



Browns Plains State  
School

# Student Code of Conduct 2021-2023

## ***Every student succeeding***


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

Queensland Department of Education  
State Schools Strategy 2020-2024


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## Endorsement

Principal Name:	Wuanita Meyrick
Principal Signature:	
Date:	22 Jan 2021

P/C President and-or School Council Chair Name:	Lisa Brolan
P/C President and-or School Council Chair Signature:	
Date:	22nd Jan 2021

# Contents

Purpose	4
Principal's Foreword	5
Learning and Behaviour Statement	6
Multi-Tiered Systems of Support	7
Consideration of Individual Circumstances	9
Student Wellbeing	10
Student Support Network	12
Whole School Approach to Discipline	13
Positive Behaviour Learning	14
PBL Teaching Matrix	16
PBL for Parents and Staff	17
Differentiated and Explicit Teaching	19
Focussed Teaching	19
Intensive Teaching	20
Vivo Overview	21
Legislative Delegations	23
Legislation	23
Delegations	23
Disciplinary Consequences	24
Differentiated	24
Focussed	25
Intensive	26
School Disciplinary Absences	27
Consequence Matrix	29
School Policies	42
Temporary removal of student property	42
Use of mobile phones and other devices by students	44
Preventing and responding to bullying	46
Bullying and cyber-bullying	47
Appropriate use of social media	49
Restrictive Practices	51
Critical Incidents	52
Related Procedures and Guidelines	53
Resources	54
Conclusion	55

## Purpose

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

The Browns Plains 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

Welcome! I am privileged to be the principal of Browns Plains State School and I warmly welcome you to our school community.

Through our unique Browns Plains Way, your child will be *Always Learning, Always Respectful and Always Safe* as they navigate their primary years in our calm and supportive school environment.

Our school community is welcoming and we encourage you to be active members. We hold high expectation in our classrooms, playgrounds and in the wider community and we want to collaborate with you to achieve these goals.

Our students' behaviour, engagement and learning improvement prove why we really are 'a better place to be'.



Wuanita Meyrick  
Principal



## 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

Browns Plains 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 **All students** (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves:

- teaching behaviours in the setting they will be used
- being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account
- providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them
- asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.

- 2 Targeted instruction and supports for **some students** (10-15%) are more intense 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 may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common:

- there is a clear connection between the skills taught in the interventions and the school-wide expectations.
- interventions require little time of classroom teachers and are easy to sustain
- variations within each intervention are limited
- interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need).

If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.

- 3 Individualised services for **few students** (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis.

Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour (their FBA) and should include strategies to:

- PREVENT problem behaviour
- TEACH the student an acceptable replacement behaviour
- REINFORCE the student's use of the replacement behaviour
- MINIMISE the payoff for problem behaviour.

Tier 3 supports exist along a continuum. Many students can benefit from a simple (or brief) Functional Behaviour Assessment (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures.

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



## Consideration of Individual Circumstances

Staff at Browns Plains 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 equality, where every student is given the support they need to be successful. This also means that not everyone will be treated the same, because treating everyone the same is not fair. For example, some students need additional support to interpret or understand an expectation. Others may benefit from more opportunities to practise a required skill or behaviour. For a small number of students, the use of certain disciplinary consequences may be considered inappropriate or ineffective due to complex trauma or family circumstances. These are all matters that our teachers and principal consider with each individual student in both the instruction of behaviour and the response to behaviour.

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

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



## Student Wellbeing

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

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

### Curriculum and pedagogy

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

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at Browns Plains State School, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages and a relationships education program.

### 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*

Browns Plains 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*

Browns Plains 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*

Browns Plains 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.

Browns Plains 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*

Browns Plains 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*

Browns Plains 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, Browns Plains 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, Browns Plains 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, Browns Plains State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

## **Student Support**

Browns Plains State School is proud to have comprehensive student support 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 including the Principal, Deputy Principals, Head of Special Education Services, Guidance Officer and School Chaplain whose dedicated roles are to help ensure our school is an inclusive, nurturing environment.

Students can approach any trusted school staff member at Browns Plains 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 support.

