



Toogoolawah State School

Student Code of Conduct

2025-2028

Every student succeeding

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

Queensland Department of Education
State Schools Strategy 2019-2023

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Endorsement

Principal Name:	Garry Hutchinson
Principal Signature:	
Date:	8 August 2025
P/C President and-or School Council Chair Name:	Bruce Webber
P/C President and-or School Council Chair Signature:	
Date:	8 August 2025

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Purpose

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

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

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

Principal's Foreword

At Toogoolawah State School we provide relevant and engaging learning for all students, whilst maintaining a strong focus on expected behaviours and the positive development of the whole student.

Our school is a safe, enjoyable, focused and supportive place of learning. The school takes pride in having high expectations in terms of student behaviour and learning achievement. We recognise we are preparing students for varied and every changing futures.

Our school works together with the local community to create a vibrant and productive learning establishment for all residents of the Toogoolawah area.

Our Motto "Success through effort"

Our Culture At Toogoolawah State School we "make a difference". Our school is a teaching and learning environment in which every student is valued, engaged and successful, going on to live a life of choice, not a life of chance.

Vision Our vision at Toogoolawah State School is to challenge and inspire all of our students to value learning. As a school community, in partnership with our parents and carers, we engage in teaching the necessary academic and life skills that will support our students to be responsible and productive citizens. These skills will be empower them to participate in and contribute to society, demonstrating our school's core values of being safe, respectful, lifelong learners.

Values Be Safe, Be Respectful, Be a learner.

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

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

Data Overview

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

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

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

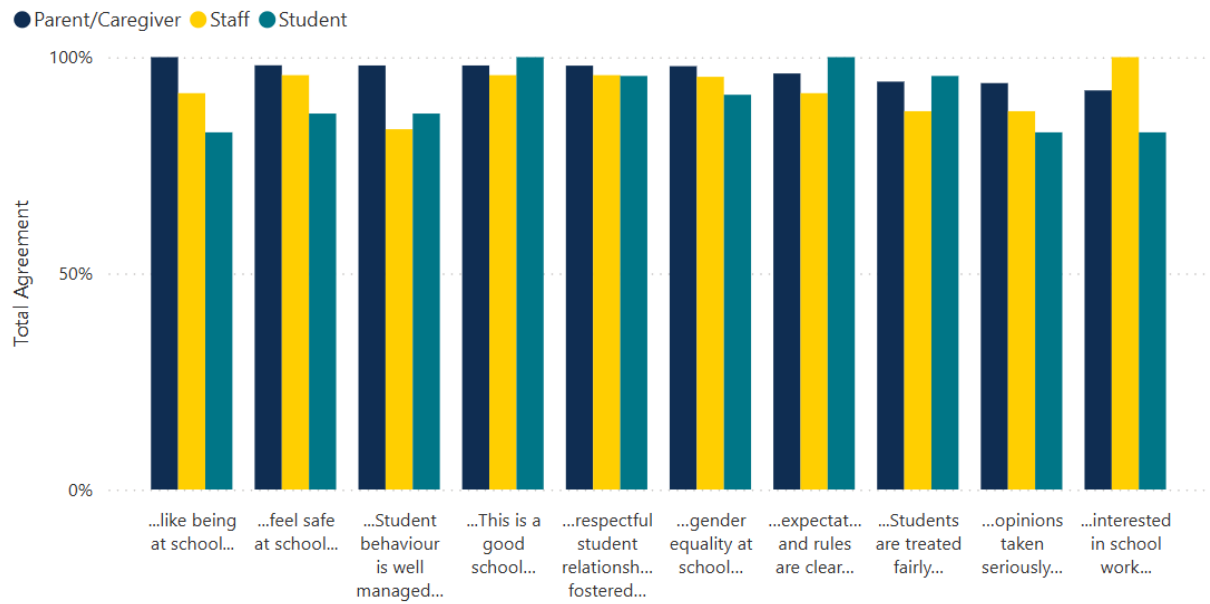
Opinions on the school as a workplace are sought from all school staff and principals. There are additional questions for teaching staff on their confidence to teach and improve student outcomes. Principals are also asked about their confidence to lead the school and improve student outcomes.

There are four different confidential surveys for

- parents
- students
- staff
- principals.

For more information, refer to [frequently asked questions](#) page.

