East Ayr State School

Student Code of Conduct 2021-2024

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2020-2024

Purpose

East Ayr State School aims to develop healthy and confident people. We are committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

The East Ayr 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.

This Code of Conduct for Students is designed to facilitate and maintain high expectations and high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

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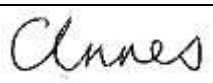
Endorsement

Principal Name: Mr Chris Wicks

Principal Signature:

Date:18/1/2021

P/C President Name: Mrs Corryn Innes

P/C President Signature: 

Date: 18/1/2021

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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.

Learning and Wellbeing

All areas of East Ayr State School are learning and teaching environments. We believe students need to be engaging within the environment and this is reflected within our Pedagogical framework (see Figure 1). We consider behaviour management to be an opportunity for valuable social and emotional learning as well as a means of maximising the success of academic education programs.

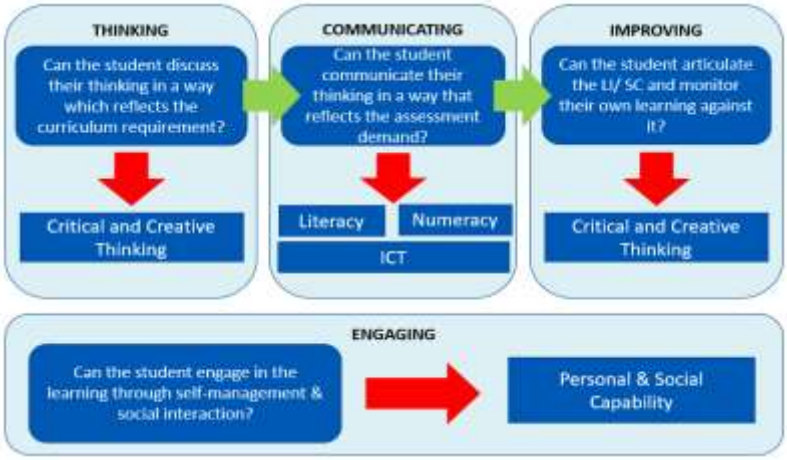
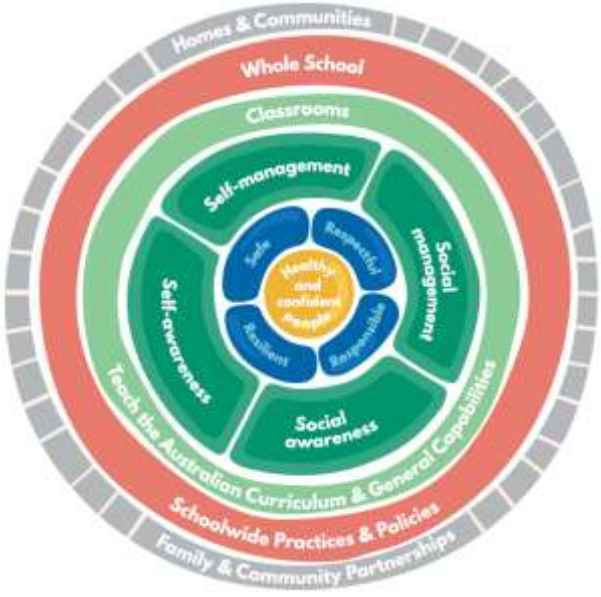


Figure 1: Excerpt from East Ayr State School Pedagogical framework



Our aim is to produce 'healthy and confident people'. We have collaboratively developed a Student Learning and Wellbeing Framework (SLAWF – see Figure 2) which takes the form of a 'garden'. At the centre sits our healthy and confident people which is represented by a flower. We expect our people to be Respectful, Responsible, Resilient and Safe, which forms the petals of the flower. The skills needed to 'grow' a healthy and confident person are split into four categories; self- awareness, self-management, social awareness and social management^. We nurture these values and skills through on-going support and challenge. This occurs in classrooms (e.g. Health curriculum, classroom climate), Whole School (e.g. positive approach to behaviour, whole-school eve nts) and in Homes and Communities (e.g. P&C, parent-teacher interviews).

Figure 2: East Ayr State School Student Learning and Wellbeing Framework (SLAWF)

^More information on the Personal and Social skills can be found at: https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/

Behaviour – A Positive Approach

Our long-term goal is to develop student's wellbeing however, this is contingent of the short-term goal of managing student behaviour to provide a safe and disciplined learning environment. Our school uses a positive approach to behaviour. Positive approaches to behaviour have demonstrated as an effective approach to creating a safe and orderly school while maintaining respectful relationships and mutual regard (Queensland Department of Education). A positive approach to behaviour utilises the following principles:

- Leadership
- A common approach to discipline
- A clear set of expectations for staff, students and parents/carers
- System for facilitating positive behaviours
- Preventing problem behaviour
- Responding to unacceptable behaviours
- Monitoring and evaluating the effectiveness of these systems

In the next section, "Whole School Approach to Discipline", we outline our processes and strategies to adhere to these principles.

Consideration of Individual Circumstances

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

In considering the individual circumstances of each student, we recognise that the way we teach, the support we provide and the way we respond to students will differ. This reflects the principle of 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 consequence another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. 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.

At East Ayr SS, our staff are committed to recognising and taking into account students individual circumstances. Everyone in our community has responsibilities to ensure we are able to cater for the circumstances of each child. This includes:

Principal	Teachers	Parents/Carers
• Provide professional development opportunities for staff to cater for the needs of students • Allocate staffing to support teachers with Tier 2 (focused) and Tier 3 (Intensive) students	• Use One School and other sources to ascertain the individual needs and circumstances of their students; academic, attendance, behaviour, ESP, out-of-home-care, Indigenous. This includes: ○ Student summary report ○ Class Dashboard ○ Student Plan (for selected students) ○ Personalised Learning Plan (PLP) • Cater for individual difference through differentiated and explicit teaching. • Know and action adjustments to address student needs (as per PLP). • Update student PLPs each term. • Use EASS resources to refer students for additional support to the Student Support team (see below)	• Communicating with the classroom teachers when individual circumstances change • Engaging with support from the school

Student Support Network

Our aim is to work collaboratively to address student needs. Each student that is identified for support (academic, behaviour, attendance, wellbeing) will be provided with a Personalised Learning Plan (PLP) on One School. A team approach to support includes the involvement of school administrators, staff, students, parents and members of the wider community and personnel from other agencies. Stakeholders may include, but not limited to:

School based	EQ Services	Community
Classroom teachers	Occupational therapist	Child and Youth Mental Health Service (CYMHS)
Parents/carers	Physiotherapist	GPs
Support staff	Advisory teachers	Paediatricians
HOSES		Autism Queensland
Guidance Officer		NDIS support
School Chaplain		Family and Child Connect
		Intensive Family Support

Below is the process that staff use at East Ayr SS to refer students for additional support. If parents/carers would like to enquire about additional support, they should speak to their child's classroom teachers or HOSES.

East Ayr State School student referral process

Step one - Discuss student barriers and adjustments with
- ✓ Colleagues
- ✓ Parents
- ✓ Support team (may include GO, HoSES, Principal, Deputy, HOC)

- Record adjustments and progress notes in a Personalised Learning Plan (PLP)

Step two - refer student to the student support team

a) complete parent information form be after a
b) complete referral form and email to HoSES

One note – EASS curriculum and assessment – content library – inclusive education – referral document and parent information forms finish

Whole School Approach to Discipline

A Positive Approach to Behaviour

At East Ayr State School, we use a positive approach to behaviour. This is an evidence based approach, utilising the following principles:

- ***Leadership***
- ***A common approach to discipline***
- ***A clear set of expectations for staff, students and parents/carers***
- ***System for facilitating positive behaviours***
- ***Preventing problem behaviour***
- ***Responding to unacceptable behaviours***
- ***Monitoring and evaluating the effectiveness of these systems***

Leadership and ***a common approach to discipline*** is clearly articulated through the development, implementation and annual review of the Student Code of Conduct. Additionally, they will be evidenced through the on-going support of the agreed local procedures described below and these principles are not expanded upon below.

A clear set of expectations for staff, students and parents/carers

Through our school plan, shared expectations for student behaviour are plain to everyone, assisting East Ayr 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 school community has identified the following school expectations to teach and promote our high standards of behaviour:

<u>At East Ayr State School, to develop healthy and confident students;</u>

- We are Safe
- We are Respectful
- We are Responsible
- We are Resilient

Teachers will work collaboratively with their students to develop explicit classroom expectations that align with the whole school expectations (see table below).This is displayed in every classroom, used as the basis for teaching classroom expectations throughout the year and revisited regularly to address any new or emerging issues.

School expectation	Classroom rules
Safe	
Respectful	
Responsible	
Resilient	

Our school community has also agreed on some shared expectations across our shared areas. These are listed below. Signage is also visible in key areas of the school.