Parents who would like more information about student support are invited to contact the school by phone or email.



## Whole School Approach to Discipline

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

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

## Positive Behaviour Learning

In 2016 Browns Plains State School Staff made a commitment to implement PBL. Since this time the school has developed a PBL committee. The Committee is made up of year level representatives, The Principal, a Deputy Principal/HOSES, a PBL Coach and a parent and community representative. They meet on a regular basis to lead the PBL school wide approach.

Positive Behaviour for Learning (PBL) formerly known in state schools as School Wide Positive Behaviour Support (SWPBS) is an evidence-based whole school approach to establish the social culture needed for schools to be effective learning environments for all students.

PBL is not a program. It is an organisational framework for identifying, adopting and applying evidence-based practices that build and support academic and social success for all students. PBL ensures that all students have the social and emotional skills needed to succeed in school and beyond. PBL assists schools to teach students expected social behaviours and, when implemented with integrity, it is an effective strategy for preventing school-based behaviour problems including violence and bullying. Teaching and supporting social behavioural skills creates student behavioural health and contributes to improving the effectiveness of academic support systems.

PBL applies data-based decision making to improve student discipline, academic and social and emotional learning outcomes.

PBL is designed to meet the expectations of schools and the behaviour needs of students through the provision of a continuum of behaviour services (interventions) at three levels or tiers.

Interventions on the continuum range from those designed to:

- prevent the development of problem behaviour in all students (Tier 1 or Primary prevention)
- reduce the number of existing cases of problem behaviour in some students (Tier 2 or Secondary prevention)
- reduce the intensity of high-risk problem behaviour in a few students (Tier 3 or Tertiary prevention).

It is important that schools implement Tier 1 successfully for all students before implementing Tiers 2 and 3. The PBL coach and regional PBL coordinator will be able to assist PBL school leadership teams to determine when it is time to scale up the implementation.

