Queensland Government

Flagstone 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 2019-2023

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at http://ppr.qed.qld.gov.au/ to ensure you have the most current version of this document.

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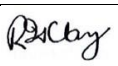
Principal Signature:	
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Purpose

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

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

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

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Principal's Foreword

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

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

FLAGSTONE STATE SCHOOL

TOGETHER, WE BUILD THE FUTURE

P&C Statement of Support

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

We encourage all parents to familiarise themselves with the Flagstone State School Student Code of Conduct, and to take time to talk with their children about the expectations and discuss any support they may need. In particular, we want to emphasise the systems in place to help students affected by bullying.

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

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

Data Overview

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

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

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

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

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There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to frequently asked questions page.

School Opinion Survey

Parent opinion survey

Item Code	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, for their eldest child in the school:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2001	My child likes being at this school.	39	97.4	42	90.5	43	95.3	46	93.5	34	94.1
S2002	My child feels safe at this school.	39	87.2	42	88.1	43	93.0	46	93.5	34	91.2
S2003	My child's learning needs are being met at this school.	39	92.3	42	92.9	43	90.7	46	91.3	34	94.1
S2004	My child is making good progress at this school.	39	94.9	42	88.1	43	86.0	46	91.3	34	91.2
S2005	Teachers at this school expect my child to do his or her best.	39	94.9	42	92.9	43	97.7	46	100.0	34	97.1
S2006	Teachers at this school provide my child with useful feedback about his or her school work.	37	91.9	42	92.9	43	93.0	44	88.6	34	94.1
S2007	Teachers at this school motivate my child to learn.	39	97.4	42	92.9	43	86.0	46	91.3	34	91.2
S2008	Teachers at this school treat students fairly.	38	86.8	42	85.7	43	81.4	45	84.4	34	88.2
S2009	I can talk to my child's teachers about my concerns.	38	100.0	42	92.9	42	88.1	45	93.3	33	93.9
S2010	This school works with me to support my child's learning.	38	97.4	41	87.8	43	95.3	46	89.1	32	84.4
S2011	This school takes parents' opinions seriously.	38	89.5	42	83.3	40	85.0	42	76.2	32	81.3
S2012	Student behaviour is well managed at this school.	38	73.7	42	78.6	43	76.7	44	65.9	33	63.6
S2013	This school looks for ways to improve.	38	97.4	40	90.0	42	92.9	42	83.3	33	84.8
S2014	This school is well maintained.	39	97.4	42	95.2	43	97.7	46	91.3	34	94.1
S2015	This school gives my child opportunities to do interesting things.	38	97.4	42	92.9	43	95.3	46	89.1	34	94.1
S2016	My child is getting a good education at this school.	39	94.9	41	92.7	43	90.7	45	93.3	34	94.1
S2017	My child's English skills are being developed at this school.	39	92.3	42	92.9	43	93.0	45	95.6	34	97.1
S2018	My child's Mathematics skills are being developed at this school.	39	94.9	42	92.9	43	93.0	45	88.9	33	97.0
S2019	I understand how my child is assessed at this school.	39	94.9	42	92.9	43	88.4	44	93.2	34	97.1
S2020	I understand how computers and other technologies are used at this school to enhance my child's learning.	39	89.7	42	92.9	43	90.7	45	88.9	34	91.2
S2021	Teachers at this school are interested in my child's wellbeing.	38	100.0	41	92.7	43	93.0	45	91.1	34	91.2
S2022	Staff at this school are approachable.	39	97.4	42	90.5	42	90.5	45	86.7	34	91.2
S2023	Staff at this school are responsive to my enquiries.	38	94.7	42	92.9	43	93.0	44	88.6	34	79.4
S2024	This school asks for my input.	37	81.1	41	82.9	42	81.0	41	78.0	34	70.6
S2025	This school keeps me well informed.	39	82.1	42	88.1	43	93.0	45	75.6	34	64.7
S2026	This school encourages me to take an active role in my child's education.	39	89.7	42	81.0	43	93.0	45	82.2	34	91.2
S2027	This school encourages me to participate in school activities.	38	89.5	42	88.1	43	95.3	45	80.0	34	88.2
S2028	This school provides me with useful feedback about my child's progress.	39	82.1	42	88.1	43	90.7	45	88.9	33	90.9
S2029	This school provides useful information online.	39	79.5	42	88.1	42	88.1	43	76.7	34	76.5
S2030	This school is environmentally friendly.	37	97.3	41	95.1	39	97.4	40	85.0	28	89.3
S2031	This school is well organised.	38	86.8	41	87.8	43	86.0	44	77.3	33	75.8
S2032	This school has a strong sense of community.	39	97.4	42	88.1	43	93.0	45	80.0	34	91.2
S2033	This school celebrates student achievements.	38	100.0	42	92.9	43	100.0	45	95.6	34	94.1
S2034	I would recommend this school to others.	39	94.9	42	88.1	43	90.7	45	80.0	34	82.4
S2035	This is a good school.	39	94.9	42	90.5	43	93.0	45	80.0	34	85.3