School Opinion Survey - 2024



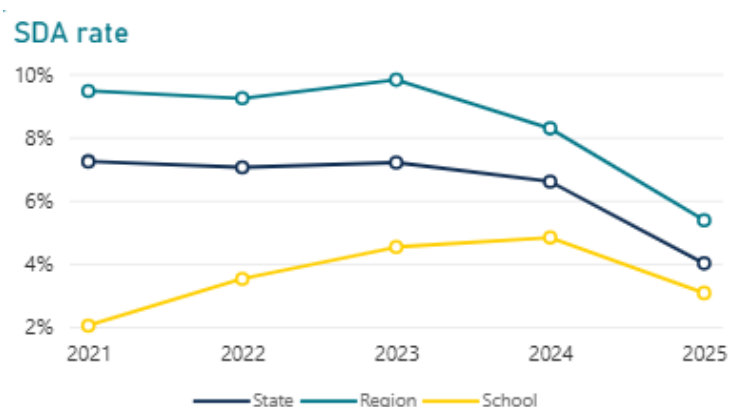
Question	Parent/Caregiver	Staff	Student
...like being at school...	100.0%	91.7%	82.6%
...feel safe at school...	98.1%	95.8%	87.0%
...Student behaviour is well managed...	98.1%	83.3%	87.0%
...This is a good school...	98.1%	95.8%	100.0%
...respectful student relationships fostered...	98.0%	95.8%	95.7%
...gender equality at school...	97.9%	95.5%	91.3%
...expectations and rules are clear...	96.2%	91.7%	100.0%
...Students are treated fairly...	94.3%	87.5%	95.7%
...opinions taken seriously...	94.0%	87.5%	82.6%
...interested in school work...	92.3%	100.0%	82.6%

School Disciplinary Absences (SDA)

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

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

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



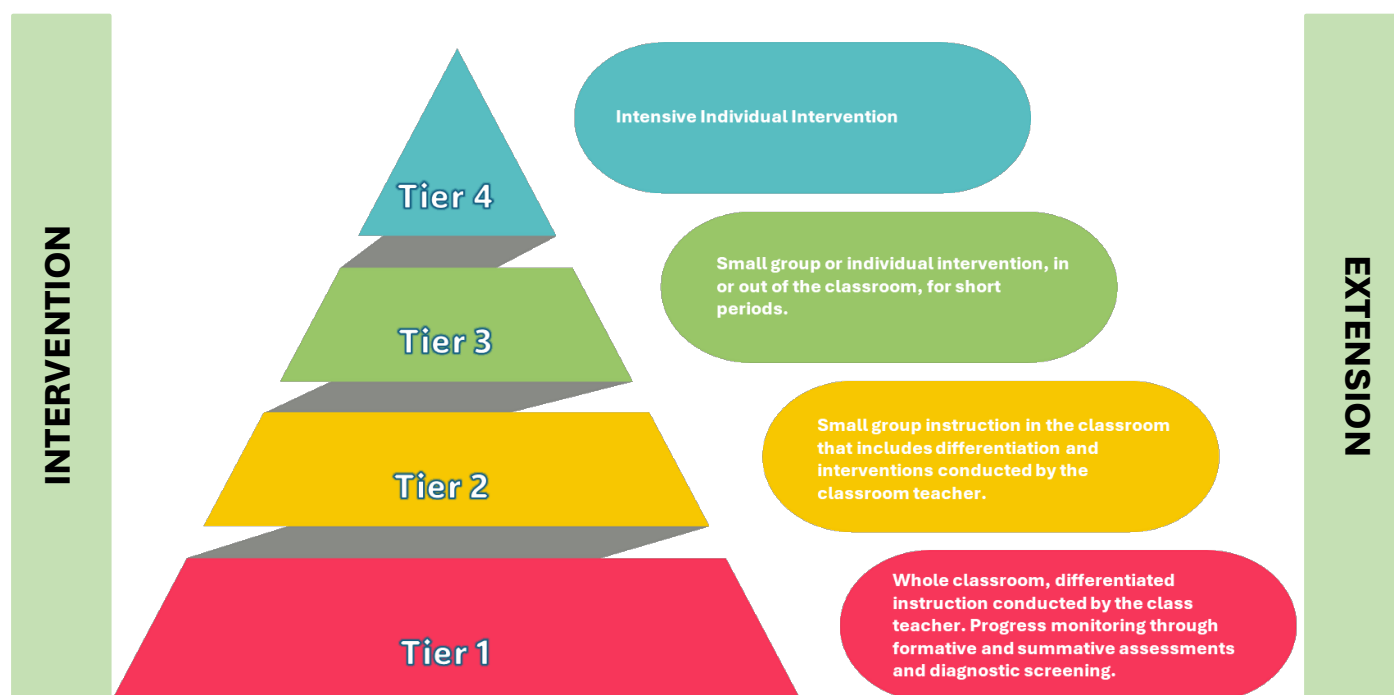
Year, Semester	Short Suspension	Long Suspension
2021, SEM1	4	0
2021, SEM2	3	0
2022, SEM1	2	0
2022, SEM2	8	0
2023, SEM1	5	1
2023, SEM2	10	0
2024, SEM1	11	0
2024, SEM2	14	0
2025, SEM1	9	0

Learning and Behaviour Statement

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

Multi-Tiered Systems of Support

Toogoolawah 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. Our Toogoolawah Academic Support Model (below) clearly outlines a whole school approach to differentiation that supports the individual needs of students allowing for reasonable adjustments to teaching, curriculum and assessment.