Shared area	Expectations for safe, respectful, responsible and resilient behaviour
Before & after school	Use correct crossings and gates Walk bikes/scooters calmly and quietly while in school grounds Sit calmly in designated area Stay off playground equipment Seek permission to enter and leave the classrooms Wait calmly and quietly in agreed area or go directly home

Lunch breaks	• Follow eating routine
	  ○ sit & eat own food
	  ○ clean up rubbish
	  ○ ask before leaving
	• Play in own designated areas
	• Play responsibly, respectfully and safely:
	  ○ wear hat & sunscreen
	  ○ take turns
	  ○ hands and feet to yourself
	  ○ play safely and by the rules
	  ○ use respectful language
	  ○ report inappropriate behaviour
	• Respond to the bell:
	  ○ cease play
	  ○ toilet & drink
	  ○ return equipment
	  ○ line up in 2 rows on concrete

Transitions	Walk in 2 lines Quiet and calm
Parades	Enter and exit quietly and calmly Demonstrate respect to the presenter through whole body listening Sit in class lines
Tuckshop	Line up Use your manners Wait your turn Know your order
Toilets	Respect people, property and privacy Practise good hygiene Report inappropriate behaviour immediately
Community time (excursions, inter-school sport etc.)	Maintain our positive reputation by: • Following road and pedestrian safety rules • Communicate respectfully with all community members • Showing pride and being proud • Behaving appropriately • Wear school uniform and be sun safe

All members of our East Ayr SS community has a responsibility to demonstrate safe, respectful, responsible and resilient behaviour. Below is our explicit expectations for our staff and school community.

Safe

What we expect to see from parents/carers	What you can expect to see from school staff
Support school staff in maintaining a safe and respectful learning environment for all students.	Provide a safe and supportive learning environment.
Model the school values of Respect, Responsibility and Safety.	Model the school values of Respect, Responsibility and Safety.
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.

Respectful

What we expect to see from parents/carers	What you can expect to see from school staff
Support school staff in maintaining a supportive and respectful learning environment for all students.	Create a supportive and respectful classroom environment
Maintain constructive communication and relationships with school staff regarding their child's learning, wellbeing and behaviour.	Maintain constructive and respectful communication and relationships with students, parents/carers and the larger community
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.

Responsible

What we expect to see from parents/carers	What you can expect to see from school staff
Show an active interest in your child's schooling and social and academic progress.	Facilitate the opportunity for every student to actively participate in the Australian Curriculum Education Program.
Co-operate with East Ayr State School to achieve the best social and academic outcomes for their child/children.	Work collaboratively with parents/carers
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.
Promote the skills of responsible self-management for students and staff.	Promote the skills of responsible self-management for students and staff.
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.

Resilient

What we expect to see from parents/carers	What you can expect to see from school staff
Contribute positively to school programs and support plans that concern their child.	Support teachers and teaching practices that are tailored to meet the unique needs of students from Preparatory to Year 6.
Accept and support Education Queensland State Schools' provisions that ensure all East Ayr students have a right to and receive a quality education.	Provide support that meets the individual needs of your child
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 newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or 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.

System for facilitating positive behaviours

1. ***Teaching expected behaviours***
   - Clearly set expectations for student behaviour in the classroom and other areas.
   - Behaviours taught in the environment in which they occur – based on behavioural data and professional judgement.

2. ***Proactive, preventative processes and strategies to support students' behaviour.***

These include:

Classroom teachers:

- A relevant, engaging curriculum
- Using of the Essential Skills for Classroom Management (See 'Disciplinary Consequences' for more details)
- Differentiated curriculum to support student needs
- Using high quality teaching strategies
- Modelling acceptable behaviours

Principal:

- Induction processes for new staff and parents, which includes the Student Code of Conduct;
- Timely/relevant professional development
- A dedicated section of the school newsletter, enabling parents to be actively and positively involved in school behaviour expectations
- Wellbeing team members' regular provision of information to staff and parents, and support to others in sharing successful practices
- Individual behaviour management plans developed for students with high behavioural needs, enabling staff to make the necessary adjustments to support these students consistently across all classroom and non-classroom settings
- Efficient and effective Special Needs support

3. ***Reinforcement***

At East Ayr State School communication of our key messages about behaviour is supported through reinforcement, which provides students with feedback for engaging in expected school behaviour. A formal recognition and monitoring system has been developed. This reinforcement system is designed to increase the quantity and quality of positive interactions between students and staff. All staff members are encouraged to give consistent and appropriate acknowledgement and rewards.

Appropriate Acknowledgement and Rewards

At East Ayr State School, we set high expectations for positive behaviour and publicly recognise students and staff who strive to display the school rules of Safe, Respect, Responsibility and Resilient**.**

These students and staff are recognised through:

- Verbal praise and acknowledgement
- Chook Stamps
- Teachers or staff contacting parents face-to-face or via telephone to acknowledge student effort
- Acknowledgement in the school newsletter
- Public Displays focusing on Culminating Activities, Foyer Displays, Community Displays and Parade Performances
- Media Releases

<u>Recognising School Values: Chook Honours</u>

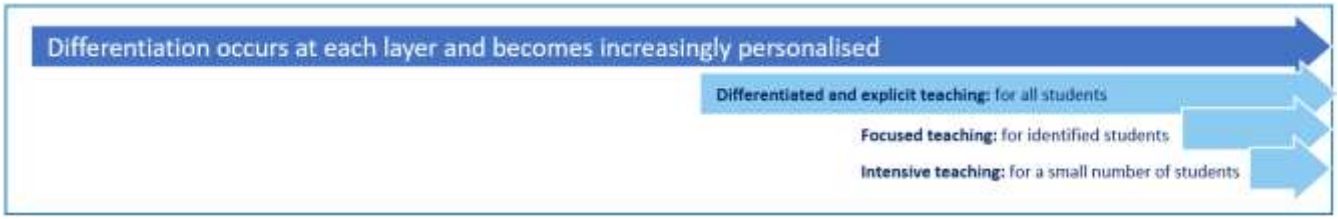
East Ayr's Chook Stamp honour system celebrates our students' achievements instantly, and is a key focus of our Positive approach to behaviour. Students who earn Chook Stamps receive instant recognition for displaying the school rules of Safe, Respect, Responsibility and Resilient**.**

Preventing Problem Behaviours

East Ayr 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 practice.

Teachers at East Ayr 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.

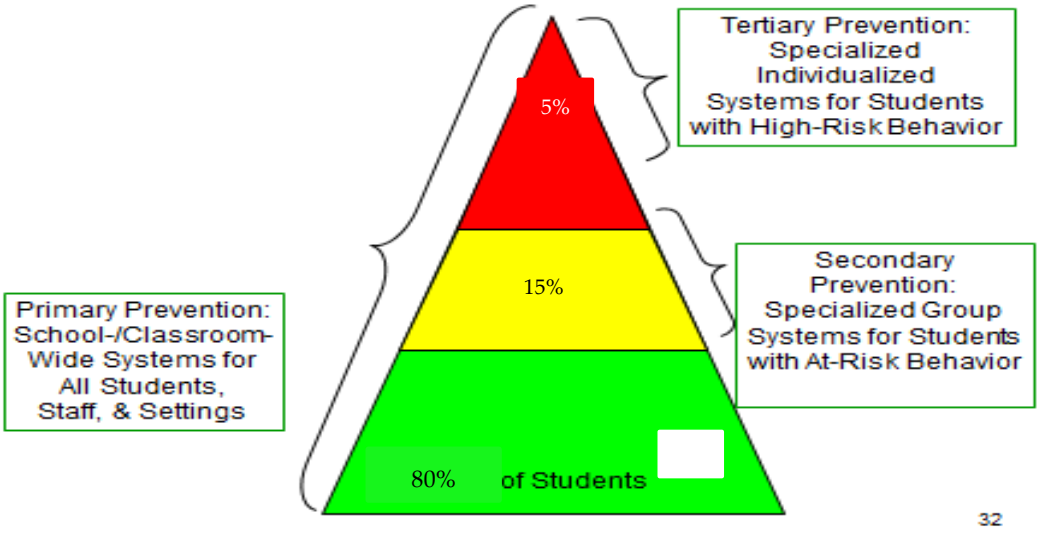
There are three main layers to differentiation, as illustrated in the diagram below. This model is the same used for academic and pedagogical differentiation.



These three layers map directly to the Multi-tiered System of Support discussed below. 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 more personalised supports for students.

Multi-Tiered System of Support (MTSS)

East Ayr 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 data-informed decision-making. Based on a problem-solving model, in MTSS school staff match increasingly intensive interventions to the identified needs of individual students.