Student opinion survey

Item Code	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:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2036	I like being at my school.	130	96.9	110	86.4	127	89.8	117	92.3	113	96.5
S2037	I feel safe at my school.	128	95.3	110	86.4	127	86.6	116	93.1	112	94.6
S2038	My teachers motivate me to learn.	127	96.1	110	96.4	126	96.8	117	96.6	113	99.1
S2039	My teachers expect me to do my best.	127	96.9	109	96.3	125	98.4	118	99.2	112	100.0
S2040	My teachers provide me with useful feedback about my school work.	130	94.6	110	98.2	127	93.7	118	96.6	113	97.3
S2041	Teachers at my school treat students fairly.	129	92.2	109	83.5	127	93.7	118	89.8	113	87.6
S2042	I can talk to my teachers about my concerns.	127	91.3	109	87.2	124	90.3	118	89.8	113	92.0
S2043	My school takes students' opinions seriously.	127	92.1	108	79.6	126	88.9	118	89.8	113	93.8
S2044	Student behaviour is well managed at my school.	129	88.4	108	76.9	127	78.7	115	79.1	113	91.2
S2045	My school looks for ways to improve.	130	98.5	107	97.2	127	96.1	118	94.9	112	97.3
S2046	My school is well maintained.	127	95.3	110	87.3	127	91.3	118	94.9	112	95.5
S2047	My school gives me opportunities to do interesting things.	123	94.3	110	92.7	127	92.1	118	96.6	113	97.3
S2048	I am getting a good education at my school.	128	96.1	110	94.5	126	93.7	118	95.8	113	97.3
S2049	My English skills are being developed at my school.	127	94.5	109	91.7	127	94.5	118	91.5	113	99.1
S2050	My Maths skills are being developed at my school.	129	91.5	108	92.6	127	92.1	117	92.3	111	96.4
S2051	I understand how I am assessed at my school.	127	90.6	109	89.9	126	92.1	118	92.4	112	97.3
S2052	I can access computers and other technologies at my school for learning.	128	97.7	109	97.2	126	96.8	118	99.2	113	100.0
S2053	I am encouraged to use computers and other technologies at my school for learning.	127	94.5	110	90.0	126	92.9	116	96.6	113	99.1
S2054	I use computers and other technologies at my school for learning.	128	97.7	110	95.5	126	95.2	117	97.4	113	99.1
S2055	I enjoy using computers and other technologies at my school for learning.	129	95.3	109	90.8	125	94.4	118	97.5	112	97.3
S2056	I feel accepted by other students at my school.	129	84.5	106	79.2	126	79.4	117	82.9	110	89.1
S2057	My schoolwork challenges me to think.	127	96.1	109	94.5	127	93.7	118	95.8	113	100.0
S2058	My teachers challenge me to think.	125	95.2	109	94.5	127	96.1	117	94.9	113	99.1
S2059	My teachers encourage me to do my best.	126	99.2	110	94.5	126	96.0	118	98.3	113	98.2
S2060	My teachers clearly explain what is required in my school work.	127	96.9	108	92.6	126	94.4	117	97.4	113	95.6
S2061	My teachers help me with my school work when I need it.	127	98.4	110	92.7	124	93.5	117	95.7	113	94.7
S2062	My teachers use a variety of resources to help me learn.	125	96.0	109	96.3	126	95.2	118	97.5	113	98.2
S2063	My teachers care about me.	127	97.6	110	89.1	126	93.7	117	90.6	113	95.6
S2064	My school encourages me to participate in school activities.	126	96.0	109	93.6	126	93.7	118	96.6	112	96.4
S2065	My school encourages me to be a good community member.	125	96.0	110	89.1	127	92.9	118	97.5	112	98.2
S2066	My school celebrates student achievements.	124	96.8	110	97.3	126	96.0	118	97.5	113	98.2
S2067	I would recommend my school to others.	125	95.2	110	88.2	125	87.2	117	94.0	113	92.0
S2068	This is a good school.	127	93.7	107	84.1	126	88.9	117	94.0	112	93.8

Staff opinion survey

Item Code	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 about aspects of the school as a workplace:	TOTAL AGREEMENT									
		2015		2016		2017		2018		2019	
		n	(%)	n	(%)	n	(%)	n	(%)	n	(%)
S2069	I enjoy working at this school.	44	95.5	50	92.0	65	92.3	45	93.3	41	97.6
S2070	I feel this school is a safe place in which to work.	44	97.7	50	98.0	65	96.9	45	93.3	41	95.1
S2071	I receive useful feedback about my work at this school.	44	93.2	50	84.0	65	87.7	45	84.4	41	97.6
S2072	Students are encouraged to do their best at this school.	44	100.0	50	100.0	65	96.9	45	95.6	41	97.6
S2073	Students are treated fairly at this school.	44	100.0	50	92.0	64	93.8	45	93.3	41	92.7
S2074	Student behaviour is well managed at this school.	43	97.7	50	86.0	64	73.4	44	77.3	41	82.9
S2075	Staff are well supported at this school.	42	85.7	50	82.0	64	82.8	45	80.0	40	87.5
S2076	This school takes staff opinions seriously.	42	88.1	49	75.5	63	81.0	45	80.0	38	94.7
S2077	This school looks for ways to improve.	43	97.7	49	98.0	65	95.4	44	86.4	39	100.0
S2078	This school is well maintained.	43	97.7	50	100.0	65	98.5	45	97.8	41	97.6
S2079	This school gives me opportunities to do interesting things.	44	90.9	50	90.0	64	81.3	45	84.4	41	90.2
S3201*	Students with a disability are well supported at my school.	43	100.0	49	100.0	65	98.5	44	97.7	41	95.1
S3202	My school has an inclusive culture where diversity is valued and respected.	0	NA	0	NA	65	93.8	44	90.9	40	97.5
S3203	People are treated fairly and consistently at my school.	0	NA	0	NA	65	81.5	45	80.0	39	82.1
S3204	My school is well managed.	0	NA	0	NA	65	89.2	45	86.7	41	87.8
S3207	I am confident that poor performance will be appropriately addressed in my school.	0	NA	0	NA	63	84.1	45	82.2	41	87.8
S3208	I have choice in deciding how to do my job.	0	NA	0	NA	65	78.5	45	86.7	41	87.8
S3209	I have the authority necessary to do my job effectively.	0	NA	0	NA	65	84.6	45	93.3	41	90.2
S3210	My school inspires me to do the best in my job.	0	NA	0	NA	65	87.7	45	88.9	41	87.8
S3211*	My school encourages me to take responsibility for my work.	44	100.0	49	98.0	64	95.3	45	95.6	41	97.6
S3212*	My school encourages me to undertake leadership roles.	42	81.0	44	88.6	61	85.2	43	72.1	38	81.6
S3213*	My school encourages coaching and mentoring activities.	39	89.7	46	89.1	61	78.7	43	83.7	39	82.1
S3252	My workplace culture supports people to achieve a good work-life balance.	0	NA	0	NA	0	NA	0	NA	41	68.3
S3253	My workplace offers flexible work arrangements.	0	NA	0	NA	0	NA	0	NA	40	80.0
S3214	I am satisfied with the opportunities available for career development.	0	NA	0	NA	60	76.7	45	75.6	38	86.8
S2086	I have access to quality professional development.	43	90.7	49	85.7	63	84.1	45	88.9	40	82.5
S3215	Staff at my school are actively involved in Developing Performance discussions.	0	NA	0	NA	61	90.2	41	90.2	35	91.4
S3216*	I can access necessary information and communication technologies to do my job at my school.	44	95.5	50	88.0	65	96.9	45	88.9	41	92.7
S3217*	Information and communication equipment is well maintained at my school.	42	95.2	50	94.0	63	88.9	44	90.9	39	97.4
S3218*	My school provides useful information online.	43	95.3	49	89.8	64	93.8	42	90.5	40	97.5
S3219*	My school keeps me well informed about things that are important to my work.	43	93.0	49	87.8	64	85.9	44	84.1	41	85.4
S3220*	There is good communication between all staff at my school.	43	69.8	50	50.0	64	70.3	44	52.3	41	75.6
S3221	Staff at my school work as a team to deliver improved outcomes.	0	NA	0	NA	64	85.9	42	78.6	41	87.8
S3222*	I feel that staff morale is positive at my school.	43	79.1	50	56.0	63	69.8	44	59.1	40	62.5
S3223*	Staff at my school are interested in my wellbeing.	44	88.6	50	88.0	63	87.3	44	84.1	41	85.4
S3224	The wellbeing of employees is a priority for my school.	0	NA	0	NA	62	80.6	42	76.2	40	85.0
S3225	I can cope with the pressures of my workload.	0	NA	0	NA	64	87.5	44	90.9	41	82.9
S3226*	I am aware of occupational health and safety procedures at my school.	43	100.0	50	98.0	64	98.4	44	97.7	41	100.0
S3227	I am proud to tell others I work for my school.	0	NA	0	NA	64	92.2	43	93.0	41	90.2
S3228	My work has a direct positive impact on the community.	0	NA	0	NA	59	100.0	40	95.0	37	97.3
S3229	I feel a strong personal connection to my school.	0	NA	0	NA	63	92.1	43	90.7	41	85.4
S3230	I am satisfied with my job at my school.	0	NA	0	NA	64	89.1	43	90.7	41	87.8
S3231*	I would recommend my school as a good place to work.	44	97.7	49	95.9	64	84.4	43	86.0	40	90.0
S2108	This is a good school.	44	97.7	49	98.0	64	92.2	44	90.9	39	89.7
S3232	My school has taken action as a result of last year's School Opinion Survey.	0	NA	0	NA	50	78.0	32	75.0	28	89.3
S3233	The last week of a school term is generally as productive as the rest of the term.	0	NA	0	NA	61	85.2	41	87.8	41	90.2