Criteria		
Tier	Intervention	Extension
4	<ul style="list-style-type: none"> English; Mathematics – E LOA Reading – low achievement in Dibels PLD – 3+ years below yr lvl stage NAPLAN – ‘Needs additional support’ No progress in Tier 3 	<ul style="list-style-type: none"> English; Mathematics – A LOA PLD – 2+ years above yr lvl stage Reading – A LOA in Read Comp. assessment NAPLAN – ‘Exceeding’
3	<ul style="list-style-type: none"> English; Mathematics – D/E LOA Reading – at risk achievement in Dibels NAPLAN – ‘Developing’ PLD – 1-2 yrs below yr lvl stage 	<ul style="list-style-type: none"> English; Mathematics – B/A LOA PLD – 1-2 years above yr lvl stage Reading – A LOA in Read Comp. assessment NAPLAN – ‘Strong’/‘Exceeding’

Consideration of Individual Circumstances

Staff at Toogoolawah 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.

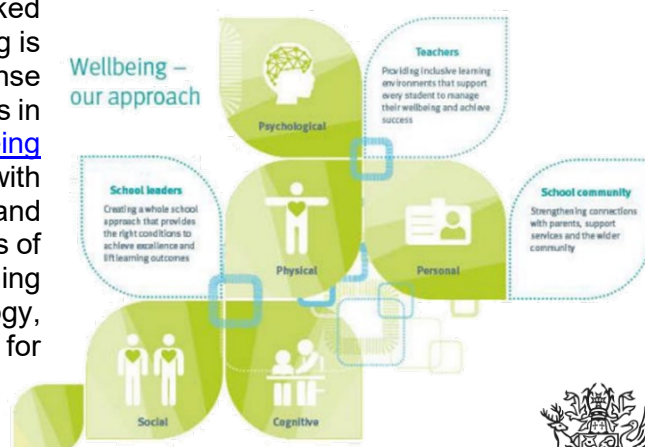
Our teachers are also obliged by law to respect and protect the privacy of individual students, so while we understand the interest of other students, staff and parents to know what punishment another student might have received, we will not disclose or discuss this information with anyone but the student's family. This applies even if the behavioural incident, such as bullying, involves your child. You can be assured that school staff take all matters, such as bullying, very seriously and will address them appropriately. We expect that parents and students will respect the privacy of other students and families.

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

Student Wellbeing

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

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



Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes.

Policy and expectations

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

Drug education and intervention

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

Specialised health needs

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

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

Medications

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

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

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

Mental health

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

Suicide prevention

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

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

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

Suicide postvention

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

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

Student Support Network

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

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

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

Role	What they do
Guidance Officer	<ul style="list-style-type: none">• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting• assists students with specific difficulties, acting as a mediator or providing information on other life skills• liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Social Worker	<ul style="list-style-type: none">• Undertake evidence based assessments and interventions relating to student mental health, wellbeing and engagement at school.

	<ul style="list-style-type: none"> • Support families and the community with student mental health, wellbeing and engagement at school. • Refer, support engagement, and coordination of services to students and their families when accessing external agencies for support. • Build strong partnerships with families and the school community. • Participate in inter-agency networks relevant to the social work role.
Youth Support Coordinator	<ul style="list-style-type: none"> • provides individual and, at times, group support to students to assist their engagement with education and training • support students to overcome barriers to education such as <ul style="list-style-type: none"> ○ attendance at school ○ relationships/social skills ○ conflict with family/peers/teachers ○ social/emotional/physical wellbeing.

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

Whole School Approach to Discipline

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

PBL is an evidence-based framework used to:

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

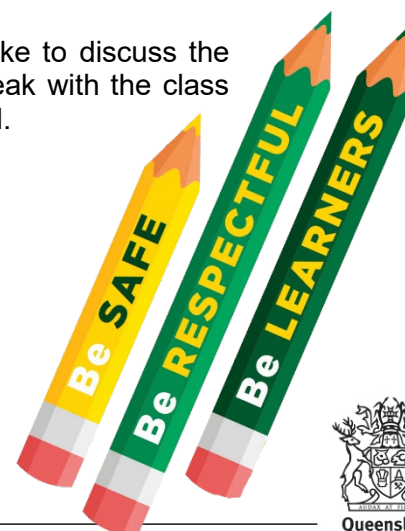
At Toogoolawah State School we believe discipline is about more than punishment. It is a word that reflects our belief that student behaviour is a part of the overall teaching and learning approach in our school. Our staff take responsibility for making their expectations clear, for providing supportive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

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

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations in place for students, Be Safe, Be Respectful, Be a Learner.

The Toogoolawah State School Student Code of Conduct reflects upon inclusive and positive interactions with students, orderly and workable routines, negotiating clear expectations with students and addressing discipline issues responsibly, promptly and fairly. The student code of conduct ensures student wellbeing and safety within school, as well as promoting the safe, responsible and ethical use of ICT in learning and teaching.

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



PBL Expectations

Our Toogoolawah State School community work to achieve our potential by being Safe and Respectful Learners.

Every classroom in our school uses the PBL Expectations Matrix, illustrated below, as a basis for developing their behaviour standards. Using this matrix, the class teacher works with all students to explain exactly what each of the expectations look, sound and feel like in their classroom. The completed matrix is on display in every classroom, used as the basis of teaching expectations throughout the year and revisited regularly to address any new or emerging issues.

