Tieri State School

Student Code of Conduct

2025 - 2027

Everyday, Everyone, Succeeding 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

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

Purpose

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

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

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

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Contact Person:	Principal

Endorsement

Principal Name: Susan Spackman

Principal Signature:

Date: 20/5/25

P&C President Name: Michael McGrath

P&C President Signature:

Date: 19-5-2025

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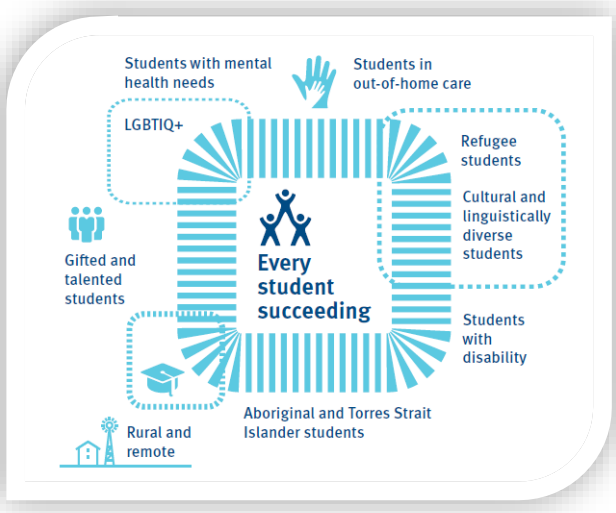
Principal's Foreword

Introduction

Everyone, Everyday, Succeeding
At Tieri State School our goal every day, in every way is to ensure every member of our school community is succeeding. We believe that to achieve this goal with sustainability we need to engage powerful and positive partnerships with our students, parents/ carers and our community. The saying that 'it takes a village to raise a child' is true. It is also true that it takes a village to support student learning, wellbeing, engagement and achievement.

Inclusive means everybody
Tieri State School supports an inclusive approach to education. Our approach to student engagement strives to ensure that 'students from all backgrounds, of all identities and all abilities are able to access and participate in education and achieve.'[1] This also extends to families, visitors and staff.



Three Core Values
Be safe
Be responsible
Be a learner
Be respectful

We believe that when we are safe, responsible, learners, then we are respectful. We also believe that our core value statements, when visibly demonstrated by students, staff and parents, result in successful and positive engagement within each student and across the student population.

Belief into Practice
We believe that to give students the greatest chance at success, appropriate ways in which to engage at school need to be modelled, explicitly taught, practised and embedded across the school environment. Teaching and practice are the keys to success for our students. Teaching allows us to learn from our mistakes. Practice allows us the confidence to grow. Both teaching and practice allow us opportunities to achieve success in engaging with others.

As the Principal of Tieri State School, I am excited and hopeful about the possibilities that the Student Code of Conduct offers for improvement in student staff and community wellbeing and engagement. As we travel the road with our Student Code of Conduct over the next four years, we invite you to Strive for Success with us.

Susan Spackman

[1] Inclusive Education Factsheet: qld.gov.au/inclusiveeducation

P&C Statement of Support

As president of the Tieri State School P&C committee, I am proud to support the new student Code of Conduct. The sessions explaining the Student Code of Conduct, held by previous principals were informative and allowed parents the opportunity to offer feedback into this document. The Parents of Tieri State School had multiple opportunities to contribute and provide feedback on the final product – invitations to code of conduct sessions, invitations via the school newsletter and at the drop off/pick up zone and at P and C Meetings. This has been an important aspect in the development of the Tieri State School Code of Conduct, as the awareness and involvement of parents is critical to ensuring all adults are able to support the students of the school to meet the set expectations.

We encourage all parents to familiarise themselves with the Tieri State School Code of Conduct, and to take the time to talk with their children about the expectations and discuss any support they may need. We want to emphasise the school values: “Be Safe, Be Respectful, Be responsible and Be a learner”. These values are part of the core to Tieri State School’s Student Code of Conduct. These values help students and parents understand what the expectations are at our school - It is important parents help students maintain these core values of Tieri State School.

Any parent who wishes to discuss the Tieri State School Code of Conduct and the role of families in supporting the behavioural expectations of students, are welcome to contact me, or to join the Tieri Sate School P&C Association. It is with your support that we can work collaboratively with our school staff to ensure all students are safe and supported to meet their individual social and learning needs.

P and C President Name: *Michael McGrath*

School Captains’ Statement

On behalf of Tieri State School, we acknowledge our support of the Tieri State School Student Code of Conduct.

The Student Code of conduct will help students at our school continuously strive for success by following each of the school rules by being safe, respectful, and responsible learners. We aimed to become school leaders because we had a significant desire to help and lead the community to the best of its ability.

From 2021, school leaders will have the Student Code of Conduct resource to help them in their leadership. It will provide opportunities for students to be supported and display improvement in all areas across the school.

As 2025 school leaders, we have endlessly modelled the school values, and have gained the trust and respect of our peers and staff members. We have created an environment students can approach us to talk at any time. The implementation of the Student Code of Conduct will help the future leaders of Tieri State School to lead in the same way.

School Captain Name: *Rocky-Dean Byrt*

School Captain Name: *Phoenix Francis*

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Consultation

A three-stage approach

The consultation process for the development of the Tieri State School Student Code of Conduct occurred in three stages.

Stage One: Consultation with Students

- Individual classes provided feedback on the current school rules and the current behaviour plan and processes.
- Students identified things that we need to keep doing, stop doing and start doing.
- Student Code of Conduct Focus group
  - Students from 3-6 were invited to be a part of this focus group. These students provided feedback into expectations of behaviour, consequences and strategies to acknowledge positive behaviour at school. Characters to express our expectations are in development and will be released in 2021.

Stage Two: Consultation with Parents/ Community

- Collaborative Consultation: CSHS (4th August 6-7pm)
  - Capella SHS, Capella SS and Tieri SS present an information and feedback gathering session about the Student Code of Conduct.
- Student Code of Conduct sessions (24th August 8.30-10am; 5.30-7pm)
  - These two sessions provided a Tieri SS specific perspective on the Student Code of Conduct. They discussed perceptions and biases; the understanding of consequences; asked for feedback about current behaviour management strategies; foreshadowed PBL as a strategy; foreshadowed bullying no way and well-being as strategies
- Drop off/Pick up Zone (7th – 11th September)
  - Due to 0.3% of families connecting with the Student Code of Conduct sessions, informal discussions were held at the school gate.
- P and C Meeting sessions
  - The Student Code of Conduct was shared with the P and C across the year.
- Email: Final draft for feedback (26th November 2020)

Stage Three: Consultation with Staff

- Conversations about the Student Code of Conduct have been held across the year.
- Staff have provided feedback into the review of our current document; the multi-tiered system of support, rewards and consequences.
- Staff have been provided with the key policies aligned with the Student Code of Conduct.
- Based on student feedback, behaviour charts and reward systems have been trialled across the year
- Final draft presented for feedback and annotations revised

Review Statement

The Tieri State School Student Code of Conduct will undergo annual minor updates to reflect changing circumstances, data and staff. A fulsome review is conducted every four years in line with the scheduled review process for the School Planning, Reviewing and Reporting cycle. The next Tieri State School Review is scheduled for 2025.

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Data Overview

Schools report on key measures related to student discipline, safety and wellbeing using existing data sets available to all schools. This provides an open and transparent reporting mechanism for the school community on the perceptions of students, parents and staff about school climate, attendance and school disciplinary absences. Data is stored on OneSchool. This is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes. OneSchool supports teachers, administrators and students in:

- student management
- curriculum and assessment management
- finance and asset management
- resource management
- performance, reporting and analysis.

Each Queensland state school student has a secure profile within OneSchool. Individual student information is used by the school to meet its duty of care to all students, and to administer and plan for providing appropriate education and support services. parent access to their child's OneSchool record. Information about accessing records, reports or timetables is provided here: https://www.qld.gov.au/education/schools/information/contact/pages/accessing

School Opinion Survey Data

The Parent, Student and Staff Satisfaction data in the tables below is drawn from the School Opinion Survey. The School Opinion Survey is an annual collection designed to obtain the views of parents/caregivers, students and school staff from each school on what they do well and how they can improve. Opinions on the school, student learning, and student wellbeing are sought from a parent/caregiver in all families and a sample of students. Opinions on the school as a workplace are sought from all school staff and the principal.