School Disciplinary Absences (SDA)

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

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

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

FLAGSTONE STATE SCHOOL SCHOOL DISCIPLINARY ABSENCES			
Type	**2018**	**2019**	**2020**
Short Suspensions – 1 to 10 days	68	72	100
Long Suspensions – 11 to 20 days	0	0	0
Charge related Suspensions	0	0	0
Exclusions	0	0	0

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Flagstone State School uses multi-tiered systems of support (MTSS) as the foundation for our integrated approach to learning and behaviour. MTSS is a preventative, differentiated model grounded in practical strategies, targeted planning and datainformed 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	**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: • 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	Targeted instruction and supports for **some students** (10-15%) are more intense that 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. 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: • 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). 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.
3	Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. 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: • 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. 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. 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.

Consideration of Individual Circumstances

Staff at Flagstone State School take into account students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and

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cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of equity, 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.

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Student Wellbeing

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

Learning and wellbeing are inextricably linked — students learn best when their wellbeing is optimised, and they develop a strong sense of wellbeing when they experience success in learning. The student learning and wellbeing framework supports state schools with creating positive school cultures and embedding student wellbeing in all aspects of school life 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 Flagstone State School, we provide age-appropriate drug and

alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program; and ensure CPR for Life in schools skills training is provided to all Year 10 and 12 students.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

Flagstone 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 schoolbased 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

Flagstone 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.

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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.

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

Suicide prevention
Flagstone 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, Flagstone 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, Flagstone 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, Flagstone 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.

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Student Support Network

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

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

Parents who would like more information about the student support roles and responsibilities are invited to contact the Dean of Students, Malcolm Smith on the school phone number.

Role	What they do
Community Education Counsellor – Indigenous Champion	• provides educational counselling and support services to Aboriginal and/or Torres Strait Islander students and communities.
Community Elder	• provides support and advice for students, staff and parents in order to enhance the educational experience for Indigenous and non-Indigenous students.
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a oneon-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.
Senior School Deputy Principal	• coordinate transition to secondary for students moving from Year 6 to Year7 • lead role for implementation of Positive Behaviour for Learning (PBL) • monitors student attendance data, arranges intervention for students in Years 7 to 9.

Registered Nurse - Advisor	• 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. For more information about these services and their roles, please speak with the principal.

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

At Flagstone 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 Flagstone 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.

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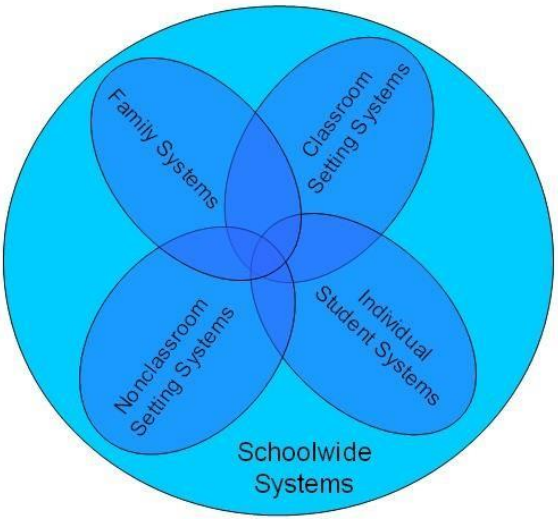
Any students or parents who have questions or would like to discuss the Student Code of Conduct or PBL are encouraged to speak with the class teacher or make an appointment to meet with the principal.



PBL Expectations

Our Student Code of Conduct outlines our system for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. Through our school plan, shared expectations for student behaviour are plain to everyone, assisting Flagstone State School to create and maintain a positive and productive learning and teaching environment, where ALL school community members have clear and consistent expectations and understandings of their role in the educational process.