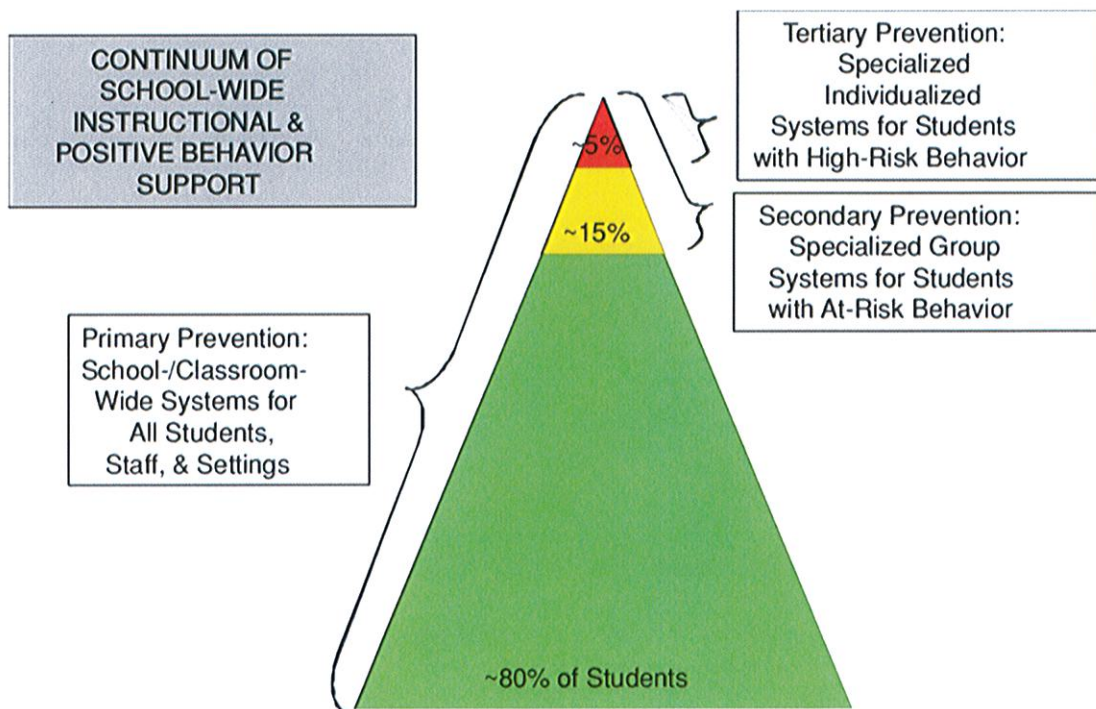
### **The continuum of PBL**

When all three tiers of PBL are successfully implemented in a school, ideally 80 percent of the student body will respond to resources and strategies pertaining to Tier 1 to manage their behaviour. A further 15 percent of the student population may require Tier 2 prevention to manage their at-risk behaviour and approximately 5 percent of students will require the prevention approaches implemented in Tier 3. At Tier 3 a functional behaviour



assessment may be needed to develop an individual student behaviour support plan.

This balance enables for positive and effective learning environments to be maintained at the school through the use of a consistent system of prevention. The use of PBL across the school allows for the delivery of more effective support to those few students who require targeted or individualised interventions. This ratio of 80:15:5 is represented by the diagram below:



## PBL Teaching Matrix

### PBL for Parents and Staff

I am:	In all areas	Classroom and all learning spaces	Covered areas and toilets	Playground
<b>Always Learning</b>	I am on time I follow instructions the first time I am organised and ready to learn with all required equipment I am an active learner I model good behaviour to other students I demonstrate a positive attitude I use acceptable strategies to problem solve in social situations	I am an active listener I give my best effort to all tasks	I move quietly around the school during class time. I only eat in eating areas and eat my healthy food first	I follow the rules of the game and play fairly
<b>Always Respectful</b>	I show respect to others and school routines I follow the school dress code I interact appropriately with others at all times to maintain respectful relationships I respect property and the environment I use appropriate and respectful language I keep my hands, feet and objects to myself I react appropriately when accidents or mishaps happen	I raise my hand for permission to speak I respect others' right to work and learn I line up quietly at bell times	I stay on paths and out of the gardens I respect privacy and personal space of others I keep areas clean and tidy	I share the space and take turns I am happy to see other people win
<b>Always Safe</b>	I am safe at all times, including travelling to and from school I use appropriate equipment and objects responsibly I ask permission to leave any setting I wear appropriate clothing I use self-control at all times by keeping my hands feet and body to myself I report problems I stay in safe, designated play areas	I walk in classrooms I enter and exit rooms in an orderly manner and with permission from staff. I walk quietly in lines with my class I use online resources safely and appropriately	I walk on concrete I eat my own food I use equipment and toilets appropriately I sit while eating in the correct area	I play safely I play appropriate games I play in the correct area

**Parents and staff**

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

### Thoughtful

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You make an appointment to speak with the class teacher or principal to discuss any matters relating to your child.	We will respond as soon as practicable to your request for an appointment and negotiate a mutually agreeable date and time with you.
You are respectful in your conversations at home about school staff.	We will ensure positive behaviours are role modelled for all students.
You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.

### Responsible

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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.

### Accountable

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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 information sent home by school staff through a variety of means including school newsletters, emails, texts and Facebook posts.	We will use a variety of means including school newsletters, emails, texts and Facebook posts to notify parents about school news, excursions or events.
You approach the class teacher, deputy principal or principal if you are concerned about the behaviour	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.



of a staff member, another student or parent.	
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### Co-operative

<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
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.
You take a positive, solution-focused approach to resolving complaints.	We will nominate a contact person for you to work with to resolve a school related complaint.
You respect school, student and staff privacy in your online communications.	We will act quickly to address social media issues that affect staff, students or families.