Highlights Report

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Highlights report for (1926) Tieri State School, 2025

23
Parents and Caregivers
(31.9%) participated.

Most positive items	Agreement
This school treats students equally, regardless of gender.	100.0
The expectations and rules are clear at this school.	100.0
This school looks for ways to improve.	100.0

Least positive items	Agreement
My child is interested in their schoolwork.	82.6
I understand how my child is assessed at this school.	82.6
This school asks for my input.	86.4

20
Students
(80.0%) participated.

Most positive items	Agreement
My school encourages me to participate in school activities.	100.0
The expectations and rules are clear at my school.	100.0
I feel safe undertaking online activities using my school's internet.	100.0

Least positive items	Agreement
I feel accepted by other students at my school.	65.0
I feel safe at my school.	72.2
I am interested in my schoolwork.	75.0

17
Staff
(94.1%) participated.

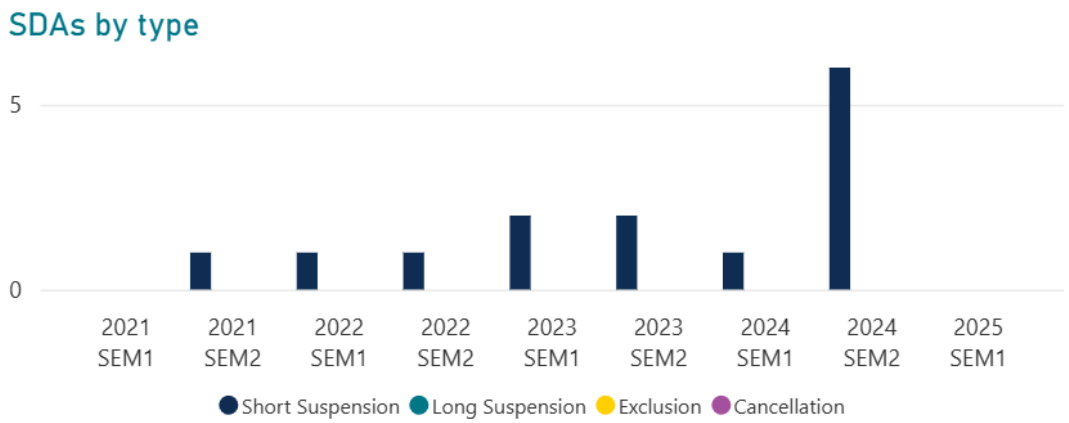
Most positive items	Agreement
The school leadership team model the behaviours expected of all employees.	100.0
This school appropriately supports staff following an occupational violence/aggressive incident.	100.0
This school looks for ways to improve.	100.0

Least positive items	Agreement
The department is taking steps to reduce red tape.	50.0
Initiatives to reduce red tape are making a difference.	62.5
My school has a focus on reducing red tape.	75.0

School Disciplinary Absences (SDA)

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

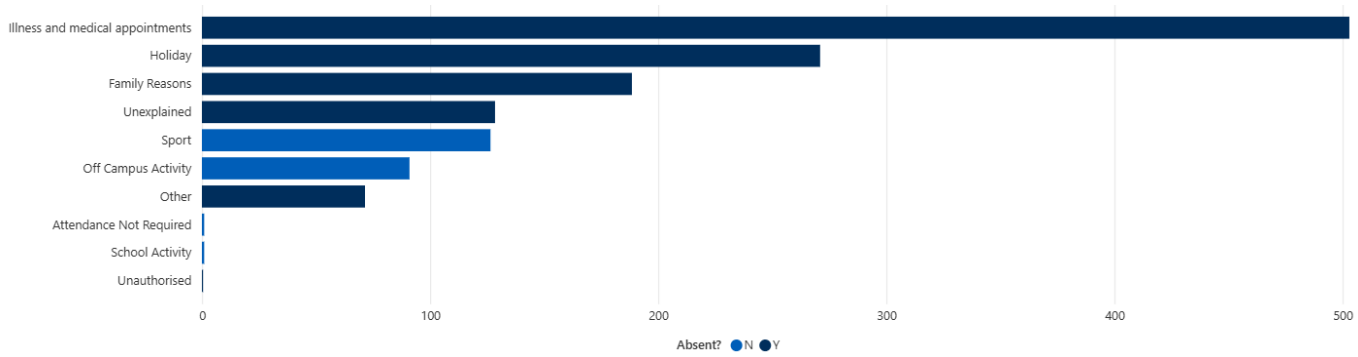
All state schools are required to report School Disciplinary Absences (SDA) for the school year in their school annual report. There are four main categories of SDA: short suspension, long suspension, exclusion and charge-related suspension.
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.



Attendance

Data is gathered from the OneSchool Performance Dashboard for Tieri State School. Official attendance is based on a snapshot of absence data for Semester 1 of each year only. A process of verification and validation precedes the release of official attendance data. Official Attendance data is available for Semester 1, 2011 onward. Prior to 2013, the cohort of students has been based on students enrolled on Census day (1st Friday in August) who were also enrolled at the same school during Semester 1 of the same year. From 2013 onwards, Official attendance accounts for all students who have been enrolled. The Official Attendance rate is the published attendance rate that is used for public reporting, including on School Annual Reports and My School. The rate of student attendance at Tieri State School is 91.5%. Reasons other than illness/ medical account for 53.6% of student absences. 34.1% of students attend less than 90% of the time.

Attendance Rate: 2025



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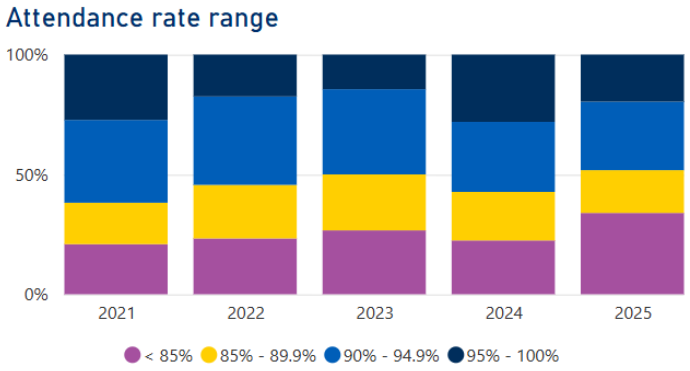
At Tieri State School, all school staff are responsible for entering behaviour incidents on OneSchool within a reasonable timeframe after a behavioural incident (on the same day). All minor and major behaviours are to be recorded on OneSchool. All behaviour incidents must be recorded by staff members using the agreed process outlined in the Entering OneSchool Incident resource for staff. School staff are provided extensive guidance on recording behaviour incidents, school actions and school disciplinary absences (SDA) through staff professional development and OneSchool user help guides. Under no circumstances should non-departmental employees such as chaplains be given access to OneSchool records.

Proportion of Personal and Disciplinary Absences: 2025



Our staff are 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.

To enable accurate record keeping, copies of all student reflection sheets, contacts, signed approved forms and attachments used in the decision-making process are saved in the student's OneSchool behaviour record.

Data entry

Electronic data entry affords the OneSchool user an opportunity to quickly add to a student record. With this capability, the following considerations are of note:

- accuracy of detail
- appropriate language
- electronically recorded information is permanent.

There is capacity to save emails in OneSchool, such as:

- recording a contact with a parent (if choosing email as the contact type)
- notification to users of behaviour referrals and the provision of additional information regarding a behaviour incident to other school staff.
- with this capability, the following considerations are of note:
  - appropriate response times
  - use of only the department's email system to correspond
  - emailing parents only when they have agreed that email is an appropriate form of communication and have volunteered their email address
  - consistency with professional practices as with other correspondence – this includes grammar, formatting and salutation
  - use of a signature block.

Tone of language

Users of OneSchool need to manage the tone of their writing so messages will have the results they intended to convey, and avoid comments being misconstrued. Tone is the quality in writing that reveals an attitude towards topic and reader. It is easy for tone to slip from professional to casual. Records are permanent in OneSchool, so all staff must take great care when making an incident report. When writing records, it is important to take care not to use language that is judgmental, condescending or inflammatory. All records should be prepared clearly and with professionalism. Consideration to the following should be given:

- records in OneSchool remain the property of the Department of Education but may be shared with parents, students or other agencies
- avoid use of contentious, highly emotional or highly sensitive language
- data will be available to a wider Department of Education audience
- include concrete observations, without judgements.

Types of Incidents Recorded

Minor Incidents (as per matrix) are recorded on OneSchool on the same day as the incident occurred. Minor incidents are recorded using factual and non-biased language and are not referred to administration. Playground minor incidents may be referred to the classroom teacher. Major Incidents (as per matrix) are recorded on OneSchool as soon as practical after the incident has occurred (at least same day). Major incidents are recorded using factual and non-biased language and are referred to administration. Positive Behaviour is recorded on OneSchool weekly or as received by students. This data is used to ensure consistent and fair application of positive reinforcements across the school.

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Learning and Behaviour Statement

Everyone, Everyday, Succeeding

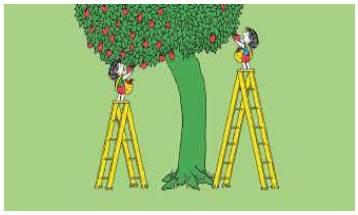
Our fundamental belief about learning and behaviour is that the core of each is relationship. A foundation of a relationship creates safety to grow and learn; creates clear boundaries for behaviour. Relationships creates a positive space to teach and learn and this enables many opportunities to develop the capability of our students as safe, responsible learners - Safe + Responsible + Learner = Respect.

Diversity of Perspectives

At Tieri State School, we acknowledge that 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

Consideration of Individual Circumstances

Just as we acknowledge a diversity of perspectives, we also acknowledge students' individual circumstances, such as their behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements when teaching expectations, responding to inappropriate behaviour or applying a disciplinary consequence.



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

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

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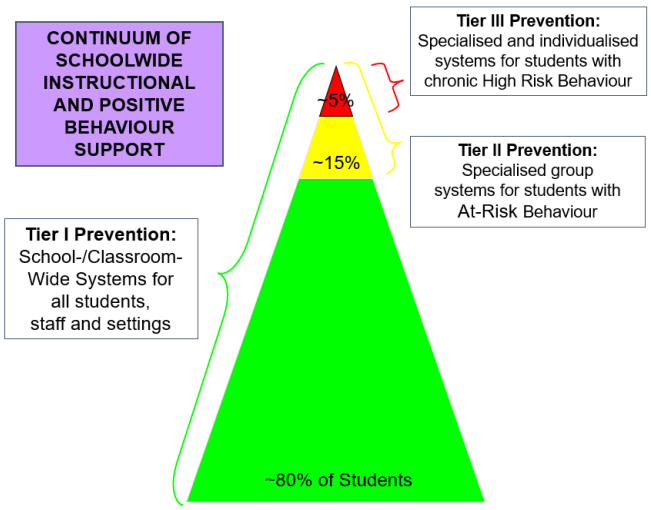
Multi-Tiered Systems of Support

Tieri 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. MTSS at Tieri State School includes 3 Tiers of support to engage students as:



Tier I Prevention:
Classroom wide systems for all students, staff and settings.

- 100% of students receive support for their academic and behavioural development. The focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations.