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 four Positive Behaviour for Learning (PBL) expectations in place for students.
The school rules are:

- I am being safe
- I am responsible
- I am respectful
- I am an Active Learner

Our school rules have been agreed upon and endorsed by all staff and our school P&C. They are aligned with the values, principles and expected standards outlined in Education Queensland's Code of School Behaviour.

Universal Behaviour Support
The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Flagstone State School, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. Communicati

ng behavioural expectations is a form of universal behaviour support - a strategy directed towards all students, which is designed to prevent problem behaviour and to provide a framework for responding to unacceptable behaviour. A set of behavioural expectations in specific settings has been attached to each of our four school rules. The school wide expectations teaching matrix (Appendix A) outlines our agreed rules and specific behavioural expectations in all school setting.

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

- Comprehensive induction programs for all students and new staff ○ Student Induction program (Appendix B) ○ Staff Induction program
- Individual support profiles developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across classroom and non-classroom settings ○ Success Plan (Appendix B) ○ Student Scoop (Appendix C)
- Classroom management plan
- Guest Teacher Brief
- Leadership team regular provision of information to staff and parents, and support to others in sharing successful practices
- Presentation of student social and emotional lessons (SEL) on each weekly assembly
- Dedicated committees including PBL meetings and Parent Representative Meetings, involve parent participation, enabling parents to be actively and positively involved in school behaviour expectations.
- School Behaviour Leadership team members' provide regular information updated to staff and parents, and support to others in sharing successful practices.

- Students in years 3 — 6 provided opportunity to access web based Stymie program, www.stymie.com.au to report any bullying or other concerning behaviours, all reports are followed up by staff

Student Induction

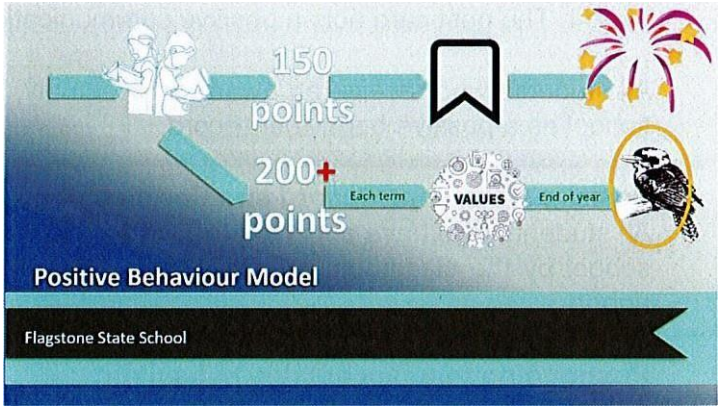
At the beginning of the year, and then refreshed at the beginning of each term, the Student Induction is explicitly taught. If students are aware of rules, routines, procedures, and expectations, learning will take place quickly and with minimal disruption. Students newly enrolled in the school during the term are made aware of the Student Induction by year 6 ushers, student council representatives and their allocated buddy.

Classroom Management plans

Teachers are the case managers for classroom behaviour. A classroom management plan clearly outlines the practices and procedures of classroom operation and expectation, and establishes a shared understanding. It is based on democratic principles and focuses on all individuals being responsible for their own actions. It reflects the principles, procedures and practices of PBL and relates to the Proactive and Corrective behaviour models.

Flagstone State School proactive classroom management levels

Each classroom has displayed a ladder where students work towards earning points for the term . The goal is to reach a minimum of 150 points by the end of a ten week term. Once this is reached the student is then eligible to receive a ribbon on assembly. There are five ribbons in total: blue, orange, purple, yellow and gold. Students who earn a ribbon also participate in a negotiated class activity as a celebration day, some examples may include the water park, movies, disco, and board games. This activity is held in the last week of term. The gold ribbon is given when the student has earnt a minimum total of 600 points for the year. Students are also eligible to receive a gold badge if they have received the minimum of 600 points and satisfactorily addressed the gold bage criteria.



The steps for the ladder are as follows:

Step	Points
Role Model	5
Outstanding	4
Super Student	3
Thinking Smart	2
Ready to Learn	1
Warning	
Time out	

Buddy Class	
Office	

Flagstone State School Positive Notice - gotchas

Staff members hand out gotchas each day to students when they observe them following school rules in both classroom and non-classroom areas. This reinforcement occurs continually throughout the day. When they 'catch' a student following the rules they can choose to give them a gotcha. When students are given a gotcha they drop one section of the gotcha card into a box in their classroom, where 2 students are to be drawn out for assembly and therefore eligible for an ice block voucher. Note each sub school and specialists have a different coloured gotcha. Green gotcha —junior school (years prep — 3) (worth 1 point) Blue gotcha — senior school (years 4 — 6) (worth 1 point)

Purple gotcha — specialist teachers — Music, ICT, STEM, LOTE and PE (worth 2 points)

Hot pink gotcha — instrumental music teacher (worth 2 points)

Each Assembly two students are drawn from the entries in the gotcha box, these students names are then submitted to the Deputy for their names to be read on assembly. These students are issued with an ice block voucher that can be redeemed at the tuckshop. Gotchas are never taken off students as a consequence for problem behaviour.

Flagstone State School Student of the Week (more recently Fantastically Flourishing Flagstonian's Award)
Students are nominated by staff to receive an award each week for their positive behaviour choices. These awards are presented on assembly each fortnight. Parents are informed of the student's upcoming award via a brag bracelet. The paper is attached around the student's wrist to act as an indicator that they will be receiving an award on the next assembly. This allows the parent to make an informed decision about attending the assembly.

Flagstone State School Positive Postcards

Staff members are given the opportunity to select a student/s that have consistently demonstrated positive behaviour choices, and complete a post card outlining these events and mail directly to the parent. The post card acts a positive communication from the staff and school.

All students who receive an award on assembly, a ribbon and / or a postcard are recorded in one school as a positive behaviour record.

Positive Behaviour Record and Certificate
All students who have achieved their ribbon for the term will receive a certificate generated via one school by the classroom teacher. This certificate will presented on assembly with the behaviour ribbon.

Administration, specialist teachers and guest (relief) teachers are made aware of the classroom management plan of each individual class so that consistency is maintained and disruption minimised.