### Kind

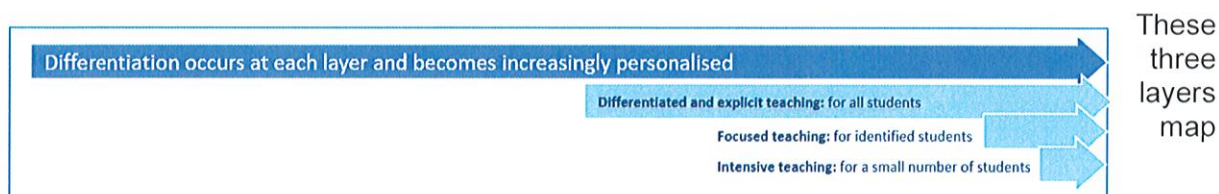
<b><i>What we expect to see from you</i></b>	<b><i>What you can expect from us</i></b>
You seek out opportunities to provide positive feedback to the classroom teacher about their work with the class, a student or colleagues.	We will work closely with families to accommodate their personal needs, including work commitments, finances and family structure.
You help your child to see the strengths and benefits in diversity and difference in their classmates.	We will promote every child's individuality and build a cohesive, inclusive classroom and school culture.
You notice when others need help, parents, staff and students, and ask if there is anything you do to assist.	We will check in with you about your child's needs or any support your family may require.

## Differentiated and Explicit Teaching

Browns Plains 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 Browns Plains 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.



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.

## Focused Teaching

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

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

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Browns Plains State School to provide focused teaching. Focused teaching is aligned to the PBL Expectations Matrix, and student progress is monitored by the classroom teacher/s to identify those who:

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

Browns Plains State School has a range of student support staff in place to help arrange and deliver focused teaching to students who need more support to meet expectations. In addition, the school invests in the following evidence-informed programs to address specific skill development for some students:

- Zones of Regulation



- Functional Based Assessment.

For more information about these programs, please speak with the Deputy Principal for your child's sector.

## Intensive Teaching

Research evidence shows that even in an effective, well-functioning school there will always be approximately 5% of the student population who require intensive teaching to achieve behavioural expectations. Intensive teaching involves frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.

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

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

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

## Vivo Overview

VIVO is an online, formal reward system used to recognise, reinforce and monitor appropriate learning behaviours across the whole school. It is designed to increase the quantity and quality of positive interactions across the school community by recognising and reinforcing desired behaviours by providing immediate feedback and a small reward.

Teachers incorporate VIVO in their individual class reward system, for a consistent whole school approach.

The desired behaviours are categorised into our three PBL foundations of:

- Always Learning
- Always Respectful
- Always Safe

All staff and students have a VIVO account. Teachers, teacher aides and office staff are allocated a budget of points per week to reward. This allocation is based on the number of students in their class or caseload.

### **VIVO in the Classroom**

Each class teacher establishes how VIVO is utilised in their in-class reward system. Most often a VIVO sign will be placed at the top of a peg chart and the children will receive a point where outstanding behaviour has been achieved.

At the end of each day/week, the teacher records the tally of points and enters them into the online system.

See VIVO Guidelines for additional information (PBL Resources on SharePoint).

### **VIVO in the Playground**

On playground duty, a staff member will reward desired behaviours by handing a child a VIVO ticket. The ticket states what behaviour category the VIVO is for and has a generated code for students to enter into the VIVO system to collect their points.

A computer room is open at play breaks for students to enter their playground VIVOS and access the VIVO shop.

### **VIVO Shop**

Students save their VIVO points to spend in the VIVO Shop.

The VIVO Shop can be accessed under the tab 'Shop.' Every user can peruse and purchase the current goodies up for grabs. Here they will find a picture of each item, a brief description and a price in VIVOS.

Once they have decided what to purchase, they click 'buy/ purchase', enter their password and their request is processed by our VIVO Shop assistant. VIVO prizes are distributed weekly to students on Thursday and Fridays.

Prizes available include craft items, books, small toys, sports equipment, experiences such as *Principal of the day* and vouchers.

### **Celebrations**

Each week a report summary is generated, exporting all the data for student achievements and teacher allocations.

Successes of the week are celebrated by recognising staff members who demonstrate their commitment to recognising positive student behaviours by sending a congratulatory email.

The classes who have achieved their class budget for the week are placed in a draw with the winner being recognised with an ice block and are congratulated in the school newsletter.