Tier II Prevention:
Specialised group systems for students with At-Risk Behaviour

- Targeted instruction and supports for some students (10-15%) are more intense than Tier I 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 III Prevention:
Specialised and individualised systems for students with chronic High-Risk Behaviour.

- Individualised services for a 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 III supports are based on the underlying reasons for a student's behaviour (Functional Behaviour Assessment/FBA) and will include strategies to prevent, teach, reinforce and minimise problem behaviour from reoccurring.

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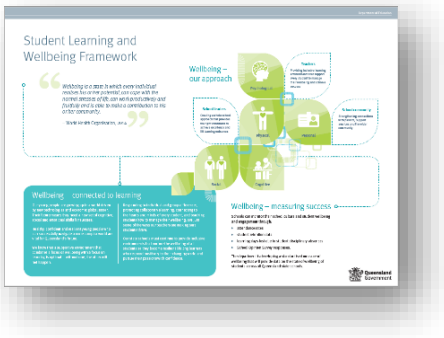
Student Wellbeing

We recognise that 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. The Tieri State School Student Learning and Wellbeing Framework is found on the Tieri State School Website.



Curriculum links

We acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. We 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. As part of the whole school's curriculum, we support age-appropriate learning in wellbeing via the Health and Physical Education focus areas:

- Alcohol and other drugs: addresses a range of drugs, including prescription drugs, bush and alternative medicines, energy drinks, caffeine, tobacco, alcohol, illegal drugs and performance-enhancing drugs. The content supports students to explore the impact drugs can have on individuals, families and communities.
- Food and nutrition: addresses the role of food and nutrition in enhancing health and wellbeing. The content supports students to develop knowledge, understanding and skills to make healthy, informed food choices and to explore the contextual factors that influence eating habits and food choices.
- Health benefits of physical activity: addresses the influence and impact regular physical activity participation has on individual and community health and wellbeing. The content supports students to develop knowledge, understanding and skills to make active choices and to explore the range of influences on physical activity participation and choices.
- Mental health and wellbeing: addresses how mental health and wellbeing can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and wellbeing and to support that of others.
- Relationships and sexuality: addresses physical, social and emotional changes that occur over time and the significant role relationships and sexuality play in these changes. The content supports students to develop knowledge, understanding and skills that will help them to establish and manage respectful relationships. It also supports them to develop positive practices in relation to their reproductive and sexual health and the development of their identities. In doing so, students will gain an understanding of the factors that influence gender and sexual identities.
- Safety: addresses safety issues that students may encounter in their daily lives. The content supports students to develop knowledge, understanding and skills to make safe decisions and behave in ways that protect their own safety and that of others.

External Services and Supports

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 support services. Along with curriculum-based support, we can connect families to community support agencies to target specific needs of your family.

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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.

Focus Area	Response
Specialised health needs	Tieri 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	Parent consent and medical authorisation to administer any medication (including over-the-counter medications) to students must be provided. For students requiring medication to be administered during school hours, please see the admin team for 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. Tieri State School maintains an adrenaline auto-injector and asthma reliever/puffer, stored in the school's administration block to provide emergency first aid medication if required.
Drug education and intervention	Tieri 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.
Mental Health	*Mental health and wellbeing promotion* – developing a whole school approach to promoting mental health and wellbeing, including targeted curriculum activities, to create a supportive school environment that develops and sustains all students' social and emotional capabilities and promotes positive mental health and wellbeing. *Early intervention* – implementing strategies that help to identify and intervene early with students who may be at increased risk of developing social and emotional issues or mental health difficulties. *Specialised intervention and case management* – intervening when students may be at significant risk of developing mental health difficulties, present with suspected mental health difficulties or are diagnosed with mental illness and require case management or specialist intervention via a clinical care provider.
Suicide prevention	Staff who notice suicide warning signs in a student immediately seek help 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, Tieri 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, Tieri 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, Tieri State School staff immediately enact the School Emergency Management Plan and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.

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Student Support Network

Tieri State School is proud to have a comprehensive Student Support Network in place to help the social, emotional and physical wellbeing of every student. In addition to the assistance provided by class teachers, we have a team of professionals whose dedicated roles are to help ensure our school is an inclusive, nurturing environment. Alongside the team members who regularly visit our site we have access to regional and state-wide support services to supplement the school network. These include Principal Advisor Student Protection, Principal Advisor: Inclusion, Heads of Curriculum: Student Services, Speech-Language Pathologist, Physiotherapist and Senior Guidance Officers.

Student Support Network Team	
Team Member/s	**Role**
Guidance Officer	• provides a comprehensive student support program within the school environment offering counselling with students on a one-on-one basis or in a group setting • assists students with specific difficulties, acting as a mediator or providing information on other life skills • liaises with parents, teachers, or other external health providers as needed as part of the counselling process.
Registered Nurse (School based and Community)	• works with school staff to build their competence and confidence to safely manage procedures and interventions required by students with specialised health needs • provides assessment, health management planning, training and ongoing support and supervision for students with specialised health needs.
Head of Special Education Services	• provides quality learning outcomes for all students. • embeds socially just practices in daily school life. • forms partnerships with parents, other government agencies, and community groups
Positive Behaviour for Learning Lead, Coach & Data Manager	• nurtures positive relationships between students, teachers and stakeholders through the coordination of a regional behaviour service, in consultation with local principals – leading to improving the quality of teaching and learning outcomes for students.
Indigenous Pathways and Partnerships Coordinator Community Education Counsellor	• provide information to the school community about Aboriginal and/or Torres Strait Islander social and cultural perspectives. • provide educational counselling and support services to Aboriginal and/or Torres Strait Islander children and students. • participate in the development of activities, in and out of school, likely to enhance the involvement in education of Aboriginal and Torres Strait Islander students and their families. • establish and maintain links with out of school sources of information and support services to assist in the advancement of Aboriginal and Torres Strait Islander children and students.
Head of Department: Junior Secondary	• collaborates with our school to lead transition between Year 6 and 7 to Capella State high School

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Whole School Approach to Discipline

What does discipline mean at our school?

At Tieri State School, we understand the term discipline as one 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.

A positive behaviour for learning

Tieri State School implements a positive behaviour for learning framework as the multi-tiered system of support for discipline in the school from 2021. This is a whole-school approach is used in all classrooms and programs offered through the school, including sporting activities and excursions. It 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 Tieri State School we acknowledge positive behaviour in the following ways.

- Affirmations to acknowledge behaviours beyond the expected; to reinforce targeted behaviour goals; to reward ongoing expected behaviours
- Student of the Week: to acknowledge an outstanding student each week
- STAR Students: to acknowledge students who display the qualities of – STAR (Shares care and compassion for others, Treats others the way they would like to be treated, has an attitude of gratitude and respects those in school and outside of school.
- Positive Postcards: to communicate ongoing positive behaviours to parents
- Positive Behaviour Records: to record positive behaviour of a student on OneSchool
- Whole School Rewards: to acknowledge the commitment of the whole school to reach a goal in positive behaviour.
- Individual systems: to acknowledge the commitment of an individual student to reach a goal in positive behaviour as per an individual behaviour support plan or discipline improvement plan

Behavioural Expectations

At Tieri State School, we expected students, staff, parents and visitors to our school to meet the same behavioural expectations. We expect everyone to Be Safe, Be Responsible, Be a Learner. If we do these three things, then we will be respectful.

Our staff are committed to delivering a high quality of education for every student, and believe all adults in the school, whether visiting or working, should meet the same four expectations in place for students, These expectations create and maintain supportive and safe learning environments. They have been developed in line with the AITSL Standards for Teachers to increase student participation, manage classroom activities, manage challenging behaviour, maintain student safety and to monitor the use of ICT safely, responsibly and ethically.

In setting high standards for behaviour, we consider each student's individual circumstances. Circumstances such as the student's behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements are taken into account when responding to inappropriate behaviour and applying a disciplinary consequence. Personalised Learning and Support Provisions may also be developed for students who required focused or intensive supports to maintain appropriate behaviour. These additional or differentiated supports are considered opportunities for students to grow and develop their self-regulation of behaviour.