Free and Frequent	Gotchas Positive praise and positive interactions with teacher Positive notes to parents in diary Positive phone calls to parents Token Economy/ points systems Verbal praise, build ups, thumbs up, high five
Short Term	Rewards — prize box, stamps, stickers, certificates Student Achievement Certificate Recognition at assemblies, local newspaper Work displayed in classroom, office, library, hall Work published in newsletter Work shown to other teachers/Principal/Deputy Principal Representing the school in an out of school activity Class open days Class negotiation of reward for completion of group activities Post Cards sent home Goal Achievement stickers
Strong and Long Term	Positions of responsibility Public acknowledgement from peers, teachers, staff members if appropriate for the individual student (some are not okay with being singled out) Advance behaviour levels — ultimate Gold badge See (Appendix D)

Parents and staff

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

Respectful

What we expect to see from you	***What you can expect from us***

You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

Responsible

What we expect to see from you	***What you can expect from us***
You respect the obligation of staff to maintain student and family privacy.	We will maintain confidentiality about information relating to your child and family.
You ensure your children attend school every day and notify the school promptly of any absences or changes in contact details.	We will create a safe, supportive and inclusive environment for every student.
You recognise people are different and will be non-judgemental, fair and equitable to others in the school community.	We will welcome and celebrate a diverse school community with recognition of significant social, cultural and historical events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

You take a positive, solutionfocused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.

Active Learner

What we expect to see from you	***What you can expect from us***
You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school notices on the app and other	We will use the electronic school app as the primary means of
materials sent home by school staff.	notifying parents about school news, excursions or events.
You share relevant information about your child's learning, social and behavioural needs with school staff.	We will share relevant information with you about your child's learning, social and behavioural progress at school.

Responding to unacceptable behaviour

1. Re-directing low-level and infrequent problem behaviour

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

Our preferred way of re-directing low-level problem behaviour is to ask students to think of how they might be able to act more as an active leaner, act more safely, more respectfully or more responsibly. This encourages students to reflect on their own behaviour, evaluate it against expected school behaviour, and plan how their behaviour could be modified so as to align with the expectations of our school community.

2. Targeted behaviour support:

Each year a small number of students at Flagstone State School are identified through our data as needing a little bit extra in the way of targeted behavioural support. In most cases, the problem behaviours of these students may not be immediately regarded as severe, but the frequency of their behaviours may put these students' learning and social success at risk if not addressed in a timely manner.

Students identified as requiring additional behaviour support are referred to the Student Needs Action Committee (SNAC) where student behaviours are addressed in a holistic approach. Students have increased daily opportunities to receive positive contact with adults, additional support from checkin/check-out processes and increased opportunities to receive positive reinforcement. Where required, adjustments are made to support students in academic, emotional and or social support, adult mentoring or intensive social skills training.

The SNAC is coordinated by a school-based team with active administrator support and staff involvement. All staff members are provided with continuous professional development

consisting of an overview of the program, the referral and response process, and the reporting responsibilities of staff and of the students being supported.

Students whose behaviour does not improve after participation in the SNAC and behaviour meetings, or whose previous behaviour indicates a need for specialised intervention, are provided with intensive behaviour support

3. Intensive behaviour support: Behaviour Support Team

Flagstone State School is committed to educating all students, including those with the highest behavioural support needs. We recognise that students with highly complex and challenging behaviours need comprehensive systems of support.
The Behaviour Support Team:

- facilitates a Functional Behaviour Assessment for appropriate students;
- works with other staff members to develop appropriate behaviour support strategies;
- monitors the impact of support for individual students through ongoing data collection.

- makes adjustments as required for the student; and works with the School Leadership Team to achieve continuity and consistency

The Behaviour Support Team has a simple and quick referral system in place. Following referral, a team member contacts parents and any relevant staff members to form a support team and begin the assessment and support process. In many cases the support team also includes individuals from other agencies already working with the student and their family, a representative from the school's administration and regional behavioural support staff.

4. Consequences for unacceptable behaviour

Flagstone State School makes systematic efforts to prevent problem student behaviour by teaching and reinforcing expected behaviours on an ongoing basis. When unacceptable behaviour occurs, students experience predictable consequences. Our school seeks to ensure that responses to unacceptable behaviour are consistent and proportionate to the nature of the behaviour. An office referral form is used to record all minor and major problem behaviour. The recording of three minor behaviours constitutes a major behaviour.

Minor and major behaviours

When responding to problem behaviour, the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor problem behaviour is handled by staff members at the time it happens. ○ Major problem behaviour is referred directly to the school Administration team.

Minor behaviours are those that:

- are minor breeches of the school rules; do not seriously harm others or cause you to suspect that the student may be harmed; do not violate the rights of others in any other serious way; • are not part of a pattern of problem behaviours; and • do not require involvement of specialist support staff or Administration

Minor problem behaviours may result in the following consequences:

- a minor consequence that is logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution or detention for work completion a re-direction procedure.

The staff member takes the student aside and:

1. names the behaviour that the student is displaying;
2. asks the student to name expected school behaviour;
3. states and explains expected school behaviour if necessary; and
4. gives positive verbal acknowledgement for expected school behaviour

Major behaviours are those that:

- significantly violate the rights of others; ○ put others / self at risk of harm;
- and require the involvement of school Administration

Major behaviours result in an immediate referral to Administration because of their seriousness. When major problem behaviour occurs, staff members calmly state the major problem behaviour to the student and remind them of the expected school behaviour. The staff member then completes the office referral form and escorts the student to Administration

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Major problem behaviours may result in the following consequences:

- Level One: Time in office, removal to withdrawal room, alternate lunchtime activities, loss of privilege, restitution, loss of break times, warning regarding future consequence for repeated offence, referral to SNAC,
- Level Two: Parent contact, referral to Guidance Officer, referral to Intensive Behaviour Support

Team, suspension from school: and/or ○ Level Three: Students who engage in very serious problem behaviours such as major violent physical assault, or the use or supply of weapons or drugs can expect to be recommended for exclusion from school following an immediate period of suspension.

The following table outlines examples of minor and major problem behaviours: Corrective Behaviour Model

Choices and Consequences

The Corrective Behaviour Model provides consistent logical steps through choices and consequences. The whole school follows a plan that is designed to defuse situations that could escalate, and which allows the student to make choices designed to result in a positive outcome.

