Harlaxton State School

Student Code of Conduct 2025-2028

Equity and Excellence: realising the potential of every student

Equity and Excellence outlines the government's vision for a progressive, high-performing education system. Equity and Excellence provides clarity for schools about priorities and expectations, with differentiated support targeted to each school's context and needs.

Queensland Department of Education

Purpose

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

The Department of Education (Queensland) has provided the framework for the Harlaxton State School Student Code of Conduct. It articulates the high standards of behaviour expected of all in the school community, ensuring teaching and learning in our school is prioritised, whereby all students are able to experience success and staff enjoy a safe workplace.

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Endorsement

Principal Name:	Mrs Mandy Norton -McNeill
Principal Signature:	*Mandy Norton-McNeill*
Date:	26/03/2025

Contents (Mandated)

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Principal's Foreword

Harlaxton State School has a long and proud history of providing quality education to students in the northern corner of Toowoomba.

Guided by our vision 'The Whole Child: Making Connections, Creating Opportunities' we have established a way of growing school culture grounded in the domains of Educational Achievement, Wellbeing and Engagement, Culture and Inclusion. Along with strong values education that encourages excellence in all aspects of education.

 As a precursor to engagement, we understand that relationships come first. By ensuring we have developed quality relationships with all children and their families, we can positively influence how our children learn to get along with others, to solve conflict peacefully and to develop strategies for managing their lives which will carry them through to adulthood. We call this skill self-management. When children learn to manage their emotions, behaviour and relationships with others in positive ways, they are setting themselves up for a greater likelihood of success in life – a life in which they can have great friends, have positive influence over their surroundings, feel in control of themselves and make choices which impact on themselves and others for the better. In other words, a life in which they can be happy, be well and help others be happy and well too.

These expectations have been used in the development of this Student Code of Conduct with the commitment to building the skills of all of our students to be confident, self-reflective, valued members contributing positively to society.

This document provides a collaborative and clear explanation of what we expect from our students and how we will support every student to meet those expectations.

A PBL *school: explicitly teaching positive behaviour for learning.*

Whole School Approach to Discipline

At Harlaxton State School we prioritise creating a safe, inclusive, school environment that values and respects the diversity of individuals and groups. Our staff provide differentiated teaching to respond to the diverse needs of all students. This involves teaching expected behaviours and providing opportunities for students to practice behaviours. Teachers positively reinforce expected behaviours, provide feedback and empower students with opportunities for practice.

Harlaxton State School uses Positive Behaviour for Learning (PBL) as the multi-tiered system of support for the development and promotion of learning and positive behaviour in our school. This is a whole – school – approach, used in all classrooms and student activites offered through the school, including sporting activities and excursions.

What is PBL?
Positive Behaviour for Learning (PBL) is an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

Our aim is to inspire students to succeed, foster high expectations and prepare them for positive participation within society.

Positive Behaviour for Learning [PBL] at Harlaxton State School is based on three values:

Respect   Resilience   Relationships

The Harlaxton State School Community has adopted the Positive Behaviour for Learning [PBL] approach as the basis for Student Wellbeing, Behaviour Management and learning engagement throughout the school.

The aim of PBL at Harlaxton State School is to:
-       Support the maintenance of a positive attitude and culture within the school
-       Assist the development of self-discipline, resilience and emotional intelligence in our school community
-       Explicitly teach the social and interpersonal skills, which empower students.

Positive Behaviour for Learning [PBL] at Harlaxton State School is based on three values:

Respect   **Resilience**   **Relationships**

Our PBL Charter of Focussed Lessons outlines the expected behaviours for each teaching and learning space within the school and is prominently displayed throughout the school to ensure clarity for learners, staff, our school community and partners who work alongside our school to build positive future pathways.

Each fortnight, the PBL team discuss the school's current behaviour data to identify a problem area that needs to be reviewed. Each focus has its own poster that is displayed in every classroom and general areas around the school.

Focus of the Fortnight

What is it?
Each fortnight, the PBL team discuss the school's current behaviour data to identify a problem area that needs to be reviewed.