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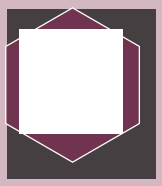
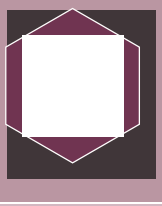
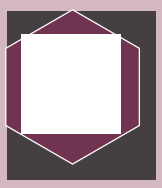
We will: ***Be Respectful, Be Safe, Be Responsible and Be Learners***	Students – Expected Behaviours							
	School Rules	**Entering/ Leaving school**	**Learning Areas**	**Learning Online**	**Playground & undercover areas**	**Toilets**	**Eating Areas/ Tuckshop**	**Transitions**
	Be Safe If you are safe, you…	• Obey road rules • Use pedestrian crossings • Walk on hard surfaces • Walk bike/scooter in school • Park bike/scooter in rack • Arrive at school at 8.20	• Move safely without disrupting the learning of others • Accept other people's opinions • Keep hands and feet to self • Use equipment for intended purpose • Push chairs in when you leave your desk • Use kind words and tone towards everyone in your classroom • Listen and follow directions	• Follow all teacher instructions • Participate in use of approved online sites • Keep private information off online sites • Keep your passwords private • Be cybersafe • Maintain an online environment free from cyberbullying	• Sun Safe – no hat no play out of cover • Play in your designated areas • Look out for others • Include everyone in play • Keep hands/feet to yourself • Use equipment safely and for intended purposes • Ask permission to leave the area from the teacher on duty	• Your eyes, hands and feet stay in your cubicle or your section of the urinal • Use hand wash – 1 pump • Wash hands for 20 seconds • Use paper towel to dry your hands 1-2 sheets • Place your rubbish in the bin • Leave food outside the toilets	• Sit when eating and waiting • Sit in designated areas • Only eat your own food • Stay in the eating area unless a staff member allows you to leave • Stay outside of the Tuckshop • Collect only your lunch from the tuckshop box • Join the end of the tuckshop line and wait your turn	• Respond to the bell immediately • Walk on hard surfaces • Keep hands, feet, objects and opinions to yourself
	Be Responsible If you are responsible, you…	• Keep hands and feet to self • Leave when dismissed • If you arrive late/depart early report to office for a late/ early slip • Put notes in the Magic Mailbox • Place lunch and brain break in the fridge on arrival to your classroom	• Begin learning at 8.30am • Be prepared for learning with all your equipment ready for a lesson • Keep your tidy tray neat and organised • Keep the space around your desk clean • Help keep your classroom clean • Return library books on time • Use a book browser • Care for borrowed books	• Report any unacceptable behaviour to an adult • Post only appropriate content online • Log off and return equipment to appropriate area • Take care of technology resources	• Take turns • Return the sports equipment you borrowed to the sport shed and report any damaged or missing items • Follow the rules provided for games • Report all hazards	• Use toilets at break time • Use toilets on the way back from your play area to the eating area • Go, Flush, Wash, Leave • Report any incidents or issues	• Use hand signals to ask for a drink, to go to the toilet, to open packets and go to the tuckshop • Hold onto rubbish until the bell goes at the end of eating time • Pick up ALL rubbish and place it in the bin • Speak politely to tuckshop staff	• Before play time place your lunch box in the designated area • At play time line up in 2 lines quickly and quietly, in the UCA • After eating time, line up in 2 lines quickly and quietly, in the UCA • Line up in your designated area • Join the line in turn without saving spots
	Be a Learner If you are a learner, you…	• Arrive on time and bring your equipment • Start each day with a positive attitude • Greet/ farewell people you see as you arrive and leave	• Give your best effort in all classroom activities • Be focused on your own learning • Support others to be focused on their learning • Show others how to be a role model for learning • Ask for help if you need it • Complete your homework • Choose books to borrow from the library	• Remember your password • Learn how to log on to a computer • Learn how to use email • Learn how to use OneNote	• Understand and use the High Five strategies • Know the rules for lunchtime games	• Follow the rules for using toilets • Know that privacy is important for all students	• Learn the signals for: ○ Drink ○ Toilet ○ Packets ○ Tuckshop	• Know where to line up • Know where to sit in class and in the eating area

Parent and Community Code of Conduct

Supporting learning, wellbeing and safety in every Queensland state school

We welcome parents[2] and other members of our diverse community into schools across Queensland. Working together with their school community[3], school staff support the learning and wellbeing of every student, and are entitled to a safe work environment.
Parents and other visitors to schools support safety by ensuring their communications and conduct at the school and school activities is respectful.

Elements of engagement	It is expected that parents and visitors to our school communities will:	Parents and visitors to our school communities demonstrate this by:
Communication 	• be polite to others • act as positive role models • recognise and respect personal differences • use the school's communication process to address concerns	• using polite spoken and written language • speaking and behaving respectfully at all times • being compassionate when interacting with others • informing staff if the behaviour of others is negatively impacting them or their family • respecting staff time by accepting they will respond to appropriate communication when they are able • requesting a meeting to discuss any concerns about their child's education — allowing staff time to prepare and appreciating their time may be limited
Collaboration 	• (parents) ensure their child attends school ready to learn • support the Student Code of Conduct	• taking responsibility for their child arriving and departing school safely on time every day • reading and encouraging their child to understand and follow the Student Code of Conduct
School Culture 	• recognise every student is important to us • contribute to a positive school culture • work together with staff to resolve issues or concerns • respect people's privacy.	• valuing each child's education • acknowledging staff are responsible for supporting the whole school community • speaking positively about the school and its staff • not making negative comments or gossiping about other school community members, including students — in person, in writing or on social media • understanding, at times, compromises may be necessary • considering the privacy of all school community members at all times, and understanding that the school cannot share confidential information.

[2] The term 'parent' refers to parents, carers, guardians and people who exercise parental responsibility for a child.

[3] The term 'school community' refers to staff, students, parents, local business and community organisations and visitors to the school.

Tieri State School

Parent/ Carer Communication Flowchart

Concern relating to your child.

First conversation
- Phone or email the teacher
- Name your key concerns, respectfully and confidentially
- Concerns are recorded on the OneSchool database by the teacher
- Teacher to follow up with student concerned if appropriate
- Teacher to follow up with parent if required

Second conversation
- If necessary, arrange a face-to-face meeting
- Use the ADOPT strategy to facilitate the meeting
- Meeting recorded on OneSchool database by the teacher
- Parent or teacher may request another staff member to be present for the conversation

Examples of when to contact the teacher regarding your child:
- Academic progress
- Participation
- Behaviour
- Physical/Social development and Wellbeing
- Specialised learning programs
- Learning environment
- General student behaviour
- Non attendance
- Playground incidents

ADOPT
A: Agenda is set
D: Discuss the agenda using the FIX model.
Facts/Inference/X explain
O: Options
P: Proposals
T: Time to review

Yes

Concern resolved

No

Contact the school to make an appointment with the principal.

If required, book a follow up discussion

Yes

Concern resolved

No

Examples of when to contact the principal
- Concerns about the teachers and other staff
- Concerns that you feel need further attention
- Policy or Protocols
- Staff/parent communication

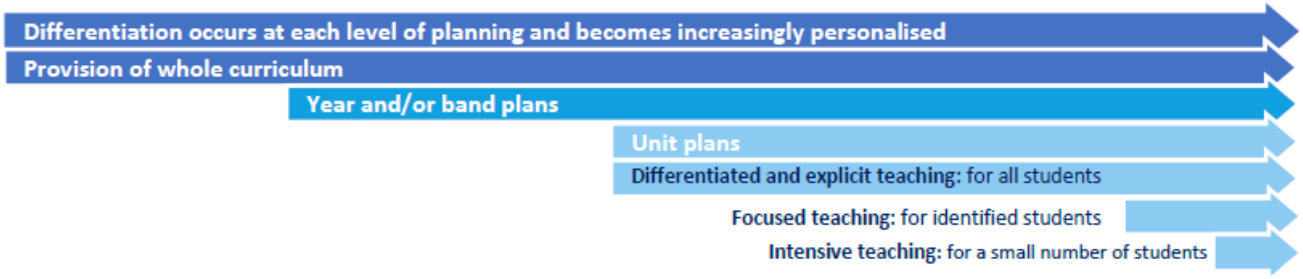
Contact Emerald Regional Office
PO Box 576
Emerald QLD 4720
(07) 4986 7222

The Education Complaint Unit will assist the issue, which may result in the following actions
- Listen to you and clarify your concern
- Ensure that you have previously raised the complaint with the Principal
- Liaise between the site and you to assist in a resolution
- Allow more time for resolution at the school or education site
- Support you and the site to communicate about the concerns and to reach an agreement where possible (either face to face or by negotiation by the phone)

Queensland Government

Whole school approach to differentiated teaching and learning

To support school discipline, Tieri State School uses a whole school approach to differentiated teaching and learning for all learners. This is because we understand that every student has individual considerations and circumstances that need to be taken into account. The diverse learning needs of our school community, cohorts, classes, groups and individuals are identified through the school data profile and assessment and reporting data and classroom data sets. We respond to the diverse learning needs of their students by identifying differentiated teaching and learning in all three levels of planning. This ensures that every student is supported to access and participate in the curriculum leading to continuous improvement in student achievement.



These three tiers of differentiation mirror the multi-tiered systems of support discussed in the Learning and Behaviour section of this document. Tier 1 is differentiated and explicit teaching for all students, Tier 2 is focused 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. This correlation highlights the continuum of expectation and engagement at Tieri State School. Our expectations wrap around academic and behavioural engagement. The support for academic learning is the same as the support for behavioural learning. Just as we reteach and differentiate for academic gaps in learning, we do the same for behavioural gaps in learning.

Differentiated and Explicit Teaching: *for all students*

At Tieri State School, differentiated and explicit teaching is provided to 100% students. This universal support is the base for all students to achieve behavioural success. Differentiated teaching and learning includes but is not limited to the following:

- care and compassion
- positive relationships
- explicit and consistent teaching of expectations
- explicit and consistent teaching of focus lessons for active academic and behavioural engagement
- instructional and behavioural routines to lower cognitive load
- active supervision
- active engagement
- positive reinforcement
- class room set up and organisation
- visuals to reinforce expectations and learning
- essential skills of classroom management
- social and emotional wellbeing
- reasonable adjustments to learning tasks/ assessments

Queensland Government

Focused Teaching: for identified students

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 but is not limited to:

- revisiting key behavioural concepts and/or skills
- using explicit and structured teaching strategies in particular aspects of a behaviour skill
- providing students with more opportunities to practise skills
- providing multiple opportunities to achieve an intended learning and expected behaviour
- additional active supervision
- additional in class/ specialist lesson/ lunchtime support
- reset session
- reteach sessions

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

- Functional Behaviour Assessment
- The Zones of Regulation

Support staff, including teachers with specialist expertise in learning, language or development, work collaboratively with class teachers at Tieri State School to provide focused teaching. Focused teaching is aligned to the Tieri State School Table of Expectations, and student progress is monitored by the classroom teacher/s in a student's personal learning plan to identify those who:

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

Intensive Teaching: for a small number of students

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. Following an analysis of data collected from their teacher or teachers, and following consultation with the student's family intensive teaching may be implemented. Supports in this tier include but are not limited to:

- frequent and explicit instruction, with individuals or in small groups, to develop mastery of basic behavioural concepts, skills and knowledge.
- intensive teaching for a short period, for particular behaviour skills.
- intensive teaching for a more prolonged period
- supervised play with explicit teaching of expectations

For a small number of students who continue to display behaviours that are deemed complex and challenging, then the following may be provided to address the acute impact of barriers to learning and participation faced by students who are negotiating a number of complex personal issues.