Tier	Prevention Description
1	**Differentiated and explicit teaching** **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 School expectations. Teachers at East Ayr SS ensure that students feel connected and a sense of belonging. All students receive support to optimise their academics, behaviour, attendance and wellbeing. Our school has collaboratively developed roles and responsibilities for teachers, support team and administration (this can be found in Appendix 1). Below are some additional school-wide procedures to support a safe and disciplined environment: • Expectation reminders/lessons are highlighted through the junior and senior parades when appropriate. • Positive behaviours are publicly acknowledged through a Chook Honour Program. • Asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made (School Opinion Survey) • Same day Absence notifications are sent home for absent students • Office staff attempt to contact home for unexplained absences

2	**Focused teaching**
	
	Focused teaching and supports for **some students** (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards.
	
	Tier 2 supports build on the lessons provided at Tier 1, and are primarily designed 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 School 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.
	
	At East Ayr State School, Tier 2 support includes (but not limited to):
	
	Academic
	Referral of students to the Student Support Team
	
	Behaviour
	• Regular analysis of Office Disciplinary Referral (ODR) data and sharing with staff.
	• Collaborative problem solving approach to address behaviour issues and develop a Focussed teaching Plan. This may include environmental observations, interviews, surveys, and referral to external support.
	• Provision of specialised focused programs. This will require specialist staff to plan, deliver and report for these programs. This may include:
	  • Check in/check out
	  • Rock & Water
	  • Play is the Way
	  • Hands on Learning

	Attendance • Each term, “Every Day Counts” letters will be sent to students with <85% for the term (in conjunction with feedback from the classroom teacher). • Each Term, “Super Attendance” postcards will be sent to students with >95% attendance. Wellbeing • Guidance Officer Support • Social skilling programs • Check-in/check-out
3	**Intensive teaching** 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. East Ayr 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. All students who are considered to be “seriously at risk” of significant educational underachievement due to their inappropriate behaviours are supported through The Student Support Network. The case manager for each student who is identified as “seriously at risk” should be the class teacher. Next, a support team approach is adopted with staff working collaboratively. Students who are considered to be at risk and have experienced an array of higher level management strategies, such as suspension or exclusion, should proceed through a systematic assessment procedure. This may include: • Collation of data which gives an overview of (a) problematic behaviours and (b) consequences implemented i.e. detentions, suspensions. • Referral for discussion at the school Special Needs Meeting (held fortnightly). • Referral to Guidance Officer for assessment and preliminary behavioural support. • Full team collaboration to develop an Individual Behaviour Support Plan. Tier 3 supports are based on the underlying reasons for a student’s behaviour (Functional Behaviour Approach) 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 wrap-around 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.

Responding to unacceptable behaviours

Locally agreed procedures that are in line with Department of Education Guidelines and Legislation can be found in the next section, ‘Disciplinary Consequences’.

Monitoring and evaluating the effectiveness of these systems

Regular data analysis and sharing with staff. This includes:

- Office Disciplinary Referrals
- School Disciplinary Absences
- Attendance
- School Opinion Survey

Additionally, each year we will conduct a review of the Student Code of Conduct and a full review every 4 years.

Legislative Delegations

Legislation

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

Delegations

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

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

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

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

Disciplinary Consequences

This section outlines East Ayr State School's system of possible consequences for unacceptable behaviour. The principles of natural justice dictate that there is no suggestion or indication that any specific behaviour will automatically result in a particular disciplinary consequence. Each situation will be dealt with and given due consideration. Consequences will be logically tied to the problem behaviour and the focus of the consequence is to teach students the appropriate ways to meet their needs.

At East Ayr SS, all teachers use the Essential Skills for Classroom Management (ESCM). The use of the ESCM ensures that our staff are providing an environment that recognises positive behaviour and uses a 'least intrusive' approach to managing low-level disruption.

Essential skills for Classroom Management (ESCM)

Preventative practices

1. ***Establish expectations***

Classroom	***Playground***
East Ayr Staff make clear to students: • The four school rules that define high standards of behaviour and have these rules clearly displayed in classrooms. • That classroom rules are collaboratively arrived at and displayed clearly in the room from the beginning of the year. These describe positive observable behaviours, based on the school rules. • That rules are modelled and referred to consistently.	• Playground rules to be displayed clearly around the school at all times. • These describe observable behaviour and are stated in the positive. • All staff should consistently monitor these, model them and refer to them.

2. ***Giving instructions –*** *start every activity with a clear learning intention & success criteria*
3. ***Waiting & scanning –*** *stop and assess what is happening*

Re-directing low-level and infrequent problem behaviour

When student's exhibit low-level and infrequent problem behaviour, the first response of school staff members is to use the ESCM:

4. ***Cueing with parallel acknowledgement*** – praise a student to prompt others
5. ***Body language encouragement*** – smiling, nodding, gesturing and moving near
6. ***Descriptive encouragement*** – praise describing behaviour
7. ***Selective attending*** – not obviously reacting to certain low level behaviours
8. ***Redirecting to the learning*** – prompting on-task behaviour

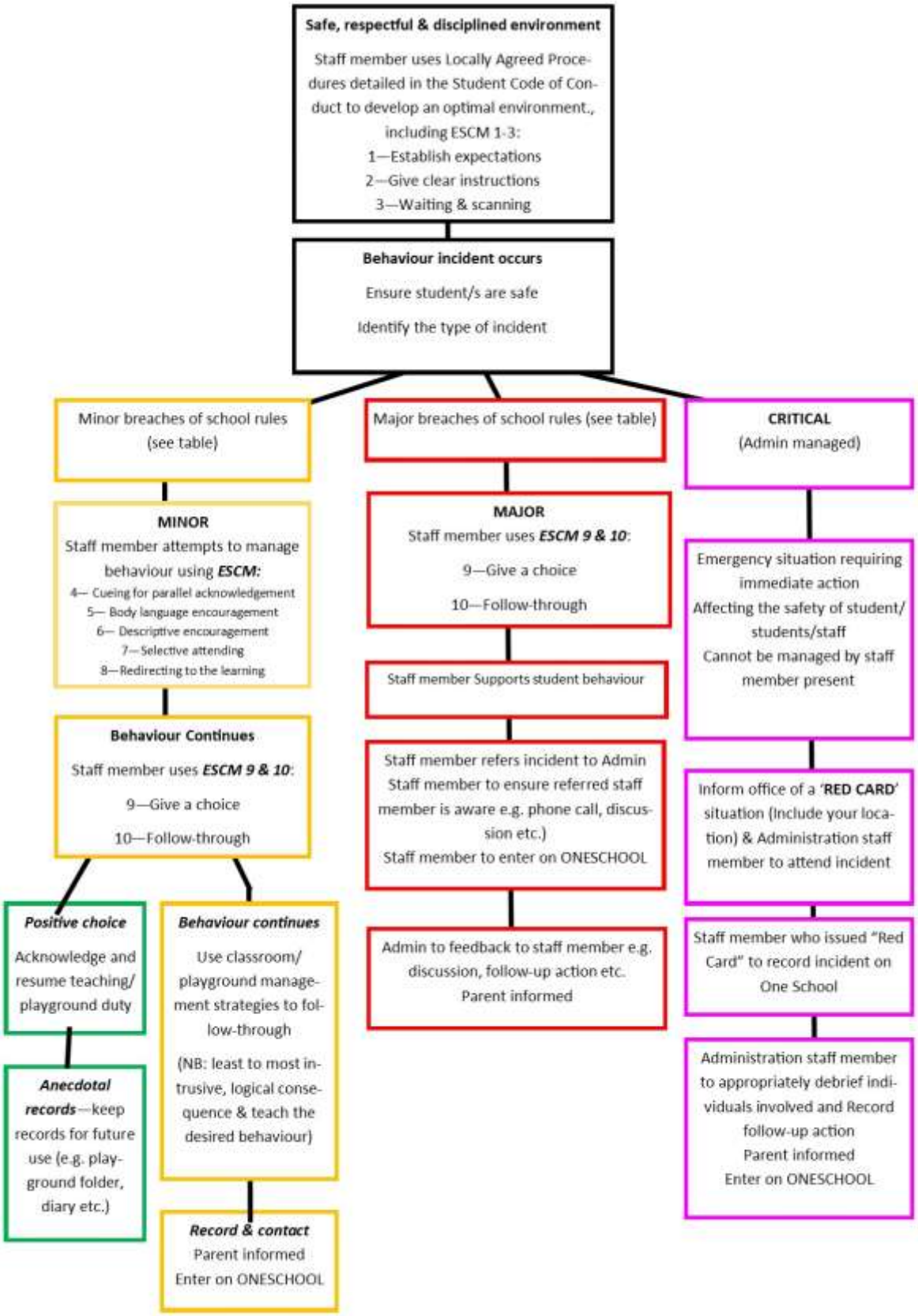
Responding to unacceptable behaviour

When a student's low-level behaviour is not modified OR their behaviour is affecting the learning/safety of others, teachers will:

9. ***Give a choice*** – to describe options and likely consequences
10. ***Follow-through –*** it is the certainty of the consequence rather than the severity of the consequence that is important (Rogers, 1995, p 38)

Refer and record - For repeated behaviour or behaviour that is considered a minor according to our Student Code of Conduct (See Minor & Major table), staff record the incident on One School. Contacting home for incidents that are recorded on OneSchool is highly recommended and it is best practice to collaborate with parents/carers. Staff can use professional judgement in consultation with their line manager (for students with frequent and on-going behaviour issues, a communication plan should be agreed to with parents/carers and recorded in the students PLP). For major incidents, administration support MUST be received (see Behaviour Flowchart).