Stage	Choice	Consequence
Stage I Stop and think about your behaviour (Minor)	Teasing Inappropriate language Not following directions Littering Spitting Out of bounds areas Running on concrete	Time Out in own class Buddy Classroom Logical consequences Sit out of play Walk with the duty teacher Examine own behaviour Discussion about school rules and their meaning

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Stage 2 Make a plan (Major)	PhysicalNerbal abuse Dangerous behaviour Harassment - sexual, racial and other Repeated not attending class Repeated class disruption Repeated not following instructions Repeated leaving school grounds without permission Bullying including cyber bullying Vandalism Stealing Fighting Repeated infringements of Stage I behaviours	Behaviour Referral Form — orange eg Think Tank attendance Tick and Flick behaviour referral form for major referrals Think Tank form (white) Staff support / Peer support Buddy class/Office referral Notify parents/Parents' meeting Community service Restorative Justice Process Individual Behaviour Plan/Individual Play Plan Guidance Officer referral Behaviour Advisory Team referral Adopt a Cop referral
Stage 3 Office (Major)	Repeated or extreme infringements of Stage 2 Repeated throwing chairs/desks Repeated fighting Repeated not following school rules/expectations	Behaviour Referral Form — orange Think Tank attendance first break Sent to Office Parents' meeting Refer to Behaviour Advisory Teacher/GO/Chaplain Student Needs Action Committee (SNAC) Working in office/another classroom Individual Behaviour Plan (Success Plan) Individual Play Plan Suspension 1- 10 days depending on circumstance Suspension II — 20 days depending on seriousness
Stage 4 Suspension/Exclusion (Major)	Behaviour which is subject to legal prosecution-supply of drugs Use of a weapon violent assault Accessing/downloading pornographic material Repeated or extreme infringements of Stage 3 A student placed on this level has demonstrated a total disregard for the School's Behaviour Plan and school rules despite all attempts by school community & staff to assist the student.	Behaviour Referral Form — orange Sent to the office Parents meeting Loss of internet privileges Refer to Behaviour Advisory Teacher/GO/Chaplain Special Needs Action Committee (SNAC) Individual Behaviour Plan (Success Plan) Recommend Behaviour Support Program Working in office [Reflection room Suspension 1- 10 / II - 20 days depending on circumstance Recommended for exclusion

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Relate problem behaviours to expected school behaviours

When responding to problem behaviours, staff members ensure that students understand the relationship of the problem behaviour to expected school behaviour. One method that staff members might use to achieve this is to have students:

- articulate the relevant expected school behaviour;
- explain how their behaviour differs from expected school behaviour;
- describe the likely consequences if the problem behaviour continues;
- and identify what they will do to change their behaviour in line with expected school behaviour

Should a problem behaviour be repeated, the staff member may not repeat the discussion/explanation process but simply remind the student of the consequences of their problem behaviour.

Ensuring consistent responses to problem behaviour

At Flagstone State School, staff members authorised to issue consequences for problem behaviour are provided with appropriate professional development and/or training. Through training activities, we work to ensure consistent responses to problem behaviour across the school

Students also receive training in how to respond appropriately when other students display problem behaviour, and the courteous way to respond when a staff member re-directs their behaviour or consequences are applied for problem behaviour.

Emergency or critical incident responses

It is important that all staff have a consistent understanding of how to respond to emergency situations or critical incidents involving severe problem behaviour. This consistency ensures that appropriate actions are taken to ensure that both students and staff are kept safe. (Appendix E)

An emergency situation or critical incident is defined as an occurrence that is sudden, urgent, and usually unexpected, or an occasion requiring immediate action.

Severe problem behaviour is defined as behaviour of such intensity, frequency, or duration that the physical safety of the student or others is likely to be placed in serious jeopardy.

Basic defusing strategies

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.

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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: 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

Successful learning occurs when there are clear expectations, acknowledgement of behaviour and timely correction of inappropriate behaviour. As such, teachers and teacher aides incorporate the ten eseential skills.

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Differentiated and Explicit Teaching

Flagstone 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 Flagstone 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, (Appendix A), as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Flagstone 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.

Flagstone 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. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Functional Based Assessment
- Check in and Check out goal stragey
- Wellbeing Journal, Visual Diary
- Zones of Regulation

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

Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, 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.

These students will be monitored by the Student Support Committee (Principal, Deputy Principals, HOSES, Guidance Officer and HOD). The committee meets fortnightly to discuss individual cases and will communicate with relevant stakeholders.

Legislative Delegations

Legislation

In this section of the Flagstone 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)
- *Disability Discrimination Act 1992* (Cwth)
- Commonwealth Disability Standards for Education 2005 (Cwth)
- *Criminal Code Act 1899* (Qld)
- *Education (General Provisions) Act 2006* (Qld)
- Education (General Provisions) Regulation 2017 (Qld)
- *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 Regulations 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 Flagstone State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations.

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

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

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

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

Differentiated

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

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

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

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

Intensive

School leadership team work in consultation with 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)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)
- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)

- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

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 Flagstone 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 Flagstone State School may be invited to attend a reentry 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

Flagstone 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 Flagstone 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-thecounter medications such as paracetamol or alternative medicines**).

Responsibilities

State school staff at Flagstone 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 Flagstone 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 Flagstone 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 Flagstone 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 Flagstone 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.

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The computer network at Flagstone State School has been set up in order to allow computer, ipad and internet access for educational purposes. This includes classroom activities, research activities, teacher and peer review of assigned work, and the exchange of project related ideas, opinions, and questions via email, intranet, the Learning Place and other means.

This policy reflects the importance the school places on students having the opportunity of utilising technological devices whilst being responsible and displaying respect for others whenever they are using technology.

Certain personal technology devices are banned from school.

Students should not bring valuable personal technology devices like cameras, digital video cameras or MP3 players, tablets/IPads, portable gaming devices and smart watches to school as there is a risk of damage or theft. Such devices brought to school will be confiscated by staff and may be collected at the end of the day from the school office.

Breaches of this prohibition may result in disciplinary action. Exceptions may occur (for example, to assist with a medical condition or other disability or for a special project) and must be pre-approved by the Principal.

Mobile Phones
Students who bring mobile phones to school must hand the device (turned off) in to the School Office each morning upon their arrival to school. Devices will be securely stored for the day. Students collect their devices at the end of the day or when collected early by a parent/carer. Mobile phones may be used after school only, to communicate with parents.