- individualised, functional behaviour assessment
- support plans
- multi-agency collaboration
- case management

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

Legislative Delegations

Legislation

In this section of the Exemplar State College 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

Queensland Government

Disciplinary Consequences

What is a disciplinary consequence?

A consequence is the result or direct effect of an action. A disciplinary consequence is applied as a result or direct effect of an unacceptable behaviour.

At Tieri State School, there are no mandatory consequences that apply to specific behaviours. Each situation is dealt with and given due consideration of individual circumstances.

Types of Consequences

Natural consequences are simply what happens as a result of behaviour.

- For example, if a student is late to school they may miss the morning notices/ they may miss some of learning like the first story for the day.

Logical consequences are reasonable and related to the behaviour. A logical consequence is different to what is commonly known as 'punishment'. Logical consequences are planned in advance and designed to help students learn appropriate prosocial behaviours to help them succeed at school. Logical consequences should match the type and severity of the problem behaviour.

- For example, persistent talking in class may result in a student being moved to another seat closer to the teacher/away from other student/s.
- For example, if a student consistently arrives late to class after breaks without a reason, then a logical consequence would be for them to make up the learning time before going to the next break.

Why do we need disciplinary consequences?

The majority of students will be confident and capable of meeting established expectations that are clear, explicitly taught and practised. These students respond to in-class corrective feedback and rule reminders when used by adults to respond to low-level 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. Even with focussed teaching, in-class corrective feedback and rule reminders these students continue to display low-level problem behaviour. A continued pattern of low-level behaviour can interfere with teaching and learning for the whole class. A decision may be made 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.

What is the goal of giving consequences?

The goal for giving consequences is to provide an opportunity for students to learn how to make positive choices in behaviour. A consequence is a teaching/ learning opportunity. It is not a punishment/ penalty. It encourages:

- self-examination
- accepting responsibility for ones' actions
- the ability to learn from mistakes
- the development of an inner voice of self-control.

When considering applying a disciplinary consequence, Staff at Tieri State School:

- undertake an assessment of the incident, student's behaviour and the level of risk
- take into account a student's individual circumstances, such as behaviour history, disability, mental health and wellbeing, religious and cultural considerations, home environment and care arrangements
- hear the story of the incident from all perspectives

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Further considerations include

- the use of procedural fairness in all decision making
- all disciplinary consequences and reasons are documented in the individual student's OneSchool record.
- the conduct of a student may include an omission to perform an act by the student
- the grounds for suspending or excluding a student apply to all students, including mature age students
- the conduct of a student may be a ground for suspension or exclusion, even if the conduct does not happen on school premises or during school hours
- an offence includes an act or omission committed outside of Queensland that would be an offence if it were committed in Queensland.
- apply a suspension, exclusion or cancellation of enrolment only as a strategy of last resort

Incidents – Fact Finding

Following an incident, it is important that the information gathering process is thorough and provides all parties involved with an opportunity to present their version of events. Clear, consistent processes for gathering information can strengthen the quality of the decision and better inform the responses of staff and the principal to the incident.

To build an accurate picture of the event, staff may want to seek a statement or report from the student. It is good practice for staff to have another adult present at an interview, if possible. This is particularly important if the student has complex needs or is considered a vulnerable student in terms of social, behaviour or communication, for example a student with intellectual disability or autism. The emphasis here is on gathering details about the incident and hearing the student's side of the story not seeking to pressure an admission from the student. The principal must have confidence in the evidence produced before making a decision about a school disciplinary absence. The Tieri State School Incident Report Sheet is used in this process.

Ensuring Consistent Responses

At Tieri State School, all staff members are provided with appropriate professional development and/or training in PBL, classroom management, trauma and self-regulation. Through training activities, we work to ensure consistent responses to problem behaviour across the school.

Range of possible consequences

Defining Behaviours

The differentiated responses to inappropriate 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.

At Tieri State School, inappropriate behaviour incidents are categorised into minor, major and critical major incidents for the purpose of recording these incidents on OneSchool and responding to the incident. In consultation with staff, students, parents and community the following matrix of examples has been developed to support staff when responding to behaviour incidents.

Minor	Major	Critical Major
Behaviours that can be handled by the staff member (in situ) and do not warrant a discipline referral to the office. These behaviours may occur in the classroom, other learning spaces or in the playground.	Behaviour incidents of such severity that they warrant removal from the learning/play environment and may need to be handled by administration or other designated staff.	Behaviour incidents of continual misconduct that do not stop with intervention (physical/emotional). It is a situation that is 'out of control' and possesses immediate threat of harm to other students, staff members or self. It warrants immediate administration support or other designated staff support and immediate removal from the learning/play area. In some incidents, this may also involve the lockdown or removal of the class immediately, following the restrictive practices procedure.

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Tieri State School Minor and Major Behaviours

*Critical Majors do not appear on this list as each response will be unique to the critical situation

This table will be reviewed in early 2026 after further consultation with students, staff and community

	Category Heading	Minor Examples	Major Examples
1	Verbal Misconduct/Threats to adults	• Incidental use of inappropriate language • Swearing about something or to a student • Teasing/name calling • Disrespectful language towards staff	• Swearing directly at staff • Verbal intimidation • Verbal threats • Escalation of disrespectful language towards staff/students • Bullying/harassment
2	Truant/skip classes		• Student found outside of school grounds without permission • Skip entire class
3	Substance misconduct involving tobacco and other legal substances. (*For majors only – refer to administration.)*		• Possession, distribution or use of tobacco, or items used in the creation or smoking tobacco (papers, lighters) or vapes • Possession, distribution or use of alcohol, medication or other intoxicating substances
4	Substance misconduct involving illicit substance. (*For majors only – refer to administration.)*		• Possession, distribution or use of illicit drugs, utensils or chemicals (bongs, pipes, cone holders, vapes)
5	Refusal to participate in program of instruction/Defiant. *(Focus is on teaching and learning – engagement with curriculum content)*	• Refusal to participate or to attempt to complete set tasks, class activities	• Refusal to complete and submit assessment • Continued to participate or to attempt to complete set tasks, class activities
6	Property misconduct	• Taking items from others, without return-erasers, pencil cases • Low level graffiti • Damage to school environment e.g. vegetation/ landscape/gardens/ littering • Misuse of school/play equipment	• Repeated stealing • Major graffiti/vandalism of school property and vegetation • Throwing equipment or school property
7	Possess prohibited items. *(As outlined in Toys at School policy and Mobile Phone policy.)*	• Possession of banned items: Including mobile phones, smart watches, toys, trading cards	• Continued possession (>2 noted by same person) of banned items named in minor • Possession of sharp instruments including knives • Possession of firearms and laser pointers • Possession of prohibited substances • Refusal to hand over electronic devices
8	Physical Misconduct/Defiant. Person to person contact made.	• Low level contact e.g. Flicking, inappropriate touching, elbowing, general pushing and shoving of others	• Throwing rocks, sticks, objects at others with intent to hurt • Threatening others with objects • Fist fighting • Biting, spitting at a person, punching and kicking with force / intent to hurt • Physical intimidation to staff or students • Bullying/harassment • Sexual harassment
9	Non-compliant with routine/Defiant *(Focus is on routines, procedures, following instructions in order to access the curriculum/activity.)*	• Failure to correctly use equipment necessary for learning • Failure to wear hats/shoes • Failure to report to lunchtime detention • Failure to sit in seating plan/class lines on parades • Being out of bounds • Time out refusal • Failure to follow reasonable instructions • Running on paths/around buildings • Playing in toilets	• Buddy Class refusal
10	Cheating	• Copying another student's work in an independent activity • Plagiarism on assessment in Years 5 and 6	• Students cheating on exam – during session, or giving/receiving questions from others
11	IT misconduct	• Playing game during class time (unless instructed to use school approved learning platforms by teacher) • Inappropriate web surfing during class time • Incidental or non-threatening inappropriate language • Using chat box functionality for socialisation with peers	• Inappropriate material on school laptops/drives; portable drives/USBs • Downloading music or videos on school laptops/drives; portable drives/USBs • Misuse of passwords • Cyberbullying: inappropriate language/jokes/threats made about students online/social media while at school (e.g. Facebook) or by using phones or other electronic devices • Creating/spreading of inappropriate images • Bringing the school into disrepute • Deleting others' work/assessment • Intentional misuse of computers/laptops/iPads e.g. banging on keyboards, picking key tiles off
12	Dress code *(As outlined in the Uniform and Non-Uniform days Policy)*	• Wearing clothing/ jewellery outside the uniform policy and dress code without explanation or negotiation	• Repeated unexplained incidents of breaking the dress code/ uniform policy
13	Disruptive	• Loud calling out/shouting; inappropriate language and sounds; back chatting – that interrupts teaching and learning • Out of seat, tapping to annoy • Throwing food and/or rubbish/objects • Inappropriate movement around the school • Leaving class • Consistently late for class from lunches (tardiness)	• Multiple students disrupting in unison to prevent teaching and learning, or unsafe conduct in non-teaching settings
14	Bullying/harassment *(Must be ongoing and constant. If once off use Item 1)*	.	• Making unwanted sexual, personal, racial, disability or religious comments either in person, written on online, by phone • Spreading rumours, defaming others – other in person or in writing. (Cyber bullying is covered in 12 IT misconduct) • Purposeful exclusion • Drawing offensive pictures, making offensive jokes, notes to friends about others

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Differentiated (Minor)

At Tieri State School, minor behaviours are behaviours that can be handled by the staff member (in situ) and do not warrant a discipline referral to the office. These behaviours may occur in the classroom, other learning spaces or in the playground. Staff members apply consistent and fair consequences for these minor behaviours. Staff members contact parents if minor behaviours result in a student missing out on play.