Behaviour Flowchart



MINOR BEHAVIOURS are minor breaches of the school rules and are those that:

- Are handled by staff members at the time it happens & do not necessarily require involvement of specialist support staff or Administration.
- Do not seriously harm others or cause staff to suspect that the student may be harmed or violate the rights of others in any other serious way.
- Are not parts of a pattern of problem behaviours.

Definition	One School behaviour category	Possible consequences and/or support strategies
Physical contact • Minor instances of not keeping hands and feet to self (e.g. Pushing, shoulder barging, tripping, slapping etc.) • Repeated hitting with hats or similar objects • Repeated rough/unsafe play with no intent to hurt	Physical Misconduct	• Rule reminder • Discuss issue with student • Apology/restorative practice • Separate from peers • Practise expectation as a whole class, group or as individual • Write out alternative words to use • Discuss and practise alternative words • Discuss with student in context of incident • Revisit rule – lesson either as whole class or individually • Class Meeting • Time out • Buddy class • Detention with parent permission • Complete any unfinished work in own time • Clean or repair property • Contact parents/caregivers • Confiscate items
Late - Student is consistently late to class after lunch breaks despite reminders & support	Late	
Bringing and/or using aerosol cans	Possess prohibited items	
Object (Physical Aggression) - One student threatening to make serious physical contact upon an adult/student using an object. E,g, Picking up sticks/rocks or any other item (have not used them for anything), Playing with sticks etc. Swinging off tree branches or breaking branches off trees	Misconduct involving an object	
Persistent minor behaviour: Persistent breach of school expectations despite support	Third minor referral	
Abusive/Inappropriate Language – Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (Different from Harassment/Discrimination). E.g. • Inappropriate school language as a reaction, without intent • Speaking rudely to others • Saying unkind/hurtful comments • Talking back to an adult	Verbal misconduct	
Property misconduct (Own and others). E.g. • Taking others belongings without permission (including lost property) • Borrowing equipment and not returning it	Property misconduct	
Persistent refusal to complete work or engage in learning. E.g. Intentionally taking too long to begin tasks or get organised	Refusal to participate in the program of instruction	
Persistent disruptive behaviour affecting the learning of self and others	Disruptive	
Refusing to follow school routine E.g. • Not following class procedure/routine • Leaving learning area without permission • Being in an out of bounds area • Consistently using toilet/drink breaks to chat/play games	Non-compliant with routine	
Refusing to respond to staff redirection. E.g. Refusing to follow instructions, defiance etc.	Defiant/threat to adults	
I.T. - Student uses I.T. devices inappropriately e.g. playing games during learning activities, searching off-topic etc. - Repeated possession/use of a mobile phone or similar device despite support/intervention	I.T. misconduct	
Harassment - Unwanted attention towards another student/s (that is not repeated) and of a minor nature e.g. following, poking etc.	Bullying/Harassment	
Assessment - Submitting work as your own in the knowledge that it is not your work	Lying/cheating	

MAJOR BEHAVIOURS are those that:

- **Are referred directly to the Administration staff & require the involvement of school Administration and/or delegates**
- **Significantly violate the rights of others within school environment & put others / self at risk of harm.**
- **Constitutes the need to remove a student from an activity (classroom or playground)**
- **Constitute disrepute to the reputation or good order of the school**

Definition	One School behaviour category	Possible consequences and/or support strategies
Fighting or serious physical aggression • Major instances of not keeping hands and feet to self (e.g., punching, kicking, scratching, hair pulling, hitting with object etc.). • Physical aggression towards a staff member • Anti-social behaviours including dacking, hitting in genital area	Physical Misconduct	• Possible use of approved restraint. • Apology letter in own time or teacher scribe • Mediation/restitution • Contact parents/caregivers (teachers) • Action from Administration (suspension) • Possible QPS and external intervention • Replace, repair property /make restitution • Refer to external agencies / suspension • Time out within classroom • Buddy class • Lunchtime or afterschool detention organised by class teacher with parent permission • Action from Administration
Threats - Threats of physical harm made to a student or staff member	Threats to others	
Object (Physical Aggression) - One student threatening to make or makes serious physical contact upon an adult/student using an object. E.g. Picking up sticks/rocks or any other item and using to hurt an adult/student	Misconduct involving an object	
Negative Bystanders -Being an active bystander in a conflict by encouraging other students to become involved, filming the incident or encouraging students involved in a conflict	Other conduct prejudicial to the good management of the school	
Abusive/Inappropriate Language– Verbal messages that include swearing or using words in an inappropriate way in such a manner that the learning environment is significantly disrupted. (Different from Harassment/Discrimination). E.g. • Threatening adults and/or students • Continual use of disrespectful language • Emotionally assaulting/harming another person	Verbal misconduct	
Property misconduct (Own and others). E.g**.** vandalism, stealing, throwing furniture with intent	Property misconduct	
Smoking and substance abuse • Smoking, possessing tobacco or tobacco products or possessing illegal drugs • Non-prescription or prescription drugs • Possessing alcohol • Dangerous objects e.g. lighters, matches	Substance misconduct involving tobacco and other legal substances ***OR*** involving illicit substances	
Persistent refusal to complete work or engage in learning. E.g. Refusing to complete work despite support and redirection	Refusal to participate in the program of instruction	
Persistent disruptive behaviour affecting the learning of self and others • Extreme and persistent class disruption • Continually leaving the classroom and disturbing others	Disruptive	
Refusing to follow school routine despite redirection. E.g. • Leaving the learning environment where it requires admin/teachers to follow • Intentionally not attending time out room • Leaving the school grounds	Non-compliant with routine	
Refusing to respond to staff redirection e.g. • Persistent refusal of following instructions • Persistent defiance • Not accepting/following consequences	Defiant/threat to adults	
I.T. • Student uses I.T. devices to seriously affect themselves and/or others e.g. searching/viewing adult content, recording and/or sharing videos of others without permission, using school email inappropriately etc**.** • Use of a mobile phone or similar device at school that is intended to cause harm e.g. taking pictures without permission etc.	I.T. misconduct	
Bullying/sexual or racist harassment • Consistent harassment of particular student/s • Racism or Sexual harassment	Bullying/Harassment	
Assessment - Consistently submitting work as your own in the knowledge that it is not your work	Lying/cheating	

Below are some common examples of planned behaviour interventions used at East Ayr State School.

	Time out (including Buddy Class)	**Self-directed time**	**Detention**
Definition	Time out is a planned behaviour intervention. It is a behaviour strategy in which a student is taken from an activity and placed in a different, less-rewarding situation or setting whenever they engage in undesirable or inappropriate behaviour(s), the student is accompanied throughout the application of time out.	Self-directed time is sometimes called time away, chill out time or cooling off period. It is an informal behaviour support strategy that may be used as part of a planned behaviour support response. Self-directed time enables students to leave a stressful situation for supervised time alone and is often used to prevent escalation of behaviour.	A consequence that schools may use to address inappropriate student behaviour. At East Ayr SS, detentions are conducted during break times. A detention is defined as a loss of students own time as a consequence for not meeting expectations.
Locally agreed procedures	Time out during class time will be managed by the classroom teacher Students can be placed in Playtime Time out with Admin for Playground incidents.	Self-directed time occurs when the student: • recognises a situation may increase stress to them or lead to an escalation in their behaviour • requests permission to use self-directed time away from the classroom • leaves the classroom or educational activity without prompting or support • goes to a prearranged room or area e.g. a garden, quiet space, lounge room • is monitored at all times while they are having self-directed time • chooses to return to the classroom or educational activity as soon as they feel able to do so	• Either break • May be issued by all teaching staff • Maximum of 40 minutes • Detention should be used as a logical consequence and used to teach the student the appropriate way to meet his/her need. • Students must be provided with opportunity to eat and use the toilet • Failure to attend may be considered disobedience and recorded on OneSchool. The school Principal makes a decision about the appropriate course of action (Discipline Improvement Plan or suspension)
Reporting requirements	Contact with home if the behaviour constitutes a One School behaviour incident. Repeated use of Time Out or Buddy Class should constitute a One School incident and contact with home.	Record in PLP and agreed upon with parent/carer. Keep anecdotal records of student use and update each Term when reviewing students PLP.	Repeated use of detention should constitute contact with home and a record on OneSchool.

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 East Ayr 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. A suspension Fact Sheet can be found in Appendix 2.