Posters
Each focus has its own poster that is displayed in every classroom and general areas around the school. For example:

Explicit Teaching of Focus

At the end of each fortnight, the new focus is announced on parade. Classroom teachers then explicitly teach the new focus to their class. There are pre-made mini-lessons for each focus which can be used or adapted to suit each class. An example:

Success criteria – I am responsible for my own actions..	
What it looks like..	**What it DOESN'T look like..**
• Wearing a hat to keep me safe from the sun.	• Taking my hat off while playing.
• Using the playground the way it is meant to be used.	• Playing tag on the playground equipment.
• Picking up after myself.	• Leaving rubbish on the ground.
• Transitioning quickly and quietly.	• Talking instead of listening during learning time.
• Using my listening ears to help me learn.	• Using bad words
• Being responsible for the words I choose and use.	
• Being responsible for how I respond to others	

Positive behaviours are acknowledged, reinforced and students rewarded for behaviour which supports the school's values and behaviours expectations. Our staff will encourage students to monitor and assess their own achievements as they work towards immediate, intermittent and occasional acknowledgements as outlined in our school's PBL Reinforcement system. Examples include:

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In the Classroom

Classroom Rules
At the beginning of each year, each teacher in collaboration with their class, comes up with three main class rules. Each rule is linked to our three school values (Respect, resilience, relationships). These rules are displayed in the classroom to refer to throughout the year.

Behaviour Flow Chart
Each classroom has the behaviour flow chart displayed. This poster outlines the steps for good and poor choices.

Buddy Class
Each class has an allocated Buddy Class where they will send their students if they get to 'Step 3' of the behaviour flowchart.

The disciplinary consequences model used at Harlaxton State School follows the same differentiated approach used in the proactive teaching and support of student behavioural expectations. Three broad demographic zones of problem behavioural prevention are represented in the "PBL triangle" by the colours green, yellow and red.

If you would like more information about PBL at Harlaxton State School, please ask at the school office for a meeting or discussion with a teaching staff member.
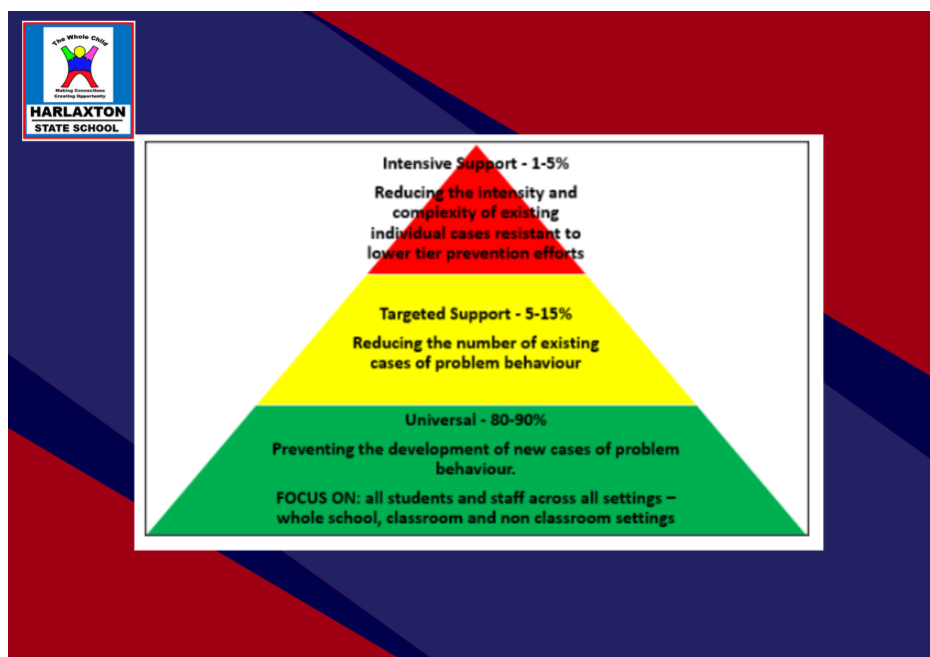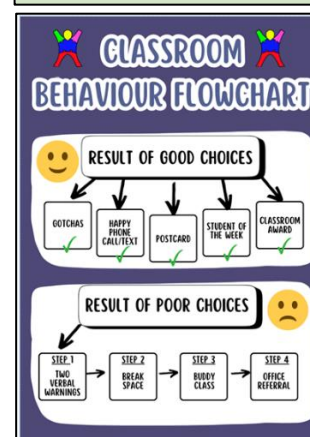
Multi-Tiered Systems of Support

Harlaxton 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. Universal	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	Targeted instruction and supports for some students (Tier 2) 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 expected behaviours. 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. Intensive	Individualised services for few students (Tier 3) 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.