For minor behaviours, class teachers provide in-class or in-school disciplinary responses. This may include:

- 10 Essential Skills for Classroom Management:
  - Establishing expectations
  - Giving clear instructions
  - Waiting and scanning
  - Cueing with parallel acknowledgement
  - Body language encouragement
  - Descriptive encouragement
  - Selectively attending / Tactical ignoring of inappropriate behaviour (not student)
  - Redirection to learning
  - Giving a choice
    Provide positive choice of task order (e.g. “Which one do you want to start with?”)
  - Following through

- Positive reinforcement Ratio of 5 positive to 1 negative commentary or feedback to class Pre-correction (e.g. “Remember, walk quietly to your seat”)
- Non-verbal and visual cues (e.g. posters, hand gestures)
- Whole class or small group practising of routines
- 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
- Revised seating plan and relocation of student/s
- Individual positive affirmation for appropriate behaviour
- Class-wide incentives
- 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
- Temporary removal of item distracting a student/s (such as felt pens, handball)
- Direct students to ‘Chill-in’
- Direct Students to ‘Chill-out’
- Model appropriate language, problem solving and verbalise thinking process (e.g. “I’m not sure what is the next step, who can help me?”)
- Private discussion with student about expected behaviour
- Restorative justice
- Reprimand for inappropriate behaviour
- Parent contact
- Warning of more serious consequences (e.g. removal from classroom)
- Making up of missed work/class time (natural + logical consequences)

Staff members track whole class behaviour via a chill in/chill out spreadsheet. After 3 chill outs have been accessed across the week, the student is referred to the principal.

Reset
- Lunchtime Learning
  - Revisit school rules
  - Revisit Routines
  - Revisit Behaviour Contract
  - Contact parents (text)

⇨

Reteach
- Contact parents to set a reteach session time
- Teach/ role play appropriate behaviour in an after-school detention
- Students have access to 2 reteach sessions

⇨

Review
- Met with parents, student, class teacher
- Refer to TSS
- Provide reasonable adjustments
- Discipline improvement plan developed
- Provide focused teaching

The behaviour process for differentiated support of minor behaviours is outlined in the Tieri State School Behaviour Process Flowcharts.

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Tieri State School Behaviour Process

Step 1: Use Proactive Strategies
Essential Skills

Language of Expectation

Establishing expectations
Giving instructions
Waiting and scanning
Cue with parallel acknowledgement

Language of Acknowledgement

Body language encouraging
Descriptive encouraging

Check In *(Warning #1)*
Essential Skills: Language of Correction

Language of Correction Selective attending Redirecting to learning
Giving a choice Following through

Step 2: Chill In Zone

Chill In Zone is a designated space within the classroom where students self calm in order to re-join the lesson.

Examples: Chair cushion, stool, mat, pillow, beanbag, tent, cubby etc.

Suitable Activities: Social stories, sensory items, timers, puzzles, etc.

Students can go to Chill In Zone for two different reasons:

Self Regulation

Student is upset/frustrated/sick/tired asks independently for time in the Chill in Zone.

Correction/Redirection

Student is non-compliant and has disengaged from task, teacher re-directs student to chill in zone.

Step 3: Talk and Rebuild (Re-entry to learning)

Position of Care: Teacher and student to spend time discussing what is upsetting the student and how they can move forward with their learning with the help of the teacher.

What is going on? How are you feeling? What's upsetting you?

Is there something I can help you with?

How can we help you feel better?

Check In *(Warning # 2)*
Essential Skills: Language of Correction

Language of Correction Selective attending Redirecting to learning
Giving a choice Following through

Step 4: Chill Out Zone
Definition

Chill Out Zone is located in a neighbouring classroom. The student in Chill Out is able to sit in another classroom for up to 10 minutes (with a timer) to allow time to independently reflect and cool down before re-entering the classroom. This is a time to de-escalate and calm without written reflection.

Step 5: Administration Notification

Every Chill Out Zone must be recorded on OneSchool. Referred to Principal, Guidance Officer using 'select referrals' in OneSchool. Teacher to contact parent/ carer after every Chill Out Zone, and record on OneSchool (Phone, SMS, Email)

After three Chill Out Zones, teacher to record on OneSchool and to alert Principal, GO and Behaviour Support Teacher as third Chill Out Zone by email.

Continued behaviours recorded.

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What our Behaviour process means...

OUR PLEDGE AS EDUCATORS

Step1: I care and I will show it by...

Giving smiles
High-fives
Using your name and looking at you when speaking to you
Hugs
Handshakes
Listening when you speak to me

Remembering things you've shared with me
Showing you I can laugh with you
Playing with you
Noticing when things aren't right
Talking to you outside of the classroom
Believing in you

I will teach you by showing you when you need to slow down...

I will help you to understand when you're not behaving appropriately
I will encourage you to make good choices
I will always make sure you know I'm proud of you, and believe in you

Step 2: I will encourage you by teaching you to self calm

I will make sure you know it's okay to take a break.

I will help you to understand and recognise the signs when your body/brain need a break.

I will provide you with things I know will help you to calm and re focus.

I will make sure a calming space has been provided that 1) I know you'll enjoy and 2) will allow you to de-stress to re-enter the learning environment.

Step 3: I'll show you I care by working on our relationship

Listening to you (Actively)

Helping you to overcome your fear, worry, upset

Letting you know it's okay

Supporting you

I will consistently follow through and help you to understand why...

I will not give up on you

I will not stop showing you I care

I will continually remind you of what you are capable of

I will encourage you to do your best, always.

Step 4: We all need breaks, and that's okay.

Taking a break is healthy

This break is because I care about you, and know you need some time to recover. When you come back we start all over again. Clean slate 100% of the time. Forgiveness is key.

Step 5: We all need help sometimes

I have called for help because I want what's best for you

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Focussed (major)

At Tieri State School, staff members are supported by other school-based staff to address in-class/ out of class problem. Major behaviours are behaviour incidents of such severity that they may warrant removal from the learning/play environment. Consistent and fair consequences for these major behaviours are applied and each situation needs to be dealt with and given due consideration. All major behaviour incidents are recorded on OneSchool as soon as practical after the incident. If practicable, staff are given release time to record on OneSchool during the next session or lunchtime.

Class teachers are supported by other school-based/ visiting staff to address in-class/ out of class problem behaviour. This support may include:

- Natural consequences
- Logical consequence
- Time out
- Buddy Class (intentionally scheduled across the day)
- Goal sheets
- Individual peg chart to track emotions
- Detention
- Restorative justice
- Functional Behaviour Assessment
- Case management
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Targeted skills teaching in small group
- Behaviour contract
- Counselling and guidance support
- Self-monitoring plan
- Check in Check Out strategy
- Teacher coaching and debriefing
- Referral to Student Support Network for team based problem solving
- Stakeholder meeting with parents and external agencies
- Temporary removal of student property (e.g. mobile phone)
- Short term suspension (up to 10 school days)

Intensive (critical major)

At Tieri State School, critical major behaviours are behaviour incidents of continual misconduct that do not stop with intervention (physical/emotional). It is a situation that is 'out of control' and possess immediate threat of harm to other students, staff members or self. It warrants immediate administration support or other designated staff support and immediate removal from the learning/play area. In some incidents, this may also involve the lockdown or removal of the class immediately, following the restrictive practices procedure.

Consistent and fair consequences for these critical major behaviours are applied and each situation needs to be dealt with and given due consideration. All critical major behaviour incidents are recorded on OneSchool as a major incident as soon as practical after the incident. Staff are given release time to record on OneSchool during the next session or lunchtime.

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

- Parent Contact
- Restorative Justice Meeting
- Natural consequences
- Logical consequence
- Individual student behaviour support strategies (e.g. Student behaviour plan)
- Behavioural contract
- Check in Check Out strategy
- Structured play
- Time out
- Detention
- Buddy Class (intentionally scheduled across the day)
- 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.

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Buddy Class procedure

Buddy class can be applied as a disciplinary consequence in response to student behaviour. It is an opportunity for students to reflect/ work away from their class. At Tieri State School, classroom teachers have been authorised by the Principal to implement the following Buddy Class procedures:

- As a part of focused or intensive support, a student may spend time in another class. This is intentionally planned and timetabled. The student may take work with them to complete or may be a peer helper in the class. This needs to be negotiated with the buddy class teacher.
- Upon return to class, teacher ask re-entry questions to student to continue to build relationship and trust.
- Check in with the buddy class teacher

Re-Entry to the Classroom

1. Tell me about/ show me what you did in buddy class
2. What did you learn about you while you were there?
3. What is your goal for learning in our classroom today?

Welcome back to class 😊

Intentionally

left

blank

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Detention Procedure

Detentions can be applied during school hours, out-of-school hours or on non-school days (for example, a Saturday morning). Detention is given to students in accordance with Tieri State School Student Code of Conduct and within the parameters outlined in the detention policy as a disciplinary option used to address inappropriate student behaviour. The Principal has the flexibility and autonomy to apply detention as a meaningful consequence for inappropriate student behaviour and as an alternative to suspension or exclusion.
At Tieri State School, detentions can be applied:

- during school hours
- after-school hours on a school day or
- on a Saturday morning

At Tieri State School, teachers have been authorised by the Principal to implement detentions both during school hours and after-school hours on a school day. The Principal may issue Saturday morning detentions.

Detentions during School Hours

Detentions during school hours will be issued during a lunch break. Students are required to report to the teacher implementing the detention for a maximum of 20 minutes duration (provision made for food and toilet breaks during the remaining time at lunch). During the detention, students will be fully supervised and will be required to complete teacher set tasks. The time set for the detention must consider the student's age, food and toilet breaks and individual circumstances.