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

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

Arrangements

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

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

Structure

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

Possible agenda:

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

Reasonable adjustments

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

School Policies

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

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

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

subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at East Ayr State School:

- **school staff accept responsibility for any property that has been confiscated** and must take reasonable steps to ensure the safety of the items. At East Ayr SS, it is recommended that staff lock items in their desk OR place items in the office.
- **consent is not required** to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- **consent is required** from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, principals or state school 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.**
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, principals or state school staff should seize the bag immediately and remove from the student's access **prior to seeking search consent** or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, principals and state school staff members are **not permitted to search student property** (e.g. a student's school bag) unless they have the consent of the student or their parent.
- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, principals or state school staff may need to search a student's property without the student's consent or the consent of the student's parents.
- principals or state school staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

Parents of students at East Ayr 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 East Ayr 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 East Ayr 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 Exemplar State College Code of Conduct
    - is illegal

    - puts the safety or wellbeing of others at risk
    - does not preserve a caring, safe, supportive or productive learning environment
    - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, East Ayr State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students. Throughout the curriculum, Information and Communication Technology (ICT) skills are taught across the curriculum.

Certain Personal Technology Devices Banned From School

Students must not bring valuable Personal Technology Devices (PTDs) like mobile phones, tablet, slate/laptop computers or wearable technology to school as there is a risk of damage or theft (NB: wearable technology that allows students to make calls, take photos, message others or connect to the internet must be not be worn unless prior school approval has been granted). East Ayr SS will provide appropriate technology for lessons that require the use of ICT. PTDs will be confiscated by school staff and may be collected at the end of the day from the school office. Breaches of this prohibition may result in disciplinary action.

We acknowledge that there are times when students need to ***contact parents in emergencies*** or to confirm a change of collection time after school. As per our policy, parents can leave a message for students between 8.45am and 3.00pm by phoning the office. Students in times of genuine emergency can contact parents by requesting to use the office phone.

Students should only use their PTDs before or after school once ***outside the school gates***. PTDs are not to be switched on in the school grounds.

Essential mobile phones are to be switched off and handed in to the office before school and collected at 3pm.

Should students leave their PTDs in their school ports, the school in the event of the loss, damage or theft of the device will ***accept no liability***.

Should students choose to use their PTDs during school hours; students will be issued with a major consequence. PTDs are not to be used to make phone calls/TXT messages during class time. If a PTD is used in this time it will be confiscated, secured in the front office and returned to the student at the end of the school day.

The office will take no responsibility if a student forgets to collect the above items from the office by the designated time.

Responsibilities for use of school ICT

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

- 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

East Ayr SS uses current research to inform our approach to address bullying. Our practice is informed by a literature review by Australia's Safe and Supportive School Communities Working Group (full snapshots found at www.bullyingnoway.gov.au/bullying-research).

The national definition of bullying for Australian schools says:

Bullying - Definition

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 East Ayr State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

East Ayr State School - Approach to Bullying

We use a whole school, multi-pronged approach to bullying that encompasses preventive and reactive approaches.

Preventative approaches

Our preventive measures sit within each of the key areas of our Student learning And Wellbeing Framework; Classroom, Whole School and Homes and Communities.

Classroom

- ***Classroom climate & teacher-student relationships*** - In every classroom, East Ayr SS promotes a strong teacher-student relationship that promotes connectedness and belonging.
- ***Explicitly teaching of social and emotional skills*** - We have developed a locally agreed Student Learning and Wellbeing Framework (SLAWF) that aims to develop healthy and confident people. This includes explicit teaching of personal and social skills delivered through the Health Curriculum. Our SLAWF also addresses the social-ecological context of relationships by addressing the individual, their relationships and whole school and community context.
- ***Explicitly teach East Ayr "5"*** during appropriate Health units and on National Day of Action against Bullying and Violence (see Appendix 3)
- ***Classroom artefacts*** – every classroom displays East Ayr 5 and our locally agreed student bullying flowchart (see Appendix 4).

School

- ***Professional learning*** - staff are provided with professional learning on bullying. This includes evidence-based practices for preventing and responding to bullying, early warning signs and locally agreed procedures.
- ***National Day of Action*** - In February, we participate in National Day of Action against Bullying and Violence and use the day to ensure all community members understand bullying and our approach to bullying.
- ***Response to data & feedback*** - We use data (ODR, School Opinion survey, student council) to evaluate and recommend improvements to our environment. This is done within the Wellbeing Team.

Homes and Communities

Parental involvement is a key element to address bullying. East Ayr SS aims to accommodate parental involvement by:

- A clearly communicated bullying process
- Respectful teacher-parent relationships that encourage open communication
- A commitment to take allegations seriously and investigate any concerns/issues
- Staff accept the responsibility to accommodate parental involvement as much as feasible to develop a long-lasting solution

Responsive approaches

The primary aim of the school's response is to restore a positive learning environment for all students. Positive responses are based on the understanding that children and young people are in the process of learning how to be a member of the school and wider community. Responses to bullying must go beyond punishment and responses need to address all those involved (bullied, bully, bystander) and address social-ecological and environmental concerns.

The flowchart on the next page explains the actions East Ayr 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.

Plan of action - When instances of bullying are identified, a plan of action will need to be established and recorded on OneSchool (as stated in the flowchart). At East Ayr SS, staff consider a variety of strategies and select the most appropriate strategy for the situation. These include (but not limited to):

- **Mediation -** This process employed in a small minority of suitable cases requires the unforced cooperation of both the person who has been engaging in bullying and the target of the bullying in seeking a solution using the services of a mediator.
- **Restorative Approaches -** These involve getting the bully, sometimes termed the 'offender' or 'perpetrator' to reflect upon his or her unacceptable behaviour, experience a sense of remorse and act to restore a damaged relationship with both the victim and the school community. This may take place (i) at a meeting with just the bully and the victim (ii) with a group or class of students involved in bullying behaviour or (iii) at community conference attended by those involved in the bullying plus significant others such as parents.
- **The Method of Shared Concern** - this is also a non-punitive approach. It is used for working with groups of students who are suspected of bullying someone. The practitioner begins by interviewing the suspected bullies individually, sharing a concern for the victim and inviting a helpful response to the problem. Subsequently the victim is interviewed and offered support. The possibility of the victim having provoked the bullying is also explored. When progress has been ascertained, a meeting is held with the suspected bullies as a group to plan how the problem might be resolved. They are subsequently joined by the victim and an agreed solution is negotiated.

Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher
Prep to Year 3 – Mrs Scott
Year 4 to 6 – Mr Ricketts

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

- **Evaluate the information to determine if bullying has occurred** or if another disciplinary matter is at issue
- Make a time to meet with the student to discuss next steps
- Ask the student what they believe will help address the situation
- Provide the student and parent with information about student support network
- Agree to a plan of action and timeline for the student, parent and yourself

Day four Implement

- Document the plan of action in OneSchool as a Support Provision “Bullying Action Plan”
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