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

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 Flagstone 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

Flagstone 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.

Flagstone State School has a **Student Leadership Forum**, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes. The standing items on the agenda for each Student Leadership Forum are the core elements of the Australian Student Wellbeing Framework:

1. Leadership Principals and school leaders playing an active role in building a positive learning environment where the whole school community feels included, connected, and respected.

2. Inclusion All members of the school community actively participating in building a welcoming school culture that values diversity, and fosters safe positive,

respectful relationships.

3. **Student voice**
   Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.
4. **Partnerships**
   Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. **Support**
   School staff, students and families sharing and cultivating an understanding of wellbeing and positive behaviour and how this supports effective teaching and learning.

A priority for the Student Leadership Forum is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the Queensland Anti-Cyberbullying Taskforce report in 2018, and at Flagstone State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

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 Flagstone 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 Flagstone 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.

At Flagstone State School we use the High Five.

The Hi-5 strategy is an empowering problem-solving tool for our students. It is a 5-step problem solving strategy that can be used by students in the classroom, in the playground, and for perceived bullying incidents. This whole school approach can help eradicate bullying and build students' social skills and resilience.

Cyberbullying

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

In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher (for students in primary year levels) or the form class teacher (for students in secondary year levels). There is also a dedicated senior leadership officer, Dean of Students Malcolm Smith, who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Flagstone 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 Dean of Students, Malcolm Smith.

Flagstone State School - Cyberbullying response flowchart for school staff

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

How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

Inform the student's parent/s (and student if appropriate) of their options:

1. Report the incident to an external agency such as police, Office of the eSafety Commissioner or the Australian Cybercrime Online Reporting Network.
2. Report the online content/behaviour using the online tools provided by the website or app.

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

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

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

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

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

OR

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

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

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

Cybersafety and Reputation Management (CRM)

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

Flagstone 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 Flagstone 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.

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Appropriate use of social media

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

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

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

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

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

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

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

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

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

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* (Cwth) 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 Flagstone 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

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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.

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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

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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

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Resources

- Australian Professional Standards for Teachers
- Bullying. No Way!
- eheadspace
- Kids Helpline
- Office of the eSafety Commissioner
- Parent and community engagement framework
- Parentline
- Queensland Department of Education School Discipline
- Raising Children Network
- Student Wellbeing Hub

Conclusion

Flagstone 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

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:

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

- 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.

Appendix A Flagstone State School Behaviour Matrix

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Flagstone State School Behaviour Matrix

	ALL AREAS	CLASSROOM	COVERED AREAS	PLAYGROUND	TUCKSHOP	TOILETS	ROAD SAFETY
I am being Safe	• Use equipment appropriately • Keep hands and feet/objects to yourself • Use polite language and be aware of personal space of others • Jewellery/piercings not for school • Long hair secured in restrained manner	• Walk • Sit still • Enter and exit room in an orderly manner	• Sit in own area to eat until released by teacher • Sticks/stones to stay on ground • Walk on concrete	• Participate in school approved games • Wear shoes and socks at all times • Sticks/stones to remain on ground • Be sun safe – wear a hat	• Sit down to eat in covered area • Line up appropriately	• Wash hands • No playing • Walk	• Use the crossing • Use own bike/scooter only • Walk bike/scooter in school grounds • Wear a helmet • Sit and talk quietly on bus • Remain seated until bus stops • Wait for the bus to move away before crossing the road
I am Responsible	• Ask permission to leave any setting • Be on time • Accept consequences for your behaviour • Go to the toilet and get a drink at the bell • Be in the right place at the right time • Follow instructions straight away • Put rubbish in the bin • Walk on paths • Follow the rules	• Be prepared and ready • Complete set tasks • Keep work space tidy • Be honest • Look after own things	• Keep food to yourself • Put rubbish into the bin • Peanut and egg products not brought into school	• Be a problem solver • Return borrowed equipment • Care for others • Line up on time • Food is not taken to Oval	• Keep money safe • Wait quietly to be served • Keep money to yourself	• Use toilets during breaks • Use quiet voices • Keep toilets clean	• Go straight to bus line • Bus pass ready • Line up, sit and talk quietly while waiting for bus • Food is left in bags
I am Respectful	• Respect others' personal space and property • Treat others the way you want to be treated • Allow others to be different • Care for equipment • Clean up • Use polite language • Wait your turn • Take hat off in building	• Raise hand to speak • Respect others' right to learn • Talk in turn • Be a good listener	• Share playing areas • Look at those who are speaking • Follow duty teachers' instructions	• Play fairly – take turns, invite others to join in and follow rules • Care for the environment e.g. trees, plants, flowers etc.	• Use manners	• Respect privacy of others • Respect the environment	• Use appropriate language with the bus driver • Be respectful of other passengers • Always use safety rules
I am an Active Learner	• Follow teacher and teacher aide instructions at all times • When the bell goes be ready to learn • Do the best • Do homework • Wear clean, neat and tidy school uniform • Attend school each school day • Strive for personal best in all aspects of school	• Bring to school what is needed • Complete set tasks • Take an active role in classroom activities • Do best at all times • Ask for help if needed • Have a go • Concentrate	• Follow the rules of the game	• Know which areas are play areas • Know what to do and say when someone is not doing the right thing	• Eat healthy food		

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Appendix B Success Plan

Parent Communication:
- Parent to inform office if disrupted morning at home due to interruption in timetable or misbehaviour

Positive Reinforcement Plan:
Target Behaviours
1. I will be in the right place at the right time
2. I will attempt my work
3. I will let others do their work
4. I will follow adult instructions straight away

Strategies
General organisation of classroom environment:
Before School: check in with teacher/ office (student pass) assist with Breakfast club in the mornings.
Parent to pack additional food to be kept in staff fridge in the block – student to access with permission from teacher
Chillax Card
Parent contact for positive reward
Preparation for transition
Student Check in and out with classroom teacher / with student pass for Meet and Greet
Access to Chaplain
Rewards chart in negotiation with teacher
– school reward: activity with an adult
- Home reward: Cooking
School/class rules prominently displayed
Proactive Behaviour chart on desk
Refer to class rules.
Desk in set area of choice
Visual timetable on board
Cool down time at the safe space for 10 mins
Teacher to provide weekly emails on learning and behaviour, or as needed

Management:
- Walk around the class. Stand near student to give redirection or refocus instructions to help stay on task
- Change of body language to mimic height of student
- Give clear instructions as to what is expected. No surprises
- Keep to a timetable displayed on desk
- Reward time when completes tasks

Acknowledgements
- Frequent verbal praise and specific feedback
- Contact home outlining her achievements- phone Mum at set times throughout the day
- Reward time – choosing a friend to assist in helps build positive peer relationships.