Behaviour Matrix		
Be Safe	Be Respectful	Be A Learner
<p>At all times:</p> <ul style="list-style-type: none"> I can walk on concrete. I can use equipment correctly. I can be in the right place at the right time. I can keep my hands, feet and objects to myself. I can ask permission to leave the area. 	<p>At all times:</p> <ul style="list-style-type: none"> I can use my manners. I can listen to the speaker. I can speak politely. I can use whole body listening. I can take turns. I can follow instructions. 	<p>At all times:</p> <ul style="list-style-type: none"> I can have a go. I can be persistent and keep trying. I can be organised. I can accept feedback and support.
<p>Before School:</p> <ul style="list-style-type: none"> I can sit in the designated area. I can wait to be released to play. I can report to the office if I am late. 	<p>Before School:</p> <ul style="list-style-type: none"> I can talk quietly and respectfully with others. 	
<p>In my Learning Areas:</p> <ul style="list-style-type: none"> I can move appropriately. I can sit safely. I can use equipment safely. I can pack equipment away when I am finished. 	<p>In my Learning Areas:</p> <ul style="list-style-type: none"> I can put my hand up to speak. I can use my inside voice. I can ask permission to borrow equipment. I can allow one person to speak at a time. I can keep my learning area tidy. 	<p>In my Learning Areas:</p> <ul style="list-style-type: none"> I can have necessary equipment. I can set clear learning goals and aim high. I can work to achieve my goals. I can ask for help. I can be an active class member.
<p>When I am transitioning to a different area:</p> <ul style="list-style-type: none"> I can move quietly. I can stay with my partner. I can walk in two lines with my class. 	<p>When I am transitioning to a different area:</p> <ul style="list-style-type: none"> I can return equipment when I am finished. I can line up quietly at the designated area. 	<p>When I am transitioning to a different area:</p> <ul style="list-style-type: none"> I can finish play, go to the toilet and get a drink at the first bell. I can be lined up by the second bell.
<p>When I am eating:</p> <ul style="list-style-type: none"> I can eat my own food. I can stay seated. I can eat my healthy choices first. 	<p>When I am eating:</p> <ul style="list-style-type: none"> I can wait to be released by an adult. I can use my quiet voice. I can hold my rubbish until I am released. 	
<p>At Play Time:</p> <ul style="list-style-type: none"> I can wear my hat. I can handle tough situations safely. 	<p>At Play Time:</p> <ul style="list-style-type: none"> I can play by agreed rules. I can encourage others to join in. 	<p>At Play Time:</p> <ul style="list-style-type: none"> I can show good sportsmanship. I can play appropriate games for school.
<p>At the Toilets:</p> <ul style="list-style-type: none"> I can use the toilet by myself. I can wash my hands. I can use the toilet and paper as intended. I can report damage. 	<p>At the Toilets:</p> <ul style="list-style-type: none"> I can respect others' privacy. I can keep the area clean. I can go quickly and then straight back to class. 	
<p>After School:</p> <ul style="list-style-type: none"> I can know how I'm getting home. I can report to the office if I am leaving early. I can use correct gates. I can use pedestrian crossings correctly, following instructions. I can follow road rules. I can be on time to my bus line. I can follow my bus line rules. I can stay in my seat on the bus. 	<p>After School:</p> <ul style="list-style-type: none"> I can wait silently while the bus roll is called. I can answer clearly and respectfully. I can wait quietly for the bus. I can follow adult instructions. 	



Toogoolawah State School

Major and Minor Behaviours



Major Behaviours	Minor Behaviours
<p>A major behaviour is an inappropriate behaviour that affects, harms or offends a person or object in an intentional manner, or continues despite reteaching, and is managed by the Principal or other designated staff.</p>	<p>A minor is an inappropriate behaviour that affects, harms or offends a person or object in a minor or unintentional manner and is managed by the staff member in the classroom or buddy class.</p>
<p>For example:</p> <ul style="list-style-type: none"> ● Swearing directly at an adult or peer ● Offensive slurs of any kind ● Bomb threats ● Consistent, targeted bullying ● Low-level but continual defiance ● Continual refusal to follow directions ● Intentional or consistent disrespect ● Consistent disruption ● Constantly out of uniform or inappropriate clothing ● Intentionally hurting others in any way ● Damaging property that affects the safety of others ● Harming a staff member in any way ● Possessing or using a weapon, or an illegal substance or object 	<p>For example:</p> <ul style="list-style-type: none"> ● Indirect swearing ● Name calling without swearing ● Initial or unintentional bullying act ● Initial or unintentional disrespect ● Low-level disruption ● Unapproved jewellery, long nails ● Consistently wrong colour uniform piece - eg jeans with school shirt ● Unintentionally hurting others - eg rough play, tackling ● Using equipment inappropriately ● Damaging objects through inappropriate use - eg drawing on desks ● Stealing minor objects

Process for Discouraging Inappropriate Behaviour

Essential Skills in Classroom Management



First Warning

PBL Strategies (E.G. What are you doing? What should you be doing? Your next step is...)



Second Warning

Repeat PBL Strategies



Reflection Time

- 5 - 20 minute period managed in classroom
- Consequences decided and supervised by managing staff member (EG complete work at lunch in library)
- Parent contact for repeated behaviours (record on OneSchool)
- After Reflection Time, teachers may elect to have student move back to warnings, dependent on the student and their ability level.