# Legislative Delegations

## Legislation

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

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

## Delegations

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

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

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

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

## Disciplinary Consequences

The disciplinary consequences model used at Browns Plains 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
- Token economy
- Detention
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to TST
- Stakeholder meeting with parents and external agencies

## **Intensive**

School leadership team work in consultation with support services 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 Browns Plains 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 school 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 Browns Plains 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.



## Consequence Matrix

Minor behaviours are low frequency low intensity behaviours that require actioning from the staff member present.			Major behaviours are those which require administration action and are either intentional high frequency low intensity behaviours or intentional low frequency high intensity behaviours.			
Strategies & Consequences	Examples	Definition	Behaviour	Definition	Examples	Strategies & Consequences
<b>Proactive strategies:</b> <ul style="list-style-type: none"><li>• Explicit re-teach of specific behaviour</li><li>• 4 Positive to 1 Corrective</li></ul> <b>Set Expectation</b> <ul style="list-style-type: none"><li>• Establishing Expectations</li><li>• Giving Instructions</li><li>• Waiting and Scanning</li><li>• Cuing with Parallel acknowledgement</li></ul> <b>Acknowledgement</b> <ul style="list-style-type: none"><li>• Body language encouraging</li><li>• Descriptive encouraging</li></ul> <b>Correction</b> <ul style="list-style-type: none"><li>• Selective attending</li><li>• Giving a choice</li><li>• Follow through</li></ul> <b><u>Follow school responsive process</u></b> <ul style="list-style-type: none"><li>• Rule reminder</li><li>• Time out</li><li>• Support Room</li><li>• Support Room note</li><li>• Classroom based consequence</li></ul>	<ul style="list-style-type: none"><li>• Walking out of line</li><li>• Unorganised</li><li>• Out of bounds</li><li>• Walking off paths</li></ul>	Student fails to follow school routines	<b>Non-compliant with routine</b>	Student repeatedly/continually fails to respond to adult requests in relation to school rules and routines. EXAMPLE: 3 or more SR referrals for non-compliance in a week = <u>repeated non-compliance</u> .	Persistent engagement in minor examples  Refusal to follow school responsive process  Result in Admin attending incident	<ul style="list-style-type: none"><li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li><li>• After 3<sup>rd</sup> referral to Support Room within a week results in 1 day Thinking Room. CT to make contact with parent and send record of contact to SR.</li><li>• 1 referral where Admin attends;<ul style="list-style-type: none"><li>➤ <i>Work completed in Support Room (.5 session in Thinking Room added at line managers discretion).</i></li></ul></li><li>• More than 2 referrals in a week where Admin attends for escalated behaviour. Consequence increases to 1 thinking room session per incident via referral to DP.</li><li>• Re-entry to classroom includes demonstration to the teacher of given instruction and routines. Student and CT to discuss upon re-entry, or at a later time, how behaviour impacted others.</li><li>• Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li></ul>



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<b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> </ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Time out</li> <li>• Support Room</li> <li>• Classroom based consequence</li> </ul> <b>Support Room slip sent</b>	Infrequent swearing in an untargted manner. e.g. hurt self and swears/ says minor derogatory remarks.	Student uses disrespectful language or swears aloud but not directed at a specific person.  Once off name calling, or use of words in an inappropriate way	<b>Verbal misconduct</b>	Student delivers abusive/inappropriate verbal messages directed at another person.	Swearing at someone constantly and or aggressively  Abuse aimed at someone/ racist slur  Constant name calling, or use of words in an inappropriate way	<ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li> <li>• Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to DP</li> <li>• Line Manager of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager</li> <li>• Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li> </ul>