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

Ongoing Follow up

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

Cyberbullying

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

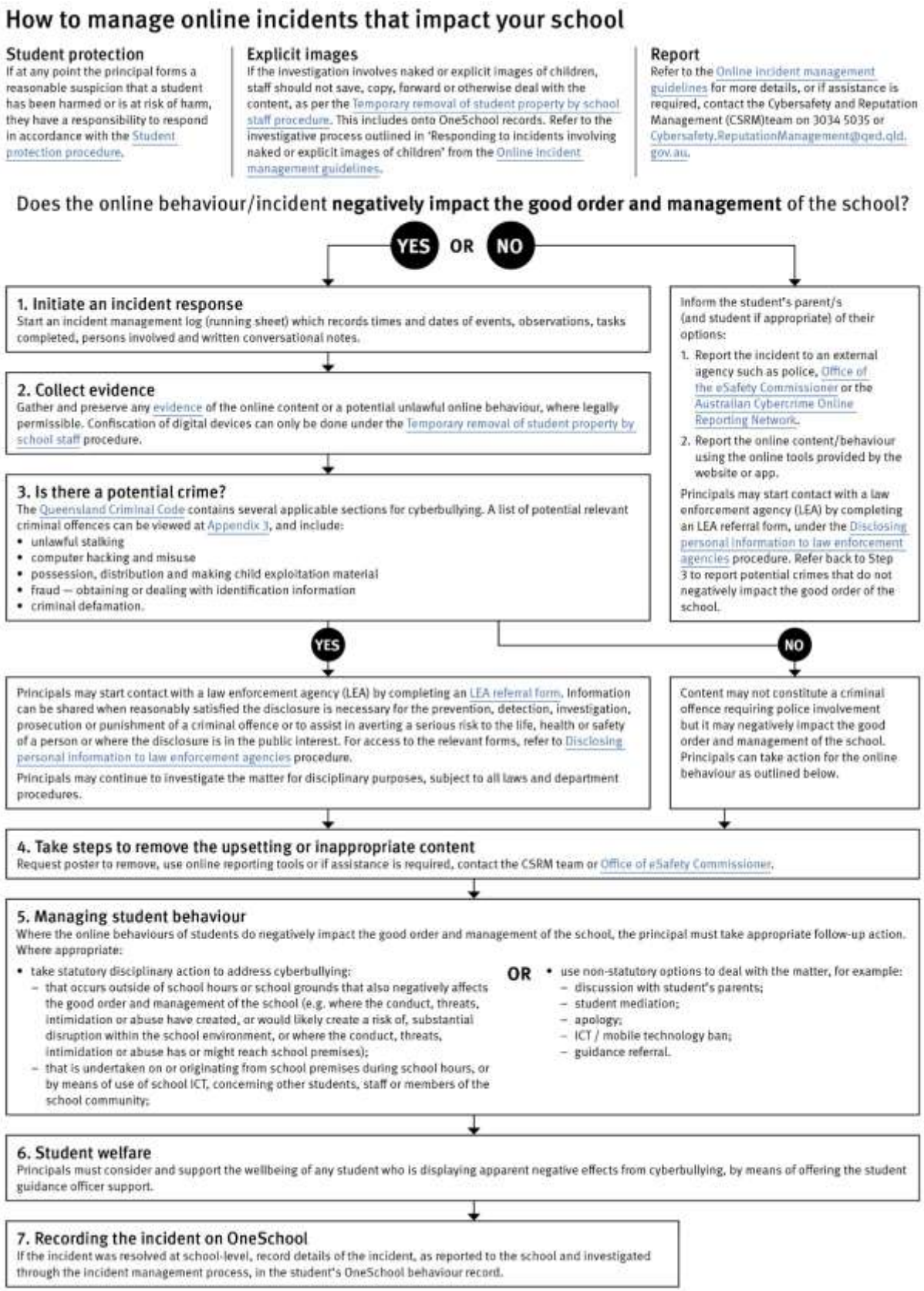
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. Additionally, a Deputy Principal can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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 East Ayr 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 a Deputy Principal.

East Ayr State School - Cyberbullying response flowchart for school staff



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

East Ayr 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. 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 East Ayr 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 withdrawal from social events or celebrations or more severe punishments such as suspension or exclusion from school.

Appropriate use of social media

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

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

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

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

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

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

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

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

Keep comments calm and polite, just as you would over the telephone or by email. If you encounter negative or derogatory content online which involves the school,

hinders a child's learning and/or affects the school community at large, contact the school principal.

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

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

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

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

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

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

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

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

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

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

Definitions of all the types of restrictive practices can be found at the bottom of this section.

Types of Restrictive Practices

- ***Physical restraint***: The use of physical force to prevent, restrict or subdue movement of a person's body or part of their body. Physical restraint is implemented to prevent the risk of foreseeable harm to the student themselves and other people. Physical restraint will usually be implemented in a dynamic situation when despite attempts by school staff to respond to and de-escalate the behaviour, there continues to be foreseeable risk of harm to the student themselves or others.

- ***Seclusion:*** The solitary confinement of a student in a room or area from which their exit is prevented by a barrier or another person. Seclusion may also include situations where a student is left alone in a room or area and reasonably believes they cannot leave that room or area even if they would physically be able to. Seclusion can only be used in an emergency and must be discontinued as soon as the risk abates. Schools will not have designated seclusion rooms or areas.
  Seclusion occurs:
    - when the student is taken and put in a room or area that they are unable to leave or believe they cannot leave;
    - if there is no adult in the room or area with the student who is secluded;
    - when staff are observing the student from outside of the room or area;
    - if the student is only able to leave the room or area when staff permit them to do so.

  Note: if a student is placed in a tent or other similar piece of equipment and they are unable to leave that tent the practice may meet the definition of seclusion.

- ***Mechanical restraint***: The restraint of a person by the application of a device to the person's body, or a limb of the person to restrict the person's movement.

- ***Containment***: Containment is a planned restrictive practice that involves a single student in a room or area for the purpose of engaging in learning. The room is secured by a fob key system and the student's free exit is impeded. The student is always accompanied in the room, by at least one adult and the student is not left alone in that room or area.

- ***Clinical holding***: Clinical holding is planned restrictive practice that occurs when staff employ, when necessary, pre-arranged strategies and methods (of physical restraint) that are necessary and in the best interests of the student, based upon an assessed need and agreed in advance in order to provide essential healthcare or personal care. Clinical holding is prescribed by the appropriately qualified health professional.

  NB: The restrictive practices of containment, mechanical restraint and clinical holding are only to be used within Queensland State Schools when accompanied by an ***Individual Student Safety Plan*** *and an* ***Individual Behaviour Support Plan*** *and all staff will be aware of any students with these plans in place.*

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.

If a severe incident occurs in a classroom, staff will give another student the RED CARD (All staff will have been issued with one) and send them with it to the office immediately. A member of the administration will directly attend to this emergency.

Examples	Non-examples
▶ Student is knocking over/throwing furniture ▶ Student is climbing up poles/balconies ▶ Student has left class without permission and not returned ▶ Stranger is wandering through the school ▶ Person is having a medical emergency	▶ Student is refusing to complete work ▶ Student is making noises that distract other students ▶ Student will not sit on the floor for class reading ▶ Student refuses to follow directions but is not disrupting the learning of others

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

1. Avoid escalating the problem behaviour: Avoid shouting, cornering the student, moving into the student's space, touching or grabbing the student, sudden responses, sarcasm, becoming defensive, communicating anger and frustration through body language.

2. Maintain calmness, respect and detachment: Model the behaviour you want students to adopt, stay calm and controlled, use a serious measured tone, choose your language carefully, avoid humiliating the student, be matter of fact and avoid responding emotionally.

3. Approach the student in a non-threatening manner: Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully,

minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

4. Follow through: If the student starts displaying the appropriate behaviour briefly acknowledge their choice and re-direct other students' attention towards their usual work/activity. If the student continues with the problem behaviour, then remind them of the expected school behaviour and identify consequences of continued unacceptable behaviour.

5. Debrief: At an appropriate time when there is low risk of re-escalation, help the student to identify the sequence of events that led to the unacceptable behaviour, pinpoint decision moments during the sequence of events, evaluate decisions made, and identify acceptable decision options for future situations.

Related Procedures and Guidelines

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

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

Resources

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

Appendices

Appendix 1: Roles and Responsibilities

EASS Classroom Teacher Responsibilities

QED 1. P-12 Curriculum, assessment and reporting framework 2. Student learning and wellbeing framework 3. Parent & community engagement framework 4. Inclusive education **APST** 1. Know students and how they learn 2. Know the content and how to teach it 3. Plan for and implement effective teaching and learning 4. Create and maintain supportive an safe learning environments 5. Assess, provide feedback and report on student learning 6. Engage in professional learning 7. Engage professionally with colleagues, parents/ carers and the community **NSIT** 1. Explicit improvement agenda 2. Analysis and discussion of data 3. A culture that promotes learning 4. Targeted use of school resources 5. An expert teaching team 6. Systematic curriculum delivery 7. Differentiated teaching and learning 8. Effective pedagogical practices 9. School-community partnerships	Classroom	**Implement the EASS Planning and Pedagogy Framework** • Curriculum Clarity • Gradual Release • Monitor Learning • Evidence based instruction **Implement the EASS Student Learning and Wellbeing Framework** • Strengthen student's connection and sense of belonging to our school. • Explicitly teach Personal and Social Capabilities through the Health Curriculum and embed across curriculum areas. • Teachers act on social and emotional concerns by: • Collaborating with parents/carers. • Referring on-going/serious concerns to the Guidance Officer and Support Team (though OneSchool – Student Profile – Support – Referrals and Reports) **Use the EASS Student Code of Conduct to:** • Use locally agreed procedures to create a safe, respectful and disciplined learning environment. • Use the school expectations to collaboratively set and maintain classroom procedures (display in classroom). • Teach appropriate student behaviour in the setting it will be used. • Be consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account. Inappropriate behaviours are clearly articulated in the Student Code of Conduct. • Utilise the Chook Reward program to shape behaviour. • Monitor attendance and when absences reach 3 consecutive days or a regular pattern emerges, make contact with parents/carers to seek to understand reasons for absences and offer support. **Plan for and demonstrate Inclusive practices** • Use support plans and Individual Curriculum plans to make and document reasonable adjustments to enable greater access to the curriculum. • Direct and target resources to achieve increased learning and engagement.
	School	**Curriculum, Teaching and Learning** • Engage professionally with colleagues & management. • Contribute to PLC planning and problem solving. **Student Learning & Wellbeing Framework** • Actively support whole school initiatives to develop students Personal and Social Capabilities. **Student Code of Conduct** • Engage and contribute to feedback and review processes. **Extra-Curricular areas** • Contribute to areas of personal and student interest.
	Home & Communities	**Establish and maintain effective relationships with parents/ carers and other agencies for:** • Achievement & progress • Behaviour & wellbeing • Community events and carnivals • Personal and social development • Cultural understanding • Understanding of disability and diverse learning needs.