Buddy Class Referral

- Time in a Buddy class, escorted by another student, with referral slip
- Location determined by class teacher, differentiate as necessary (eg buddy class, SEC, office etc)
- Parent contact
- Record on OneSchool as Minor Behaviour (by managing staff member or admin for TRS)
- Consequences decided by managing staff member as per Reflection Time



Office Referral

- Escorted to office by student or staff member, with referral slip
- Managed by Administration Staff
- Parent contact
- Record on OneSchool as Major Behaviour (by managing staff member or admin)
- Consequences implemented as per administration staff discretion



STUDENT RE-ENTRY PROCESS

Prep - 2 Years 3-6

The first form is a 'Reflection Sheet' with sections for 'What happened?', 'How did I feel?', 'What did I learn?', and 'What will I do differently?'. The second form is a 'Behaviour Targets' sheet with a grid for tracking progress on various targets, each with a smiley face icon.

Student removed from class to office.

Student has de-escalated and ready to complete the reflection process.

Student is still heightened from behaviour incident.

Student completes the reflection sheet independently. Support can be given if required.

Student needs extra time to de-escalate. Staff member to manage student.

Student completes the behaviour targets with Mr H or other member of staff. Both student and staff member have signed off on the re-entry form.

Student **is** ready to be returned to class.

Student is **not** ready to be returned to class

Class teacher is called. Teacher **is** ready for student to re-enter the class.

Class teacher is called. Teacher is **not** ready for student to return.

Student returned to class with completed re-entry form.

Student stays in office where they can complete set tasks *until the teacher is ready.*

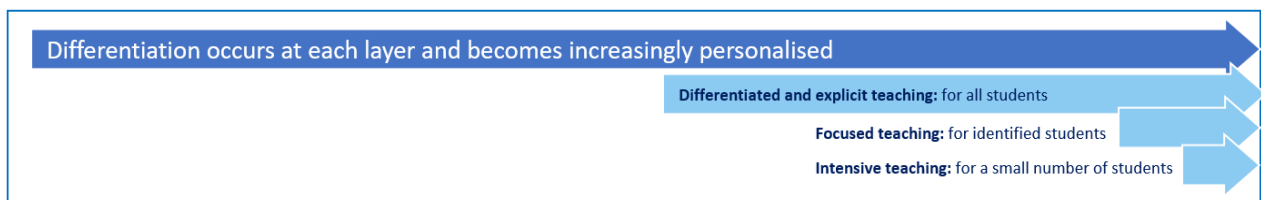


Differentiated and Explicit Teaching

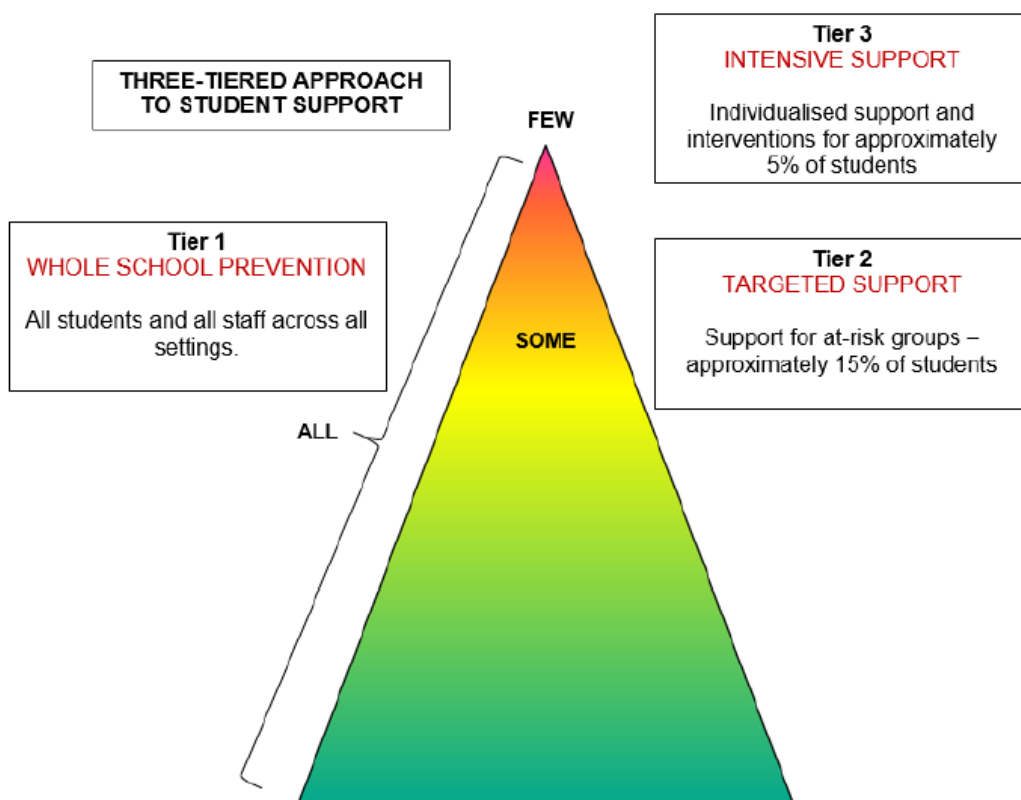
Toogoolawah State School is a disciplined school environment that provides differentiated teaching to respond to the learning needs of all students. This involves teaching expected behaviours and providing opportunities for students to practise these behaviours. Teachers reinforce expected behaviours,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

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

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



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



Focussed & Intensive Teaching

Tier 1

Tier 1 is 'differentiated and explicit teaching for all students', or school-wide interventions, which is the critical foundation for PBL. Interventions are at the whole-school level and are provided to all students across academic, emotional and behaviour dimensions of learning.