Behaviour Management Flowchart Harlaxton S.S.

Observe Problem Behaviour

Problem Solve with Student/s

No ← **Does the behaviour require an instant Office Referral?** → **Yes**

Follow PBL Minor behaviour response

Follow PBL Major behaviour response

Does student have 3 of the same behaviour category in 1 week?

| Minor: Teacher Managed | Major: Administration Managed |

Step 1 (Minor)
- Prompt
- Redirect
- Reteach
- Choice
- Consequence

Behaviour stops | **Behaviour continues**

Give positive verbal/social acknowledgement

Apply Behaviour Consequence

Classroom
- Student Conference
- 2 x Verbal Warning
- Break Space
- Alteration of activity
- Buddy class referral
- Notification to parents

Playground
- Student Conference
- Walk and Talk
- Bench Break Space

Teacher completes minor classroom incident OneSchool referral
No Office action required
Teacher sends playground referral to Office for OneSchool actioning

Minor: Teacher Managed	Major: Administration Managed
Bullying/harassment: isolated disrespectful message to other student	**Bullying/harassment:** ongoing disrespectful messages to another student
Defiant/threat/s to adults: initial refusal to follow directions	**Defiant/threat/s to adults:** refusal to follow directions
Disruptive: short interruptions	**Disruptive:** in class, sustained, loud activity
Dress code: wearing clothes/accessories not included in dress code without parental note	**Dress code:** continues to wear articles not in dress code
IT misconduct: singular offences	**IT misconduct:** equipment damage or repeated minor offences
Late: singular offence	**Late:** consistently late in the morning and to other classes
Lying/Cheating: singular offence	**Lying/Cheating:** deliberately violate rules/cause distress
Misconduct involving object: object with potential to distract/interrupt	**Misconduct involving object:** object with potential to harm self or others
Non-compliant with routine: failure to respond to adult request	**Non-compliant with routine:** repeated failure to respond
Other: sexualised behaviours	**Other:** repeated sexualised behaviours
Physical misconduct: physical contact causing unintentional injury	**Physical misconduct:** serious physical contact (hitting, punching, kicking, scratching, hair pulling)
Possess prohibited items: object capable of disruption	**Possess prohibited items:** objects capable of causing bodily harm/property damage
Property misconduct: minor damage	**Property misconduct:** destruction/disfigurement
Refusal to participate in program of instruction: refusal despite appropriate support	**Refusal to participate in program of instruction:** continual
Substance misconduct involving tobacco and other legal substances	**Substance misconduct involving tobacco and other legal substances: Major only**
Truant/skip class	**Truant/skip class: Major only**
Verbal misconduct: singular, not directed at specific person	**Verbal misconduct:** loud, swearing directed at student/adult

Step 1 (Major)
- Inform student of rule violation
- State expected behaviour
- Contact Office
- Student to Office

Office actions
- Review incident
- Determine consequences
- Enter data

Office follows through on consequence

Office informs parent/guardian

Office provides teacher feedback

If behaviour continues
- Parent interview
- Individualised behaviour support/plan

Minor Incident Referral - Example
- Prompt – Low key responses
- Redirect – restate the matrix behaviour
- [Ret]each – tell, show, practice, acknowledge
- [Provi]de choice
- [Stud]ent Conference – private, calm and informative
- Student to move to break space – set time/when ready to return (check body language)
- Buddy Class – ring buddy class, take work, return when ready

Response to ALL student problem behaviour is: calm, consistent, brief, immediate, respectful, and private

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same three Positive Behaviour for Learning (PBL) expectations that are in place for students i.e. being respectful, resilient and building strong relationships.

Students
Below are examples of what these PBL expectations look like for students across the school.