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Strategies & Consequences		Examples	Definition	Behaviour	Definition	Examples	Strategies & Consequences
<b>Class Room:</b> <b>Proactive strategies:</b> Explicit re-teach of specific behaviour <b>Set Expectation</b> Establishing Expectations <b>Correction</b> Follow through <b>Follow school responsive process</b> Rule reminder Time out Support Room Classroom based consequence <b>Play ground:</b> <b>Proactive strategies:</b> Explicit re-teach of specific behaviour <b>Set Expectation</b> Establishing Expectations <b>Correction</b> Follow through <b>Sit out from play, immediate litter duty/ referral slip sent to SR</b> Supervised play for a period of 2 weeks in repeated incidents decided through SR/Admin	rough/play fighting, pushing furniture in frustration, physical acts where nobody is hurt.	Non-threatening physical interactions and/or disrespectful physical gestures.	<b>Physical Misconduct</b>	Student intentionally engages in actions involving serious physical contact where injury may occur	Physical aggression aimed at someone (intent to injure), biting, furniture throwing, hitting, punching, hitting with an object, kicking, hair pulling, scratching, strangling	Immediate referral to Support Room and/or Admin. Explicit re-teach of specific behaviour and expectation in the Support Room. Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to Line Manager. Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager. Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time. Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.	

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<b>Class Room:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> </ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Time out</li> <li>• Support Room</li> <li>• Classroom based consequence</li> <li>• Student is to clean property during own time</li> </ul>	Graffiti on personal belongings (books etc.), drawing on desk in pencil	Student participates in an activity that results in minor damage to property.	<b>Property Misconduct</b>	Student intentionally participates in an activity that results in destruction or disfigurement of property	Stealing, graffiti on school property, intentional breaking of school property	<ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li> <li>• Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to Line Manager.</li> <li>• Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager.</li> <li>• Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li> <li>• Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li> </ul>	
<b>Play ground:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> <li>• Restoration activity – rubbish pick-up, cleaning classrooms etc.</li> </ul> <b>Support Room slip sent</b>							



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Strategies & Consequences	Examples	Definition	Behaviour	Definition	Examples
<b>Class Room/ Playground:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> </ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"> <li>• Object can be stored by the teacher or office and must be returned to student or parent at 3pm</li> <li>• Classroom based consequence</li> </ul>	Yoyos, toys, marbles, trading cards, electronic devices	Student is in possession of banned items.	<b>Possess prohibited items</b>	Students are in possession of dangerous items.	Weapons or objects that could be deemed weapons (knives or guns - real or look alike), objects readily capable of causing bodily harm and/or property damage (matches, lighters, firecrackers, gasoline, lighter fluid).
					<ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li> <li>• Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to DP</li> <li>• Deputy/HOSES in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by DP/HOSES</li> <li>• Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting.</li> </ul>



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<b>Class Room:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> </ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Time out</li> <li>• Support Room</li> <li>• Classroom based consequence</li> </ul>	Inappropriate use of items (stationery, furniture, sport equipment)	Student uses objects inappropriately with potential to distract or interrupt.	Misconduct involving object	Student intentionally engages in actions using an object with potential to harm self or others.	Furniture throwing, action that causes injury, or intends to cause injury, inappropriate use of stationery to cause harm (e.g. stick, school equipment)
<b>Play ground:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> <li>• Sit out from play, immediate litter duty/ referral slip sent to SR</li> </ul>					<ul style="list-style-type: none"> <li>• Immediate referral to Support Room and/or Admin.</li> <li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li> <li>• Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to Line Manager.</li> <li>• Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager.</li> <li>• Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li> <li>• Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li> </ul>

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Strategies & Consequences	Examples	Definition	Behaviour	Definition	Examples	Strategies & Consequences
<b>Class Room:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"><li>Explicit re-teach of specific behaviour</li></ul> <b>Set Expectation</b> <ul style="list-style-type: none"><li>Establishing Expectations</li></ul> <b>Correction</b> <ul style="list-style-type: none"><li>Follow through</li></ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"><li>Rule reminder</li><li>Time out</li><li>Support Room Classroom based consequence</li></ul>	<ul style="list-style-type: none"><li>Look at others' work during a test</li><li>Saying something that is untrue about another</li></ul>	<p>Student delivers message that is untrue.</p> <p>Student engages in unfair play during sporting or academic activities.</p>	<b>Lying/Cheating</b>	<p>Student delivers untrue messages with malicious intent and/or to deliberately violate school rules.</p>	<p>Lying to get someone else in trouble.</p> <p>Forgery - student modifies or reproduces a document or signature or claims another person made an object and this is found to be untrue.</p>	<ul style="list-style-type: none"><li>Explicit re-teach of specific behaviour and expectation in the Support Room.</li><li>Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to Line Manager.</li><li>Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager.</li><li>Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li><li>Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li></ul>
<b>Play ground:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"><li>Explicit re-teach of specific behaviour</li></ul> <b>Set Expectation</b> <ul style="list-style-type: none"><li>Establishing Expectations</li></ul> <b>Correction</b> <ul style="list-style-type: none"><li>Follow through</li><li>Sit out from play</li><li>referral slip sent to SR</li></ul>						