Examples of Tier 1 supports include:

- explicit teaching of behavioural expectations and social-emotional competencies
- Clear boundaries in place
- High rates of acknowledgement for expected behaviours
- Effective instruction
- Active supervision.

Tier 2

Tier 2 or 'focused' interventions support is approximately 15% of students in a typical school who are not responding to Tier 1 and who have moderate, ongoing behaviours of concern (social, behavioural, and academic). Support is provided through additional 'targeted' level interventions. The focus is to reduce the number of existing students requiring additional support.

Examples of Tier 2 supports include:

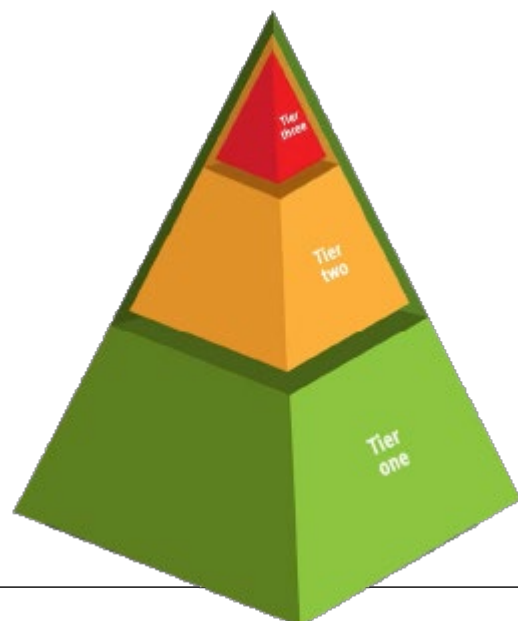
- daily check-in
- academic modifications
- mentoring support
- social skills groups

Tier 3

Tier 3 or 'intensive' intervention support is approximately 5% of students who have not responded to Tier 1 and Tier 2 interventions. Students may require 'intensive' level of supports involving highly individualised interventions to support a tailored learning program. The focus of Tier 3 is to reduce the intensity and complexity of existing individual student's situations.

Examples of Tier 3 supports include:

- a case management approach
- a process for assessment
- individual behaviour support planning
- ongoing monitoring and review



Disciplinary Consequences

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

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

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

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

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

Differentiated

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

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

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

Focussed

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

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

Intensive

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

- Functional Behaviour Assessment based individual support plan
- Complex case management and review
- Stakeholder meeting with parents and external agencies including regional specialists
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)
- Long term suspension (up to 20 school days)
- Charge related suspension (student has been charged with a serious criminal offence is suspended from school until the charge has been dealt with by the relevant justice authorities)

- Suspension pending exclusion (student is suspended from school pending a decision by the Director-General or delegate (principal) about their exclusion from school)
- Exclusion (student is excluded from a particular state school site, a group of state schools or all state schools in Queensland for a defined period of time or permanently)
- Cancellation of enrolment for students older than compulsory school age who refuse to participate in the educational program provided at the school.

School Disciplinary Absences

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

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

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

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

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

Re-entry following suspension

Students who are suspended from Exemplar State College 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

Toogoolawah 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 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 Toogoolawah 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

Staff at Toogoolawah State School:

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

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

Use of mobile phones and other devices by students

Toogoolawah State School supports parents who wish their student to have a mobile phone or other devices for safety purposes with them whilst travelling to and from school.

Immediately on arrival, students are required to hand their phone to the front office for safe storage throughout the day. To support students and parents to reduce the risk of damage or theft the school will provide the service of locking the phone in the strong room until completion of the school day. At Toogoolawah State School, we have overwhelming support from teachers, parents and community in ensuring mobile phones are not part of the classroom-learning environment.

Smart watches that can be used as a phone or to voice record, should not be an item that students have at school.

The purpose of this policy is to maximise learning time and minimise distraction. Students do not need a mobile phone in the learning environment. There are clocks in each classroom, calculators are available for learning and a bank of iPads are available for students to access. Our school office has always and continues to accept messages from parents to pass on to students.

Parents may call the school office to pass on urgent messages to their student; otherwise, students will be able to check text messages at the end of the school day.

Responsibility of student – Be a Learner:

- ensure mobile phone or any devices are stored in the front office upon arrival at school, and is not accessed between the first bell and the last bell of the school day.

School staff can remove devices from student as per the Temporary removal of student property policy. When a student's phone is temporarily removed, the phone will be stored securely in the office for collection at the end of the day.

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

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

Individual Student Mobile Phone Plan will be developed by meeting with the parent/s and discussing a range of options to support the student in meeting the School's expectations.