Flowchart: Detention (school hours)

Student Code of Conduct

CONSIDER	Principal or teacher considers whether the student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct.
ISSUE	Principal or teacher issues the student with a detention during school hours.
NOTIFY	Depending on the school's policy, principal or teacher notify the student's parent of the detention.
RECORD	Principal or teacher documents the disciplinary consequence and reason in the individual student's OneSchool record.

* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (school hours)

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- ☐ Detention has been issued during school hours
- ☐ Depending on the school's policy, the student's parent has been notified of the detention
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Student's attendance at the detention has been recorded.

Detentions After- school Hours

Detentions after-school hours will be issued on a weekday for a maximum of 30 minutes duration from 2.45pm-3.15pm. During the detention, students will be fully supervised and will be required to complete teacher set tasks or reteaching lessons. Parents must be notified and can negotiate, within the parameters, the day, time and duration along with the responsibilities of the student, teacher and parent in relation to the detention. A detention record must be completed and recorded in OneSchool.

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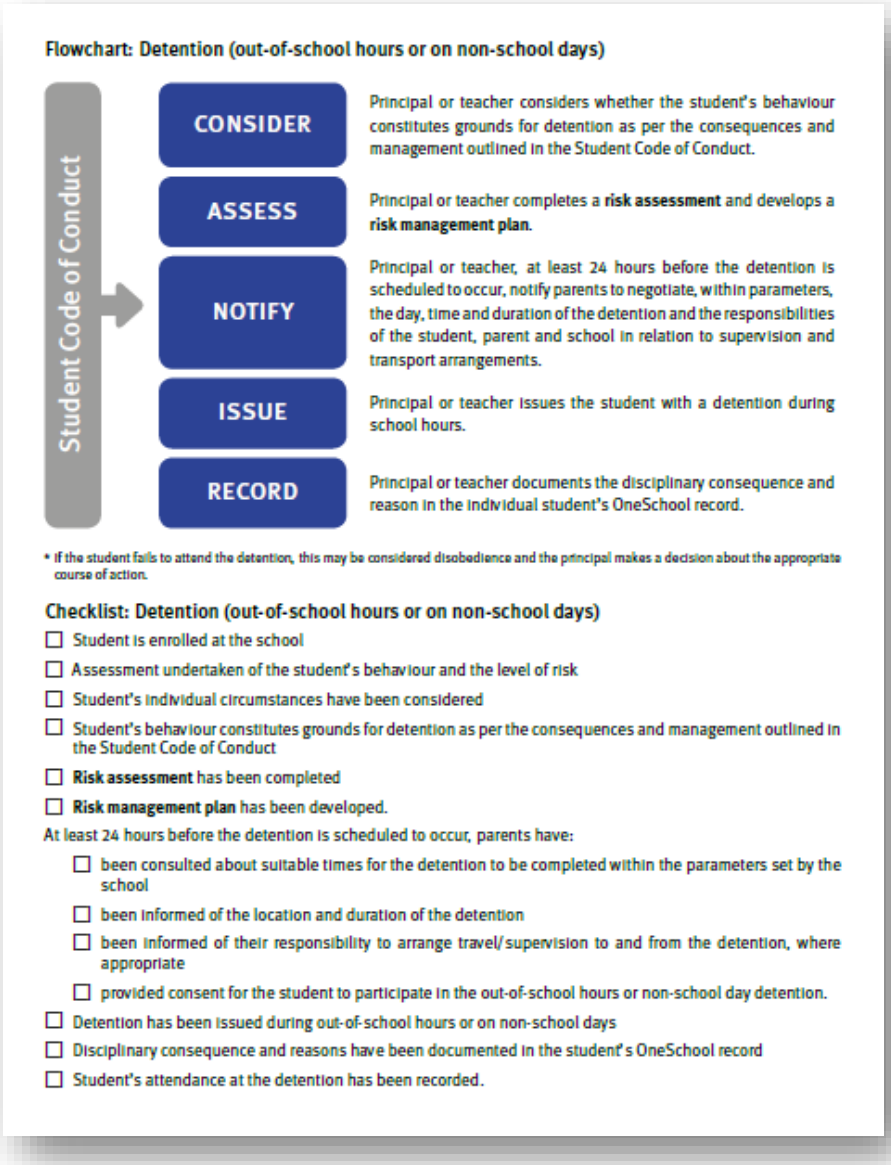

Flowchart: Detention (out-of-school hours or on non-school days)

Student Code of Conduct

CONSIDER — Principal or teacher considers whether the student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct.

ASSESS — Principal or teacher completes a **risk assessment** and develops a **risk management plan**.

NOTIFY — Principal or teacher, at least 24 hours before the detention is scheduled to occur, notify parents to negotiate, within parameters, the day, time and duration of the detention and the responsibilities of the student, parent and school in relation to supervision and transport arrangements.

ISSUE — Principal or teacher issues the student with a detention during school hours.

RECORD — Principal or teacher documents the disciplinary consequence and reason in the individual student's OneSchool record.

* If the student fails to attend the detention, this may be considered disobedience and the principal makes a decision about the appropriate course of action.

Checklist: Detention (out-of-school hours or on non-school days)

- ☐ Student is enrolled at the school
- ☐ Assessment undertaken of the student's behaviour and the level of risk
- ☐ Student's individual circumstances have been considered
- ☐ Student's behaviour constitutes grounds for detention as per the consequences and management outlined in the Student Code of Conduct
- ☐ **Risk assessment** has been completed
- ☐ **Risk management plan** has been developed.

At least 24 hours before the detention is scheduled to occur, parents have:

- ☐ been consulted about suitable times for the detention to be completed within the parameters set by the school
- ☐ been informed of the location and duration of the detention
- ☐ been informed of their responsibility to arrange travel/supervision to and from the detention, where appropriate
- ☐ provided consent for the student to participate in the out-of-school hours or non-school day detention.

- ☐ Detention has been issued during out-of-school hours or on non-school days
- ☐ Disciplinary consequence and reasons have been documented in the student's OneSchool record
- ☐ Student's attendance at the detention has been recorded.

Saturday Morning Detentions

Saturday morning detentions will be issued for 1-hour duration from 9.30am to 10.30am. Students are required to be in attendance at the Administration Block in full school uniform and with their school equipment. The Principals will supervise students. Saturday morning detentions provide an alternative to being suspended from school. Should a student fail to attend a Saturday morning detention, a further consequence for the original behaviour will be applied.

Protocols for After-hours Detentions and Saturday morning Detentions

If the detention is to be undertaken outside of school hours, including Saturday the following procedures will apply:

- a risk assessment will be completed and a risk management plan developed
- parents will be notified of the proposed detention at least 24 hours before the detention is scheduled to occur and have given consent
- parents will be consulted about suitable times for the detention to be completed within the parameters set by Tieri State School
- Parents will be informed of:
  - location, times and duration of the detention
  - their responsibility to arrange travel/ supervision to and from the detention, where appropriate

If a student fails to attend a detention, this may be considered disobedience and the school principal makes a decision about the appropriate course of action. Examples of consequences for non-compliance or non-attendance may be the implementation of a discipline improvement plan or suspension.

All detentions must be recorded in OneSchool (keeping records in OneSchool enabling them to be used to inform future decisions, e.g. it records that the student knew the expected behaviour and consequences and the support put in place by the school).

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Functional Behaviour Assessment

Functional Behaviour Assessment (FBA) is an investigative process into problem behaviour that creates a summary statement and hypothesis, which informs an Individual Behaviour Support Plan (ISBP). The purpose of an FBA is to identify interventions that are effective.

Functional Behaviour Assessments are useful when encountering persistent, mild to moderate behaviours that have not responded to the 'normal' set of behaviour management strategies of the classroom teacher/s. It is not for use with dangerous behaviours, which would require an immediate response.

An FBA is a way of collecting and analysing data in order to determine where and when a specific behaviour is likely to occur, and the most likely reasons the behaviour occurs. The 'why' is the function of the behaviour. Once the *where, when and why* of the behaviour has been identified, appropriate strategies can be implemented through a **behaviour support plan** in order to:

- reduce intensity and frequency of the existing problem behaviour – short term
- prevent the existing problem behaviour from reoccurring – medium term
- teach more appropriate replacement behaviours
- reinforce replacement behaviours as they occur

The purpose of identifying the FUNCTION of problem behaviour is to develop a FUNCTIONALLY informed ISBP.

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

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

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

Re-entry following suspension

Students who are suspended from Tieri 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.