Respect
- Listen to fellow students' questions in class.
- Put rubbish in the bins provided.
- Use G rated language at school.
- Follow adult directions the first time.
- Use equipment correctly.
- Keep hands, feet and other objects to yourself

Resilience
Be prepared for class.
- ☐Complete your homework and assignments on time.
- Ask for help when you need.
- Do your own work.
- Learn from your mistakes.
- Hand in items you find to the teacher.

Relationships
Look for opportunities to help others.
- Take different roles for group work activities.
- Respect others space and belongings.
- Encourage fellow students to do their best.
- Say "please" and "thank you".
- Show leadership
- Make a new friend.
- Give someone a compliment.

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

Respect

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

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You leave and collect your child from the designated area at school.	We will give clear guidance about a designated area for parents to leave and collect students.
You respect 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.

Resilience

You support your child to meet the learning and behavioural expectations at school.	We are clear about our learning and behavioural expectations, and contact you to provide regular feedback about your child's progress.
You stay informed about school news and activities by reading the school newsletter and other materials sent home by school staff.	We will use the electronic school newsletter as the primary means of notifying parents about school news, excursions or events.
You approach the class teacher or principal if you are concerned about the behaviour of a staff member, another student or parent.	We will work with every family to quickly address any complaints or concerns about the behaviour of staff, students or other parents.

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Relationships

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.
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.

NOTE: Attendance every day at Harlaxton State School makes a positive impact

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Consideration of Individual Circumstances

Staff at Harlaxton 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.
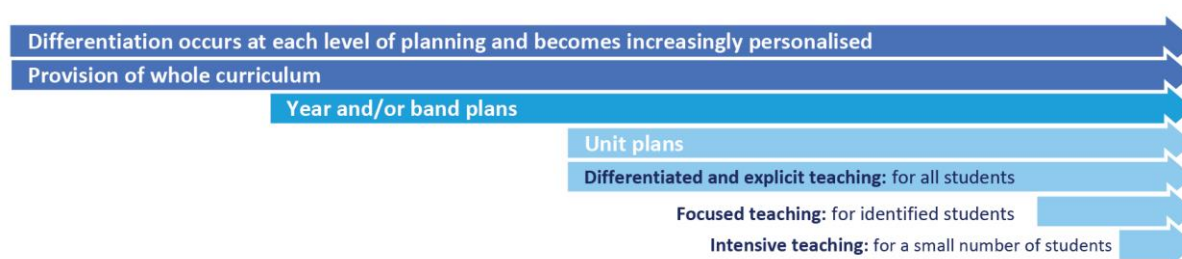
We expect that parents and students will respect the privacy of other students and families.

Differentiated and Explicit Teaching

Harlaxton 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 Harlaxton 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.

Differentiation occurs at each level of planning and becomes increasingly personalised

Provision of whole curriculum

Year and/or band plans

Unit plans

Differentiated and explicit teaching: for all students

Focused teaching: for identified students

Intensive teaching: for a small number of students

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

Student Support Network

Harlaxton State School employs specialised staff to work with students, their families and teachers, to help the social, emotional and physical wellbeing of every student. All of our staff are dedicated to ensuring our school is an inclusive, nurturing environment. Students can approach any trusted school staff member to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate staff member.

At Harlaxton State School we have the following Student Support and Services staff. These staff members are not full-time staff at Harlaxton and may work at a number of State schools.

Guidance Officer	• Advocates and provides student support, psychoeducational assessment, recommendations and advice to students, teachers and parents concerning educational, behavioural, mental health and family issues. • Work as part of a multidisciplinary team and facilitate effective working relationships and partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case management and

	referral service that optimises students' access and engagement in educational programs. • Consults with the school wide community and provides a referral service to assist students and parents in decision making about critical educational, personal, social, and emotional adjustments • Provides short term counselling to identify the needs of students and to identify possible next steps and supports to help students re-engage in learning • Liaises with parents, teachers, or other external health providers
Student Engagement staff members	• support provided through the school referral process, work alongside school staff to improve engagement and achievement. • identify when students require additional support outside of the school context, consult with families/carers to make referrals to external agencies and provide assistance to ensure students can access this additional support • work with parents, carers, and other wellbeing and school staff to develop strategies to support students in the classroom and wider school community
Chaplain	• Provides continuity of contact for students and their families • Nurture a sense of belonging to their class and school • Ensure students feel safe and comfortable and want to come to school
Community Hub	• Works with the school and community groups to provide breakfast club to students each day • Facilitate food hampers, scholarship applications and family assistance