Examples of behaviours involving mobile phones that causes a major or significant impact on the safety or wellbeing of others, self and/or school community include:

- persistently disobeying the school policy for the use of mobile phones
- using the mobile device in an unlawful manner
- download, distribute or publish offensive messages or pictures
- use of 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
- commit plagiarism or violate copyright laws
- 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 the mobile phone (including those with Bluetooth functionality) to cheat or take photos during class assessments
- sending of text messages or posting of statements to websites that contain obscene language and/or threats of violence may amount to bullying and or harassment or even stalking.

Preventing and responding to bullying

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

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

Australian Student Wellbeing Framework:



1. Leadership

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

2. Inclusion

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

3. Student voice

Students actively participate in their own learning and wellbeing, feel connected and use their social and emotional skills to be respectful, resilient and safe.

4. Partnerships

Families and communities collaborating as partners with the school to support student learning, safety and wellbeing.

5. Support

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

A priority for Toogoolawah State School is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. At Toogoolawah State School we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions Toogoolawah 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.

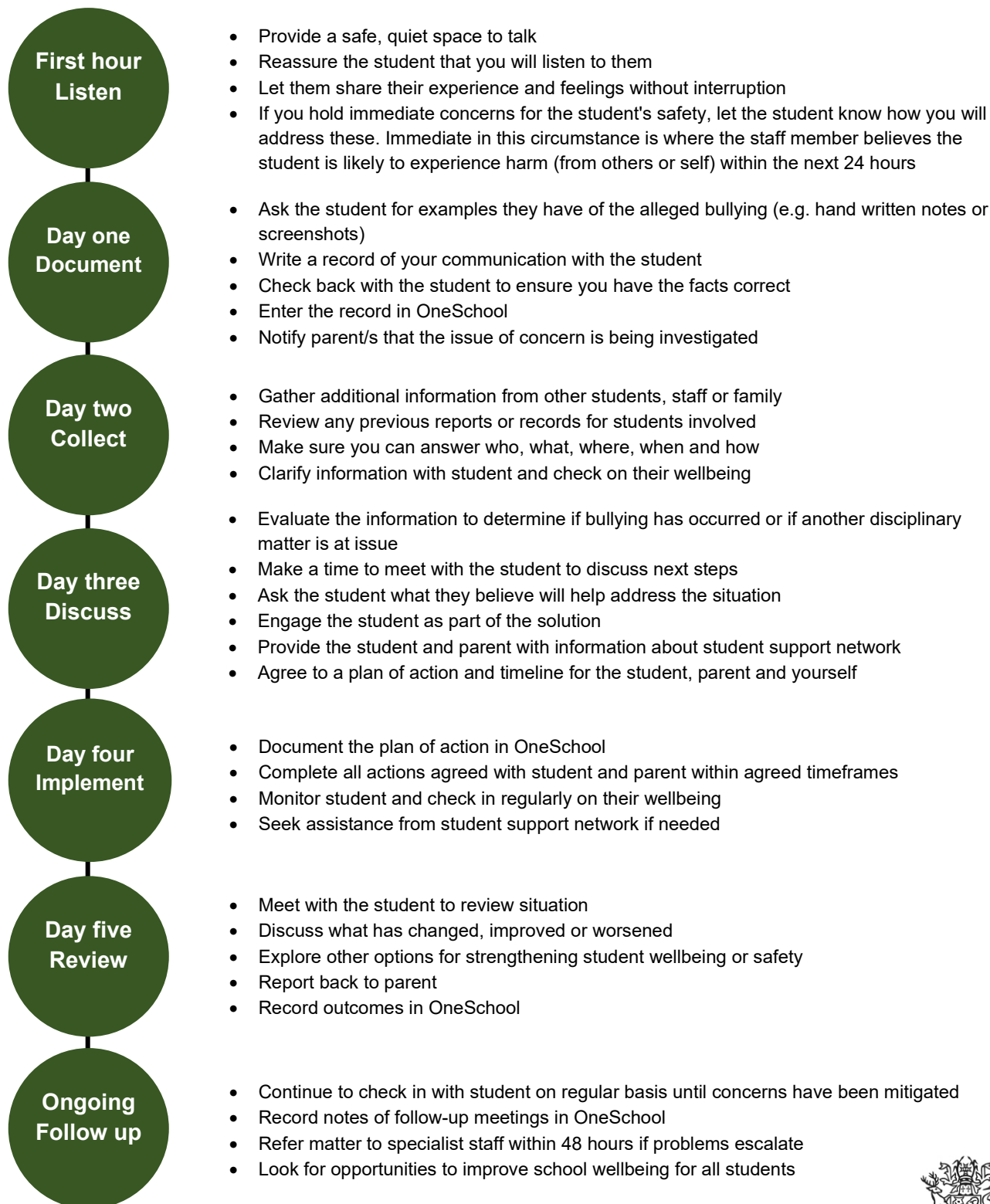
Toogoolawah State School - Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:

Prep to Year 6 – Class teacher

Principal – Mr Hutchinson



Cyberbullying

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

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

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

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

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

Toogoolawah State School - Cyberbullying response flowchart for school staff

How to manage online incidents that impact your school

Student protection

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

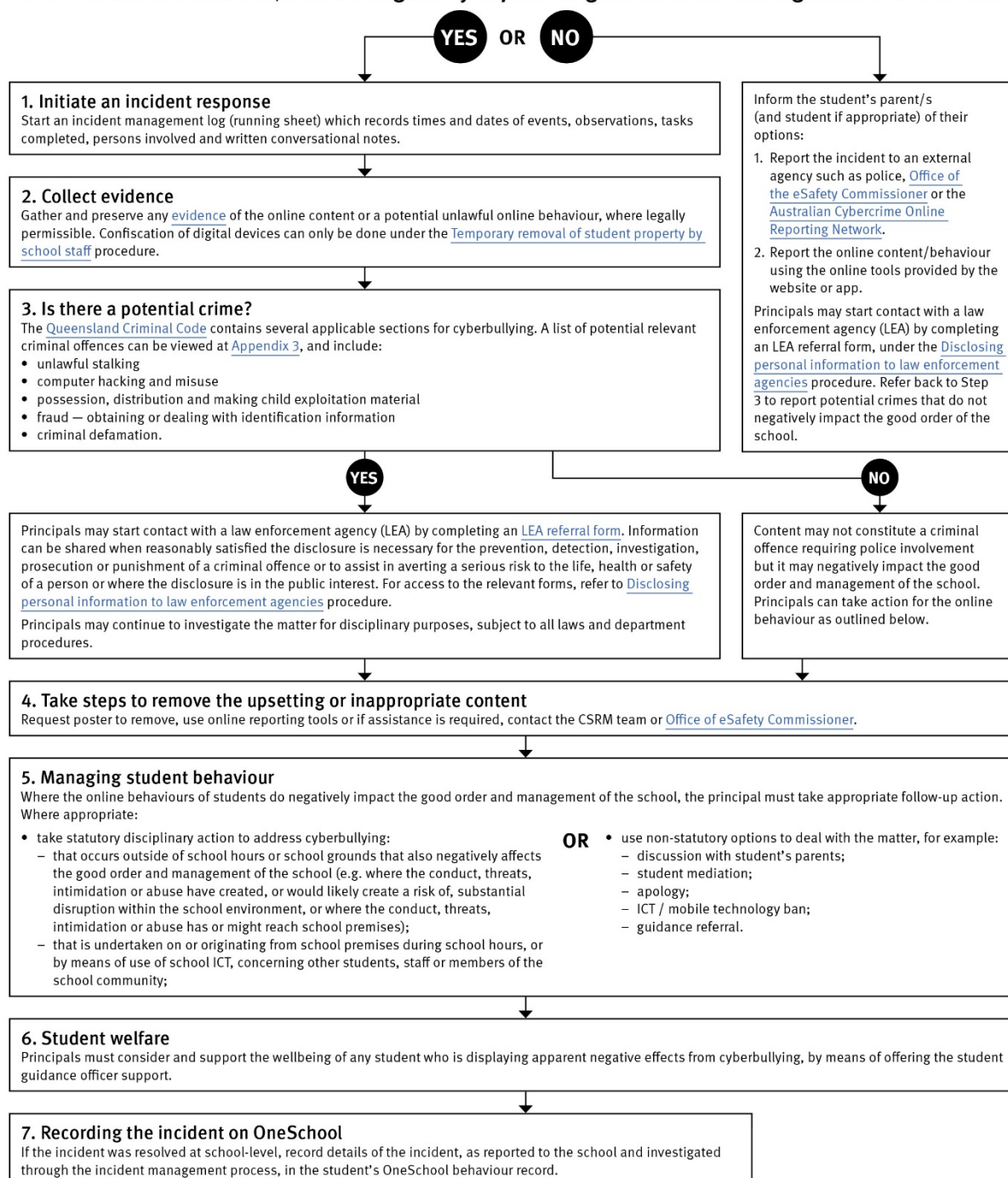
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

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

Students who have been subject or witness to bullying have access to a range of internal support staff, as identified in the Student Support Network section earlier in this document. Students are, however, also encouraged to approach any staff member with whom they feel comfortable sharing their concerns, regardless of their role in the school. All staff at Toogoolawah State School are familiar with the response expectations to reports of bullying, and will act quickly to ensure students' concerns are addressed. Depending on the nature of the reported bullying incident, a formal plan of action may be developed and documented to support the implementation of strategies to assist the student.

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

Toogoolawah State School – Anti-Bullying Compact

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

Toogoolawah State School – Anti Bullying Compact

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

The agreed national definition for Australian schools describes bullying as

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

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

I agree to:

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

Student's signature:

Parent's signature:

School representative signature:

Date:

Appropriate use of social media

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

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

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

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

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

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

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

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

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

Possible civil or criminal ramifications of online commentary

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

What about other people's privacy?

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

What if I encounter problem content?

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

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

Restrictive Practices

School staff at Toogoolawah 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 emotions and behaviour.

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

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

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

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

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

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

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

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

Critical Incidents

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

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

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

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

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

Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

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

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

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

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