Success Plan

Name: **Class:** **Date:**

Appropriate behaviour? Safe and manageable?

Yes

No

Correction Plan:
Level one (fidgets with belongings, interrupts other's learning, refuses to complete work, calling out, not at designated place)
- Non-verbal cues (hand signs, picture cues, visible learning wall), change of body language and height
- Redirection by Teacher (Warning / Stop and think)
- Refer to desired school rules

Begins Work

Reward points, proactive behaviour steps Receives a Gotcha

Level two (continuing level 1 behaviours, choosing not to follow teacher instructions, yelling no at the teacher, leave the classroom without permission).
1. Warning or student verbalises need for chill out through chillax card
2. Time out - Allowed to go cool down area in office for 5 mins

Chills out re-enter's classroom activity appropriately.

Reward points Receives a Gotcha

Level three (continuing level 1 & 2 behaviours, refusing to complete work after time away, screaming and using appropriate language such as swearing)
1. Warning, **parent contact to calm student**
2. Student goes to buddy class to reflect on behaviour choices

Returns to classroom ready to participate in class activity after the end of the session or works in another classroom for remainder of day

Level four (Continuing level 1,2 &3 behaviours, aggressive behaviour towards students/ staff/ self, use of environment e.g. threatening with stick)
1. Immediate referral to office, teacher to ring and inform. Refer to school Responsible Behaviour Plan.
2. If student is inside the classroom and is displaying unsafe, aggressive behaviour, teacher to evacuate class to lattice area/ library.
3. If student is outside the classroom and is displaying unsafe, aggressive behaviour, lock down block after Principal approval
4. Parent contact and sent home

Parent notified of incident and consequence via phone call or meeting *Parent to collect student within a reasonable time frame.*

Crisis Plan: any attempts to hurt others Do not attempt to approach; remove self and or students and ensure their safety. Immediate referral to office. Refer to school code of conduct. Phone call parent for collection.

Role	Name	Signature	Date
Parents			
Deputy Principal			
Class Teacher			
Student			

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Appendix C Student Scoop

STUDENT SCOOP

LIKES

Pokémon

Youtube

Minecraft

Prehistoric animals

Student Name

Class

Teacher Name

Student needs support with self-regulation

Do	Don't
• Talk to him in a calm voice about his interests, likes / dislikes	• If agitated talk to him in a calm voice
• Praise him for good choices	• Don't get in his personal space
• Use "I can see" language • I can see that you are angry that means you need to take a break	• Don't demand eye contact

If escalated

Head down, foetal position, withdraws, yells or swears, kicking furniture etc

Appendix

RING the student centre for assistance then RING ADMIN TO INFORM Do not approach if YELLING, KICKING, THROWING EQUIPMENT.

Do not attempt to remove Student FROM HIDING UNLESS UNSAFE.

USE CALM WORDS (EG YOU NEED TO MOVE TO WHERE IT IS SAFE) INSTEAD.

D Gold Badge Guide to Making Judgement

Guide to Making Judgements – **Gold Badge**

A student's actions contribute to the student's growth and development, and the school's good order and proper management.

I am being Safe	I am Responsible	I am Respectful	I am an Active Leaner	Effort	
◂manage self and exert positive Influence assists others to solve problems	◂actively discourages bullying and discriminatory behaviours be of service to others	◂treat people with tolerance and dignity form bonds with social networks outside friendship circle	◂ aims for mastery/ extension work to attain excellence achieve learning goals	◂ adapts to any learning approach	A
◂ uses appropriate conflict resolution skills	◂stay positive when things don't work out help and encourage others	◂ shows respect and consideration for others honest and trustworthy	◂ask a question to clarify learning listen, concentrate and remain on task encourages all team members	◂self-assesses own work attempts difficult / new tasks	B
◂ reacts to situations reasonably interacts appropriately in the classroom and playground in the right place at the right time	◂ shows empathy to others take personal responsibility for choices and actions know and follow the rules	◂ courteous takes turns, shares things uses humour appropriately respects property	◂actively participate in education program attend school each day wear school uniform daily follow instructions immediately	◂completes set tasks seeks and uses teacher feedback/assistance ◂has equipment ready to use is punctual keeps own area / equipment tidy presents book work neatly	C
◂	◂	◂	◂	◂manages time ineffectively rarely contributes to class discussions	D
◂consistently repeats unsafe behaviour choices	◂	◂	◂	◂distracts others from learning Interrupts teaching	E

Feedback: _____

_____

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E Debriefing Report

Debriefing Report

Formal debriefing

Formal debriefing should be led by a staff member trained in the process who has not been involved in the event. The goals of debriefing are to.

- reverse or minimise the negative effects of physical intervention; prevent the future use of physical intervention; and/or address organisational problems and make appropriate changes

For students who have language or communication difficulties the debriefing process will need to be modified to accommodate their specific receptive and expressive needs.

Debriefing should provide information on.

who was involved;

- what happened;
- where it happened; why it happened; and what we learned

The specific questions we want to answer through the debriefing process are:

- FACTS: what do we know happened?
- FEELINGS: how do you feel about the event that happened? PLANNING: what can/should we do next?

Questions for staff ○ What were the first signs?

○ What de-escalation techniques were used?

- What worked and what did not? ○ What would you do differently next time?
- How can physical intervention be avoided in this situation in the future?

- What emotional impact does using physical intervention have on you? What was your emotional state at the time of the escalation?

Questions for student ○ What
was it that you needed?

- What upset you most? ○ What did we do that was helpful? ○ What did we do that got it that way? ○ What can we do better next time? ○ Would you do something differently next time? ○ What could we have done to make the physical intervention less invasive?

Notes on the discussion that occurs during the debriefing report are not required to be documented, however a note should be made that the debriefing has occurred for both staff and students involved (e.g. names, date, time and outcomes).