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Strategies & Consequences	Examples	Definition	Behaviour	Definition	Examples	Strategies & Consequences
<b>Class Room:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> <li>• Positioning of student considered</li> <li>• Removal of device from student</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> </ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Time out</li> <li>• Support Room (referral slip sent to SR)</li> <li>• Classroom based consequence</li> </ul>	Playing games, logging into other people's accounts (sharing password)	Student breaches the school IT policy.	<b>IT misconduct</b>	Student breaches school IT policy with malicious intent and/or with actions that may result in legal ramifications.	Inappropriate searches, attempts to download, sending inappropriate emails/text messages etc.	<ul style="list-style-type: none"> <li>• Formal re-teach of expectations in SR.</li> <li>• Referral to Line Manager in charge of year level</li> <li>• Revoke IT access for a period of time depending on level of breach.</li> <li>• Thinking Room until CyberSafety course is completed</li> <li>• Behaviour that would result in legal ramifications may result in a suspension with parent meeting and re-entry process. Revoking of IT access will begin on return from suspension.</li> </ul>



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<b>Class Room:</b> <b>Proactive strategies:</b> <ul style="list-style-type: none"> <li>• Explicit re-teach of specific behaviour</li> <li>• Buddy up with peer</li> </ul> <b>Set Expectation</b> <ul style="list-style-type: none"> <li>• Establishing Expectations</li> </ul> <b>Correction</b> <ul style="list-style-type: none"> <li>• Follow through</li> </ul> <b>Follow school responsive process</b> <ul style="list-style-type: none"> <li>• Rule reminder</li> <li>• Time out</li> <li>• Support Room</li> <li>• Classroom based consequence</li> <li>• <b>referral slip sent to SR</b></li> </ul>		Student is intentionally late to class by up to 5 minutes.	<b>Truant/Skip Class</b>	Failure to attend school without parent knowledge or leaves the school grounds and/or is repeatedly intentionally more than five minutes late to class.		<ul style="list-style-type: none"> <li>• Formal re-teach of expectations in SR.</li> <li>• Time made up in Thinking Room completing work supplied by teacher.</li> <li>• Referral to Line Manager in charge of year level.</li> <li>• Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager.</li> <li>• Re-entry to school/class includes demonstration of given instruction/routine.</li> </ul>

Minor behaviours are low frequency low intensity behaviours that require actioning from the staff member present.				Major behaviours are those which require administration action and are either intentional high frequency low intensity behaviours or intentional low frequency high intensity behaviours.		
Strategies & Consequences	Examples	Definition	Behaviour	Definition	Examples	Strategies & Consequences
MAJOR ONLY			Threat/s to others	Threatening verbal, physical or gestural interactions with peers or staff that are directed toward someone indicating the intent to injure or harm physically, emotionally or socially.		<ul style="list-style-type: none"><li>• Immediate referral to Support Room and/or Admin.</li><li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li><li>• Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to Line Manager.</li><li>• Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager.</li><li>• Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li><li>• Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li></ul>
MAJOR ONLY			Bullying/ Harassment	Ongoing or continual targeted disrespectful behaviour towards others	Persistent and targeted teasing, physical misconduct, taking of personal items, intimidation of	<ul style="list-style-type: none"><li>• Immediate referral to Support Room and/or Admin.</li><li>• Explicit re-teach of specific behaviour and expectation in the Support Room.</li><li>• Remain in Support Room and Thinking Room, with SR staff to investigate with witnesses of the behaviour and precursors to behaviour until referred to Line Manager.</li></ul>