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 teacher aides who work collaboratively with class teachers at Harlaxton State School to provide focused teaching. Focused teaching is aligned to the

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Personal and Social Capability Framework and student progress is monitored to identify those students who:

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

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 function of the behaviour, the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

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Disciplinary Consequences

The disciplinary consequences model used at Harlaxton 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 4 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
- Class-wide 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
- Private discussion with student about expected behaviour
- Reprimand for inappropriate behaviour
- Warning of more serious consequences (e.g. removal from classroom)
- Time Out

Focussed

Class teacher is supported by other school-based staff to address in-class problem behaviour. This may include:
- Teacher and student profiling
- Functional Behaviour Assessment
- Observation of Essential Skills for Behaviour Management
- Individual student behaviour support strategies (e.g. Student behaviour monitoring plan, Risk Assessment and Management Plan)
- Targeted skills teaching in small group
- Social Stories
- Token economy
- Time Out
- Behavioural contract
- Counselling and guidance support
- Self-monitoring plan for class and playground
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Services and Support for team based problem solving
- Stakeholder meeting with parents and external agencies
- Playground passport - Students are responsible for monitoring their playtime behaviour choices and checking in with adults at the end of each play session for varying periods of time. This will result in regular play time being restored or time away from the playground.
- Time away from the playground - This may be supported by support staff, carried out by class teachers as part of a logical consequence or supported by members of the SET Team. These times are for de-escalation, self-regulation, reflective practice and/or restoration.
- Supported attendance at camps, excursions and sports – occasionally students are identified as needing additional support to participate in school activities. This may be due to issues of previous behaviour or the potential for behaviour that would severely disrupt an activity or endanger the student or others.

  At Harlaxton State School we all belong. We will negotiate the following:

- Risk assessment and management plans signed by parents for various events - these management plans list behaviours and logical consequences that will be

implemented as a result of unacceptable behaviours e.g. collection of students by parents.
- Parent or outside agency support before, during and after the event.
- Parent support for portions of the event.
- Partial inclusion of the event by the student.

Intensive
School leadership team will work in consultation with Student Services and Support Team 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 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).
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At Harlaxton State School, the use of any SDA is considered a very serious decision. It is typically only used by the Principal when other options have been exhausted or the student's behaviour is so dangerous that continued attendance at the school is considered a risk to the safety or wellbeing of the school community.

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

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

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Re-entry following suspension

Students who are suspended from Harlaxton 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 homeschool 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.

Harlaxton State School has a tailored school discipline policies designed around the school's Positive Behaviour for Learning processes and procedures 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 and/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 and/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 Harlaxton State School and will be removed if found in a student's possession:

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

* No knives of any type are allowed at school, including flick knives, ballistic knives, sheath knives, push daggers, trench knives, butterfly knives, star knives, butter knives, fruit knives or craft knives, or any item that can be used as a weapon, for example a chisel. Knives

needed for school activities will be provided by the school, and the use of them will be supervised by school staff. In circumstances where students are required to have their own knives or sharp tools for particular subjects or vocational courses, the school will provide information about the procedures for carrying and storing these items at school.

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

Responsibilities

State school staff at Harlaxton 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 Harlaxton State School
- ensure your children 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 Harlaxton 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 Harlaxton 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 Harlaxton State School Code of Conduct
    - is illegal
    - puts the safety or wellbeing of others at risk

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      o   does not preserve a caring, safe, supportive or productive learning environment
      o   does not maintain and foster mutual respect;

- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of mobile phones and other devices by students

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

In consultation with the broader school community, Harlaxton State School has determined that explicit teaching of responsible use of mobile phones and other devices is a critical component of digital literacy. The knowledge and confidence to navigate and use these technologies safely while developing digital literacy is a responsibility shared between parents, school staff and students.

