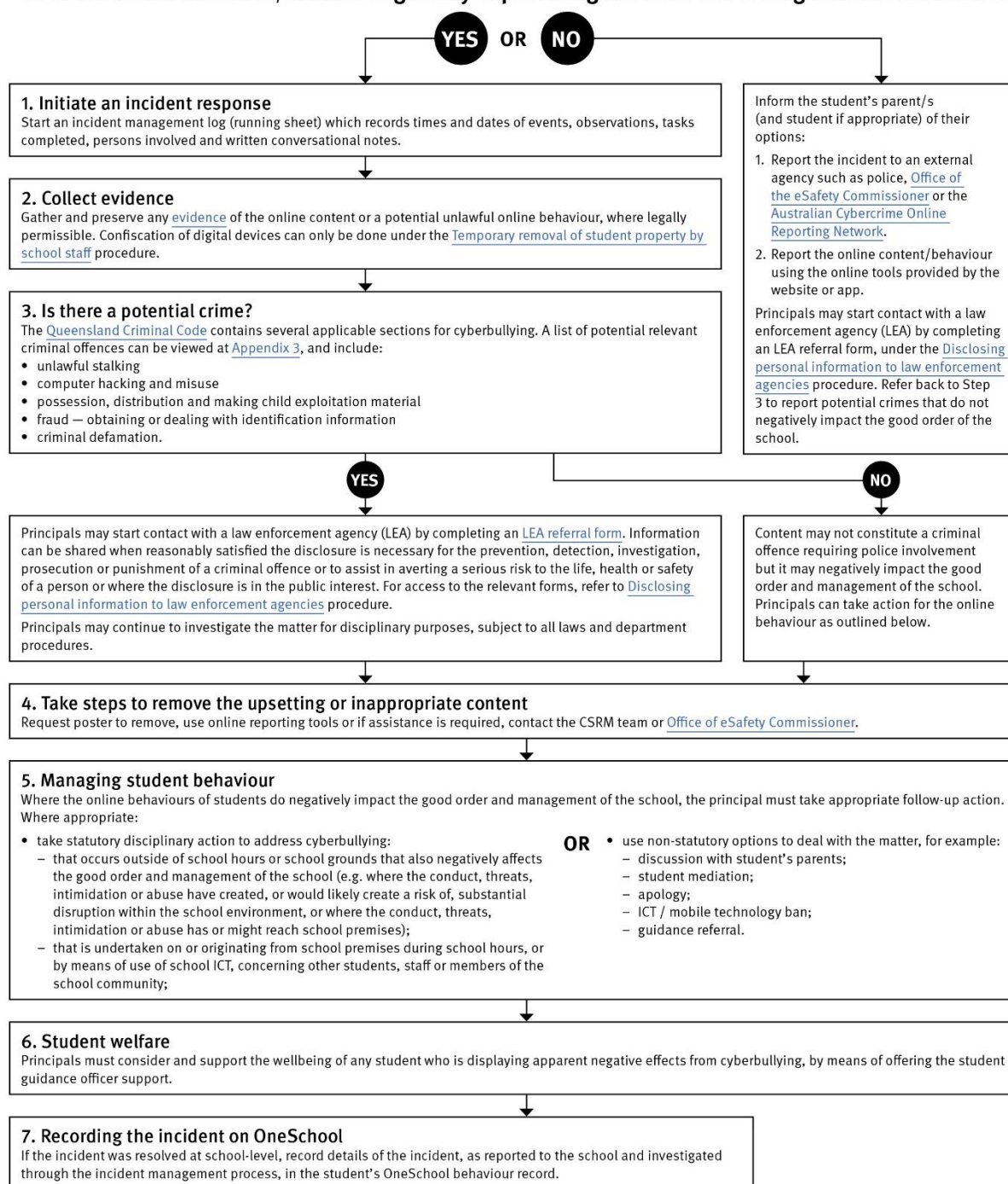
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Isisford 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.

Isisford State School – Anti-Bullying Compact

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

Isisford State School – Anti Bullying Compact

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

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Related Procedures and Guidelines

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

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

Resources

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

Conclusion

Isisford 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](#).