			any kind and isolation. Disrespectful messages include verbal, cyber, written or gestural.	<ul style="list-style-type: none"> <li>Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager.</li> <li>Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li> <li>Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li> </ul>
MAJOR ONLY	<b>Substance misconduct involving tobacco or other legal substances</b>	Student is in possession of or is using tobacco and/or associated objects. Student is in possession of medications.	Cigarettes, tobacco, paracetamol, prescription medication	<ul style="list-style-type: none"> <li>Referral to Line Manager in charge of year level</li> <li>Parents contacted referral to Police if necessary</li> <li>Line Manager in charge of year level to action with escalation through the school's Responsible Behaviour Plan with parents contacted by Line Manager</li> <li>Re-entry to school/class includes demonstration of given instruction/routine and student articulating how behaviour impacted others at re-entry meeting or other agreed time.</li> <li>Ongoing behaviour will result in referral to DP and escalation through the school's Responsible Behaviour Plan.</li> </ul>



## School Policies

Browns Plains 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 Browns Plains 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
- 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 Browns Plains 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 Browns Plains 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 Browns Plains 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 Browns Plains 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 Browns Plains 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

At Browns Plains State School students are required to sign their mobile phones / mobile devices into the office before the commencement of school.

It is **unacceptable** for students at Browns Plains State School when using school supplied devices to:

- 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-device 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 device (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

- understand the responsibility and behaviour requirements (as outlined by the school) that come with accessing the department's ICT network facilities
- ensure they have the skills to report and discontinue access to harmful information if presented via the internet or email
- be aware that:



- access to ICT facilities and devices provides valuable learning experiences for students and supports the school's teaching and learning programs
- the school is not responsible for safeguarding information stored by students on departmentally-owned student computers or mobile devices
- schools may remotely access departmentally-owned student computers or mobile devices for management purposes
- students who use a school's ICT facilities and devices in a manner that is not appropriate may be subject to disciplinary action by the school, which could include restricting network access
- despite internal departmental controls to manage content on the internet, illegal, dangerous or offensive information may be accessed or accidentally displayed
- teachers will always exercise their duty of care, but avoiding or reducing access to harmful information also requires responsible use by the student.

## Preventing and responding to bullying

Browns Plains 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.

At Browns Plains State School we actively work with students to prevent bullying and build resilience when other students are not acting appropriately. We use the High-5 Framework to help our students follow a process which supports their well-being at school.



### **Ignore**

- Pretend you didn't hear it.
- Do not make eye contact.
- Maintain positive body posture (calm, confident).
- Think positive self-esteem statements.
- Count to five in your head slowly.
- Take deep breaths.

### **Talk Friendly**

- Use a calm voice.
- Maintain eye contact.
- Confident body language.
- Maintain relatively close body proximity.
- Use "I" statements - I feel ..... when you..... because.....

### **Walk Away**

- Stand tall, head up high.
- Mouth closed.
- Look confident.
- Do not use eye contact.
- Walk somewhere, preferably towards a congested area or to a safe area (teacher).
- Do not look back. Walk confidently, don't run.

### **Talk Firmly**

- As per Talk Friendly.
- Use an assertive voice, slightly raised.
- Tell them to stop it.
- Re-state your "I" statement. eg. I said.....
- State the consequences of continued bullying.

### **Report**

- Walk away and tell a staff member.
- Go to a safe area.
- Take a friend with you to report, one who also saw the incident.

By using the High-5 process we are teaching our student the skills which will build their self-esteem and empower them to take responsibility for themselves and give them the power to prevent bullying before it occurs. The High-5 approach promotes proactive strategies that prevent bullying incidents and creates a caring and supportive school culture.

## Bullying and cyber-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 Browns Plains State School our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents.

### Cyberbullying

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

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

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

Students enrolled at Browns Plains 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 school administration.

## **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 Browns Plains 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.

## Related Procedures and Guidelines

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

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

## Resources

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



## Conclusion

Browns Plains 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](http://www.ombudsman.qld.gov.au).

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

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