It is also agreed that time and space should be provided at school where technology is not permitted, and students are encouraged to engage in other social learning and development activities.

Responsibilities

At Harlaxton State School, students must sign in their phone at the office and collect it at the end of the school day.

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

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 Harlaxton 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.

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Preventing and responding to bullying

Harlaxton 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.

Harlaxton State School has a Student Council, with diverse representatives from each year level meeting regularly with the school leadership team to promote strategies to improve student wellbeing, safety and learning outcomes.

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

Harlaxton State School Bullying response flowchart for teachers

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

Key contacts for students and parents to report bullying:
Prep to Year 6 – Class teacher
Principal- Mrs Mandy Norton-McNeill

First hour Listen

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

Day one Document

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

Day two Collect

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

Day three Discuss

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

Day four Implement

- Document the plan of action
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

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

Ongoing Follow up

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

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Appropriate use of social media

The department acknowledges the growing popularity of social media both as a communication and educational tool and supports its appropriate use. It also acknowledges the potential for damage to be caused (either directly or indirectly) to students, families and staff through the inappropriate use of social media. Students must understand they are responsible for the content they publish on social media platforms so it is important they understand what is expected of them while using social media.

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.

Cyberbullying
Cyberbullying is treated at Harlaxton 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 (for students in primary year levels).
There is also a Guidance Officer who can be approached directly by students, parents or staff for assistance in preventing and responding to cyberbullying.

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

Students enrolled at Harlaxton State School may face in-school disciplinary action, such as detention or removing of privileges, or more serious consequences such as suspension or exclusion from school for engaging in behaviour that adversely affects, or is likely to adversely affect, other students or the good order and management of the school. This includes behaviour such as cyberbullying which occurs outside of school hours or

settings, for example on the weekend or during school holidays. It also applies to inappropriate online behaviour of enrolled students that is directed towards other community members or students from other school sites.

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

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Cyberbullying response flowchart for Harlaxton State School staff

How to manage online incidents that impact your school

Student protection
If at any point the principal forms a reasonable suspicion that a student has been harmed or is at risk of harm, they have a responsibility to respond in accordance with the Student protection procedure.
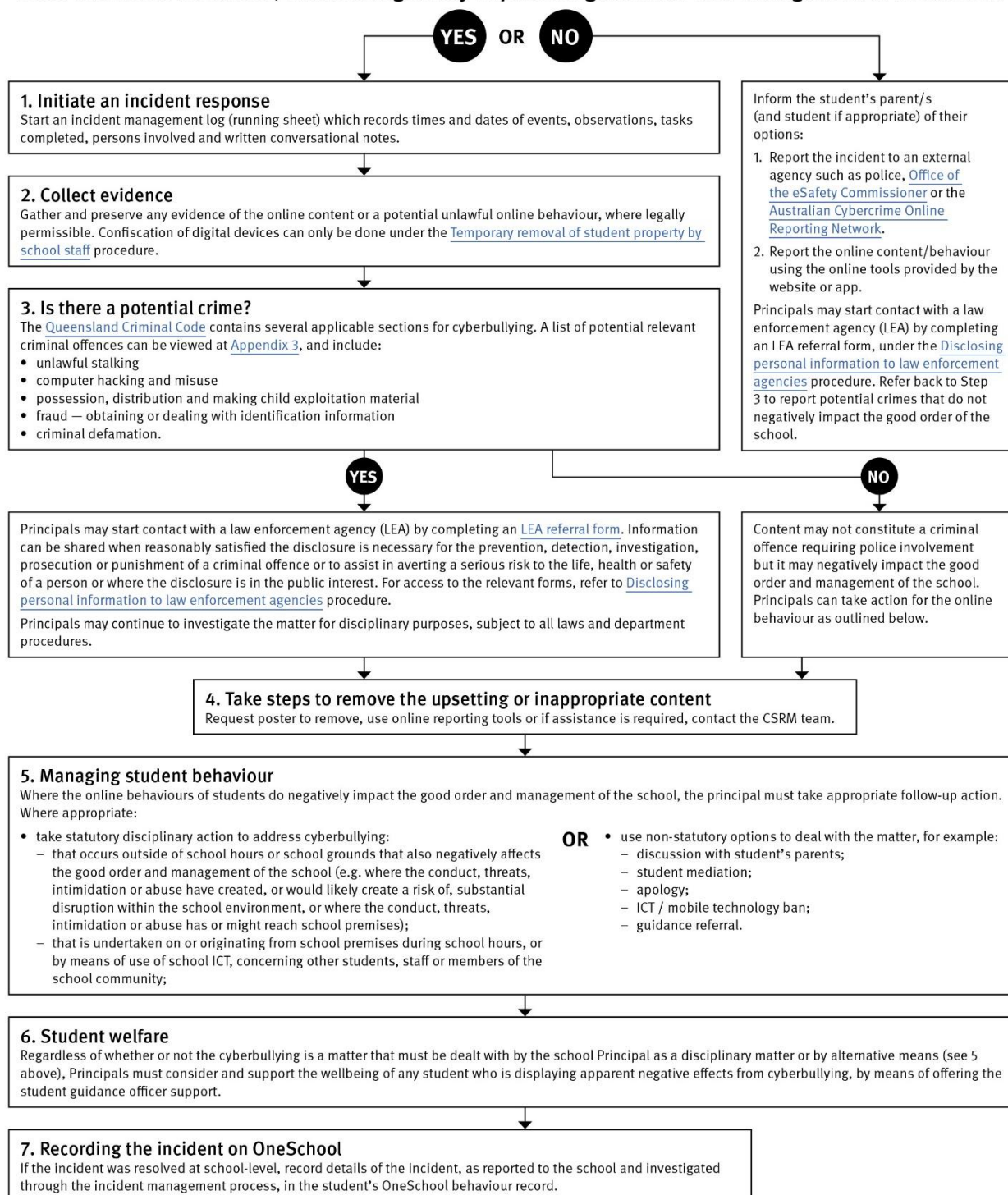
Explicit images
If the investigation involves naked or explicit images of children, staff should not save, copy, forward or otherwise deal with the content, as per the Temporary removal of student property by school staff procedure. This includes onto OneSchool records. Refer to the investigative process outlined in 'Responding to incidents involving naked or explicit images of children' from the Online Incident management guidelines.