East Ayr State School Support Team Responsibilities	Classroom	School	Community

	Explicitly Teach Reading and Writing
	• P-3 reading groups - 4 Lesson Sequence
	
	Curriculum, Teaching and Learning
	• Work in classrooms to support student learning
	  o Differentiated, focused and intensive teaching
	• Monitor learning/evidence of success to plan next steps for teaching and learning (targeting teaching for class and students)
	• Document support provisions on OneSchool to reflect student needs and intervention
	
	Analysis and discussion of data
	• Apply assessment strategies to diagnose learning needs
	• Provide timely and effective feedback to students about their learning
	
	Student Learning and wellbeing framework
	• Work with colleagues to create learner profiles that reflect student learning and support needs
	• Spend time in classrooms to build relationships and trust with staff and students.
	
	Student Code of Conduct
	• Use the essential skills of classroom management to engage students in purposeful activities
	
	Inclusive practices
	• Provide independent or focused groups support for students with a verification or awaiting verification
	• Work with colleagues to enact support plans
		Curriculum, Teaching and Learning
		• Work with colleagues to complete curriculum clarity processes, including ICPs.
		• Support colleagues to select and apply effective strategies to teach with a literacy focus.
		• Work with colleagues to review current teaching and learning to provide effective student feedback and next steps for classroom instruction.
		• Work with colleagues to construct accurate, informative and timely reports on student progress.
		
		Student Learning and wellbeing framework
		• Model effective practice and support colleagues to implement strategies that engage and support all students.
		• Initiate and engage in professional discussions with PLC's to improve student learning and wellbeing.
		
		Inclusive practices
		• Collect and use data to develop and maintain a data wall that represents our students support needs.
		• Work with colleagues to develop support plans that address adjustments required to improve student learning and wellbeing.
		  • PLP, ESP, BSP, focus plan, intensive plan, ICP
		• Model and support colleagues to implement support plans and inclusive practise.
		• Work with colleagues to evidence, review and evaluate support plans.
		
		Reading and Writing
		• Provide coaching and mentoring within the 4 lesson sequence and TWLF.
		• Work with colleagues to use data outlined in the whole school assessment plan to evaluate teaching, learning and identify interventions.
		• Initiate and engage in professional learning to improve student achievement.
			Create and maintain a network of support for:
			• Improved learning outcomes
			• Greater student wellbeing
			• Improved health outcomes
			• Better behaviour
			• Smooth transitions
			
			Extra- Curricular Activities and Events
			• Book Week
			• National Simultaneous Story time
			• Readers Cup
			• Digital library

Appendix 2: School Disciplinary Absences - Fact Sheets

Fact sheet
Suspension
1–10 school days and 11–20 school days

A principal of a state school at which a student is enrolled may suspend the student from the school if they are reasonably satisfied a ground exists for the suspension.

Any decision by the principal to suspend a student from school, regardless of the length of time, is a very serious disciplinary action.

Grounds for suspension

As per the *Education (General Provisions) Act 2006*, each of the following is a ground for suspension:

- disobedience;
- misbehaviour;
- conduct that adversely affects, or is likely to adversely affect, other students;
- conduct that adversely affects, or is likely to adversely affect, the good order and management of the school;
- the student's attendance at the school poses an unacceptable risk to the safety or wellbeing of other students or of staff;
- the student is charged with a serious offence (as defined in the *Working with Children (Risk Management and Screening) Act 2000)* (refer to Fact sheet – Charge-related suspension);
- the student is charged with an offence, other than a serious offence, and the principal is reasonably satisfied it would not be in the best interests of other students or staff for the student to attend the school while the charge is pending (refer to Fact sheet – Charge-related suspension).

Key information

- Principals are the only staff members with the power to make a decision about the use of suspension for an enrolled student.
- Principals may authorise a deputy principal, head of school or head of campus to tell a student and parent of their decision to suspend.
- Conduct that adversely affects, or is likely to adversely affect, other students, or the good order and management of the school may be a ground/s for suspension even if the conduct does not happen on school premises or during school hours.
- Suspensions must be completed in the current school year.
- The suspension takes effect from the time the principal or authorised officer tells the student and their parent about it.

Principals

- ✔ Must be able to justify the ground for suspension with comprehensive explanation and evidence, explaining how the student's behaviour specifically meets the identified ground/s.
- ✔ Ensure the student and parent are offered the opportunity to discuss the allegations and respond if they choose prior to the principal making a disciplinary decision.
- ✔ Ensure a school staff member is appointed as the contact for the student and parent while the suspension is in effect and ensures student and parent are advised of the contact information for this person.
- ✔ Take reasonable steps to arrange for the student's access to an educational program that allows the student to continue the student's education during the suspension.
- ✔ Use only the letters and approved forms available in OneSchool.
- ✔ For 11–20 school day suspensions, provide details about making a submission against the suspension decision to the Director-General or delegate with the written notice.
- ✔ Ensure signed copies of the decision notice (approved forms) and supporting materials relating to the school disciplinary absence decision are uploaded in OneSchool.
- ✔ If the parent advises that they are ending the enrolment of their child at the school, they must be advised that the suspension (and therefore the enrolment) will remain in effect until the suspension has been completed.

Students

- ✔ Can make an **appeal submission to the Director-General or delegate** against 11–20 school day suspension decisions.
- ✖ May not attend any state school or any school activity while suspended. Parents are responsible for their children during the period of suspension.
- ✖ While on suspension, must maintain their enrolment at the school until the suspension has expired.

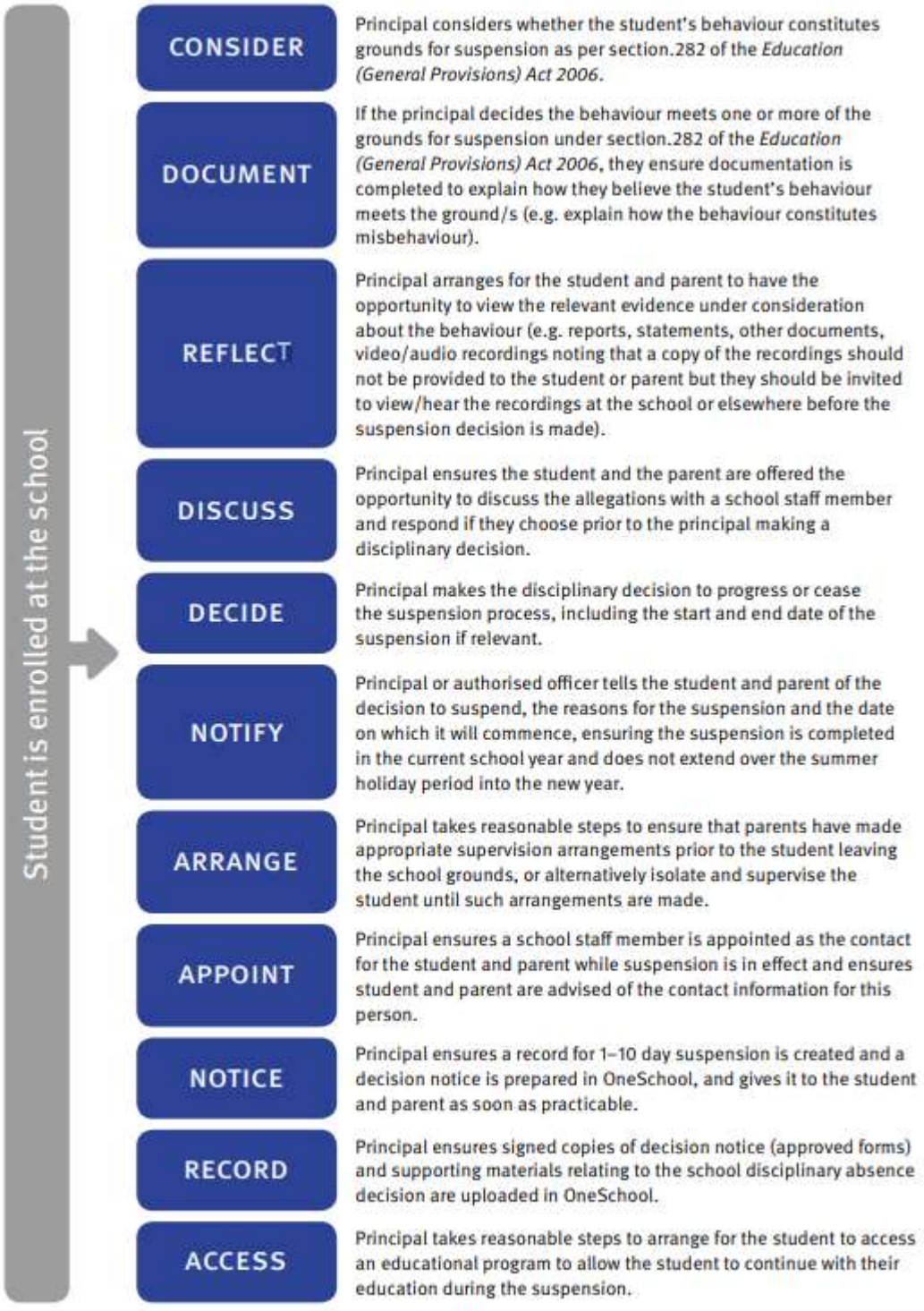
Resources

- Code of Conduct for the Queensland Public Service
- Department of Education standard of practice
- Enrolment in state primary, secondary and special schools
- Ombudsman Good Decision-Making Guide
- Student discipline procedure
- Fact sheet – Student Code of Conduct
- Fact sheet – Charge-related suspension
- Principal guidelines – student discipline