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

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

YES OR **NO**

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

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

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

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

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

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

YES

NO

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

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

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

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

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

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

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

6. Student welfare
Regardless of whether or not the cyberbullying is a matter that must be dealt with by the school Principal as a disciplinary matter or by alternative means (see 5 above), Principals must consider and support the wellbeing of any student who is displaying apparent negative effects from cyberbullying, by means of offering the student guidance officer support.

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

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Cyber safety and Reputation Management (CRM)

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

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

The team provides a guide for parents with important information about cyber safety and cyberbullying, and suggestions about what you can do if your child is a target or responsible for inappropriate online behaviour. The team has also developed a Cyberbullying and reputation management (Department employees only) resource to assist principals in incident management.
For more information about cyber safety sessions at your school, or for assistance with issues relating to online behaviour, contact the team (Department employees only).

Student Intervention and Support Services
Harlaxton State School recognises the need to provide intervention and support to all students involved in incidents of bullying, including cyberbullying.

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

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

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Restrictive Practices

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 that seriously endanger students 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 reescalation, 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.

Follow Up Strategies

• Restore normal school operations as soon as possible.

• Provide post incident opportunities that include:

• Assisting any distressed student/s to access appropriate support, e.g. debriefing from Guidance Officer. Assisting the individual 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. • Contact parents/carers.

 • Record a reflection or individual learning plan to assist the student to develop a personal framework of expectations and appropriate actions.

 • Review/ Completing a Risk Assessment and Management Plan and present to stakeholders.

• Review/ Completing a Discipline or similar Behaviour Improvement/Wellbeing Plan with stakeholders.

Harlaxton 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.

 Please refer to A Guide to Raising Concerns and Communicating Positive Feedback at Harlaxton State School as found on our website under rules and policies. 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.

Legislation

In this section of the Harlaxton 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)

Queensland Government

Endorsement

Principal Name	Mandy Norton-McNeill
Principal Signature	
Date	
P&C President	
P&C President Signature	
Date	

Queensland
Government