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

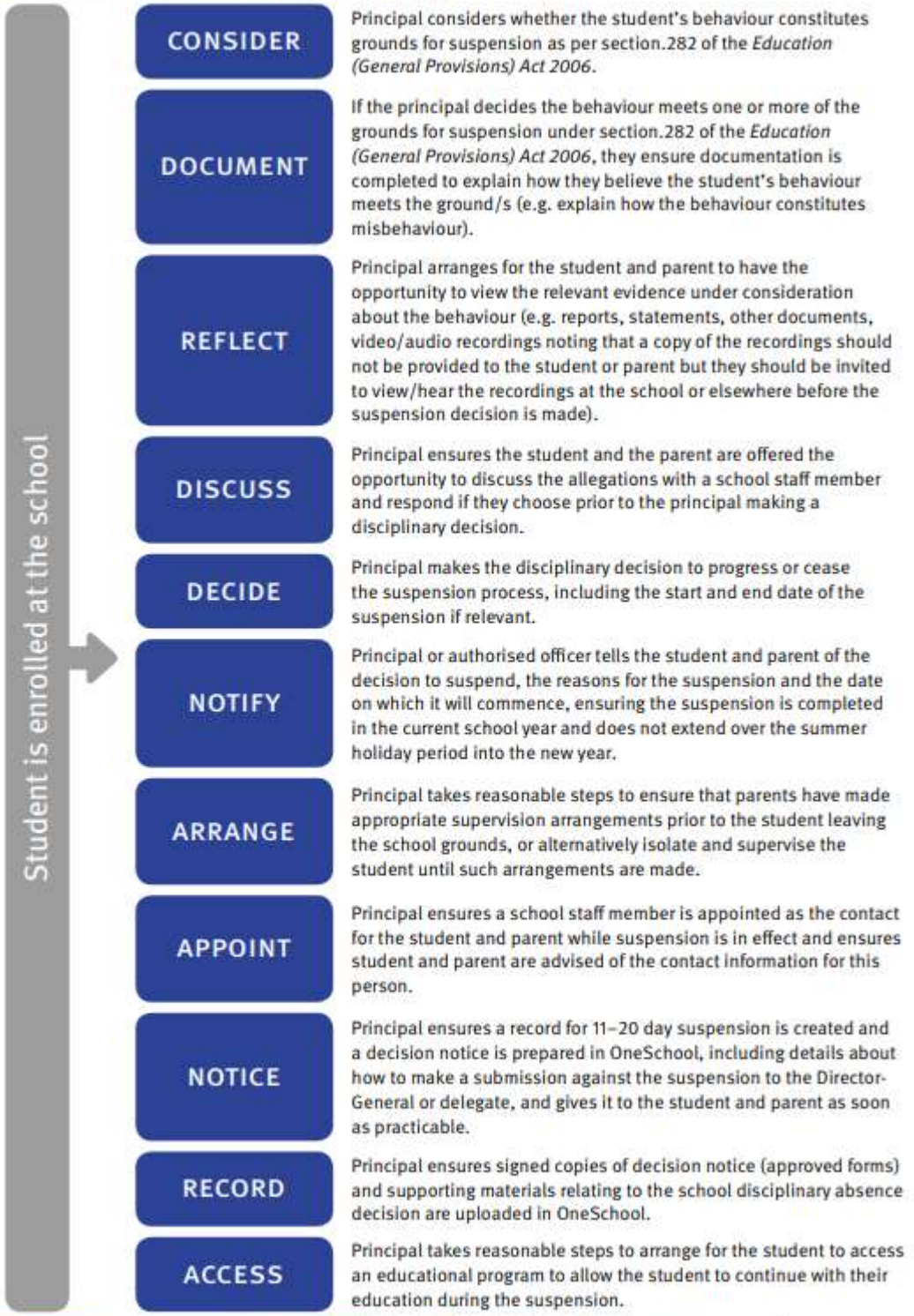
Queensland Government

Flowchart: Suspensions (1–10 days)

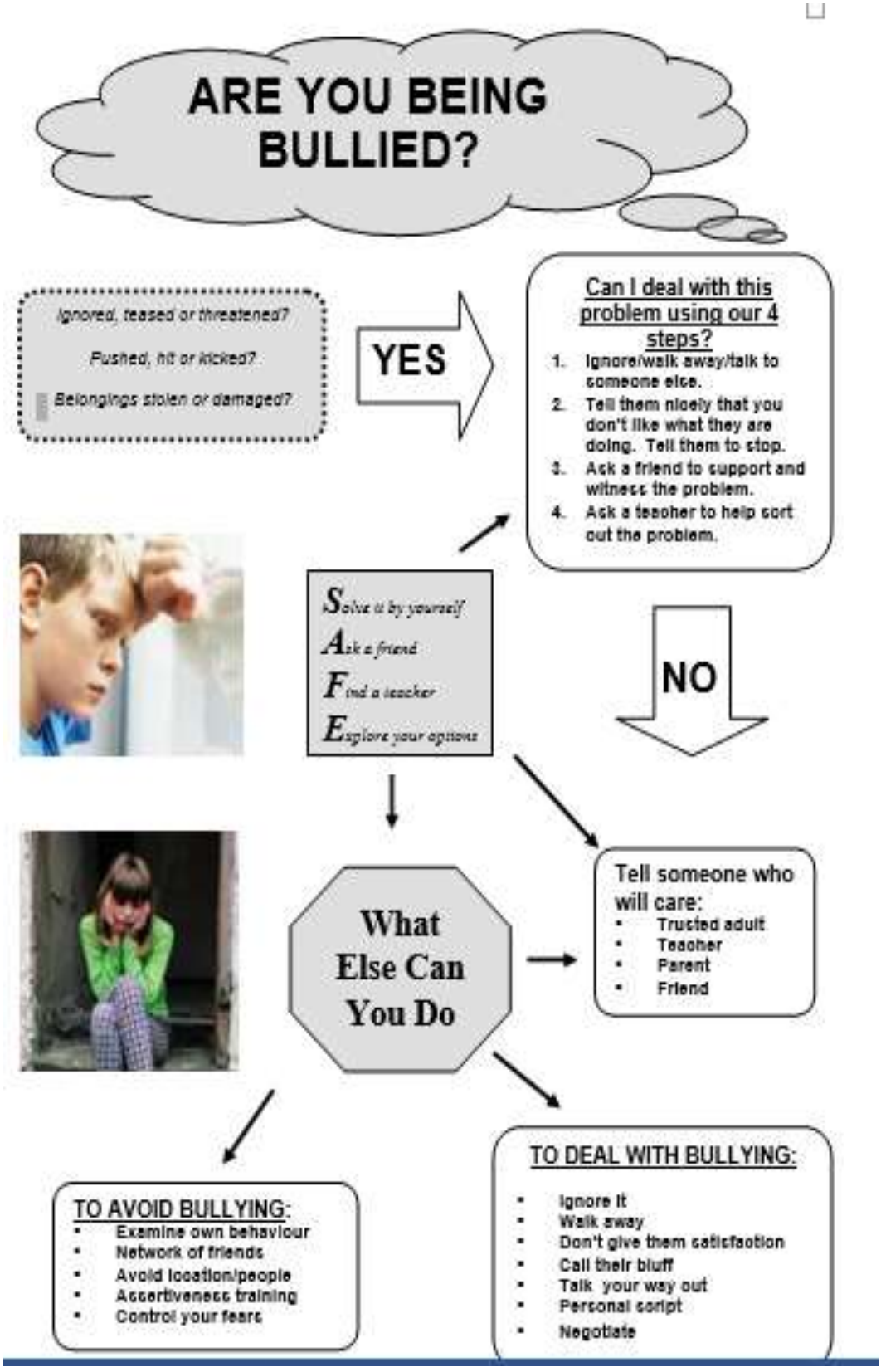


Queensland Government

Flowchart: Suspensions (11–20 days)



Queensland Government

Appendix 3: East Ayr 5

Appendix 4: Student Bullying Flowchart