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Structure

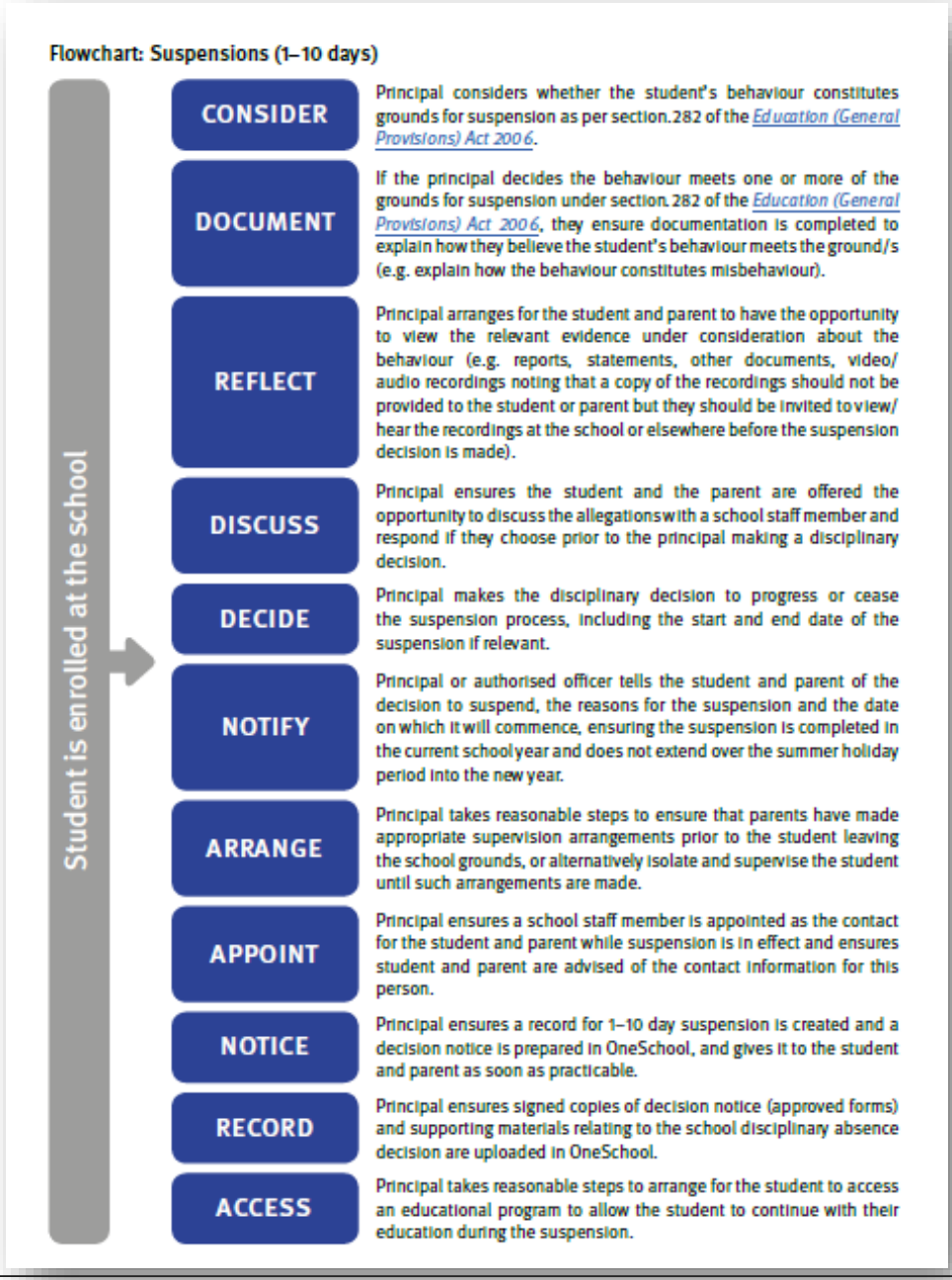
The structure of the re-meeting should follow a set agenda, shared in advance with the student and their family. If additional items are raised for discussion, a separate arrangement should be made to meet with the parent/s at a later date and time. This meeting should be narrowly focussed on making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



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School Policies

Student Leadership Positions

At Tieri State School, students have the opportunity to nominate for leadership opportunities.

Students seeking leadership opportunities will:

- ✓ Display behaviours in line with the Student Code of Conduct – Be Safe; Be Responsible; Be a Learner
- ✓ Attend more than 90% of the time (illness taken into consideration)
- ✓ Be committed to attend lunchtime meetings, community events and lead school activities
- ✓ Be an excellent representative of the Tieri State School Community at all times

Student leaders will be decided via the following process

- Acknowledgement of examples of leadership witnessed by staff and members of the school community. These are collected across the year and students are provided feedback about the leadership they have shown, socially, behaviourally, academically.
    - Leadership Legend cards completed and filed in Year 5 Leadership box
    - Positive behaviour records of examples of behaviour above and beyond the expected are recorded on OneSchool
    - Major and minor behaviour incidents are recorded on OneSchool
- Examples of leadership and OneSchool behaviour records are moderated by a team including the Principal, Year 5 teacher, Teacher Aide. Moderation results are presented at a whole of staff meeting.
- Students are invited to apply for leadership. Students apply for a position as a leader, not as a school captain/hose captain etc. Students present a speech on parade and a vote is held.
- Positions of leadership are distributed based on capability. Positions available may vary depending on number and suitability of applicants.

Students successful in their application receive a leadership badge. A student will hand in his/ her badge for a period of time or permanently, if:

- They do not maintain the Student Code of Conduct
- They are referred to the principal for a reteach or review session
- They are suspended

Toys and other personal belongings

Toys and other personal belongings for play

At Tieri State School, toys from home and other personal items including but not limited to special pens/ pencils, colouring books, lego, games, trading cards and sports equipment ***are not allowed at school***. These items are precious and if they are lost or broken, students often feel emotional distress. If any of these items are brought to school, they will be removed from the student and placed on their class teacher's desk or in the office for safekeeping.

'Show and Tell'

We acknowledge that sometimes a student has a special item that would like to show their class. Please *organise a time with your child's class teacher for this item to come to school*. (Early years' classes may timetable a special 'show and tell' session – please ask your child's teacher about this). After sharing with the class, the item will remain on the class teacher's desk until the end of the day or return home with a parent if they are present.

Toys or items to relieve stress and anxiety

Some students require an item to soothe them or calm them down. You may negotiate the use of this type of equipment with your child's classroom teacher and the principal. Toys appropriate for this use include but are not limited to stress balls, stress putty, tactile materials, cushions for seating. If your child requires an item to help them calm, please make an appointment to meet with your child's classroom teacher. Items to help calm or soothe a child would usually be recommended by an allied health professional – Occupational Therapist, Physiotherapist, Speech Therapist. These items may not come to school unless they are recorded as a part of a personal learning plan for a student.

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Uniform Policy and Non-uniform days

Student Dress Code

The Tieri State School Uniform has been endorsed by the Tieri State School Parents and Citizen's Association. It is an expectation that students will wear the uniform outlined below. School uniforms can be purchased from the school via School 24. Please contact the principal if you are unable to meet the dress code requirements.

Jewellery (allowed items)

- Studs
- Sleepers
- Necklaces of religious or cultural significance - worn under buttoned shirts.
- Wrist watch

Jewellery (items not allowed)

- Necklaces
- Smart watches – these must be handed into the office during the day.
- Nail polish
- Facial piercing other than ears.
- Haircuts that include styles that have inappropriate words shaped into hair.

Summer Uniform

- School polo shirt in navy, light blue and gold with the school name on the collar
- Navy shorts, skirts/ skorts or dress that are hemmed between knee and mid-thigh
- Closed in shoes/joggers - Children will not be able to access the playground unless they are wearing closed footwear
- No denim or visible logos
- Broad brimmed hats are to be worn for all outdoor activities and they are to be brought to school daily
- Swim shirts are required for swimming lessons and 'wet' days/activities

Winter Uniform

- Winter jumpers, stockings and long pants are to be navy (Students who arrive at school wearing branded jumpers or track pants will be redirected to the office to borrow a navy blue item for the day)
- Closed in shoes/joggers - Children will not be able to access the playground unless they are wearing closed footwear
- No denim or visible logos
- Broad brimmed hats are to be worn for all outdoor activities and they are to be brought to school daily

Sports Shirts

Shirt in house colours available from the school uniform shop:

- Randell – Red
- McLaughlin – Yellow
- Prince – Green

Students are encouraged to wear their sports shirts on PE lesson days.

Senior Shirts

- Year 6 shirts are ordered at the beginning of the year and students can wear them as an optional part of their uniform.

Representative Shirts

- Extra-curricular/representative shirts are only to be worn on Fridays or at representative events.

Non Uniform Days

Sun safe clothing -

- school approved hat
- shirts with sleeves
- shirts that cover their waistline – no gap between short and shorts/ skirt
- closed in shoes.

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Temporary removal of student property

This section is to be read in conjunction with

- Temporary removal of student property by school staff procedure
- Fact sheet – Temporary removal of student property by school staff

Under the authorisation of the Education (General Provisions) Regulation 2017 (Qld), the principal or staff member of Tieri State School may remove of any property in a student's possession if they are satisfied the removal is necessary to:

- ensure compliance with the Student Code of Conduct
- preserve the caring, safe, supportive and productive learning environment of the school
- maintain and foster mutual respect among staff and students at the school
- encourage all students to take responsibility for their own behaviour and the consequences of their actions
- provide for the effective administration of matters about the students of the school.

If the property that has been removed is illegal to possess, or threatens the safety or wellbeing of the community, it may be seized by the Queensland Police Service.

What items are considered inappropriate to bring to school?

- items prohibited according to the school's Student Code of Conduct
- illegal items (e.g. drugs such as cannabis, ecstasy, or amphetamines)
- any item that puts the safety or wellbeing of others at risk (e.g. knife, firearm, handcuffs, or replica firearms)
- any item that does not preserve a caring, safe, supportive or productive learning environment (e.g. baton, nunchaku, or club)
- any item that does not maintain and foster mutual respect (e.g. printed materials with offensive language or extremist propaganda).

What are the limits on state school staff searching bags and accessing information from temporarily removed student property?

- consent is not required to search school property such as lockers, desks or laptops that are supplied to the student through the school.
- consent is required from the student or parent to open, examine or otherwise deal with the temporarily removed student property. For example, without the consent of the student or parent, the Tieri State School principal or staff who temporarily remove a mobile phone from a student are not authorised to unlock the phone or to read, copy or delete messages stored on the phone.
- where there is suspicion that the student has a dangerous item (for example, a knife) in their school bag, the Tieri State School principal or staff should seize the bag immediately and remove from the student's access prior to seeking search consent or calling the police. Under no circumstances should the student be permitted to go into the bag themselves.
- under normal circumstances, the Tieri State School principal or staff are not permitted to search student property (e.g. a student's school bag) unless they have the consent of the student or their parent.
- the Tieri State School principal or staff do not have the authority to search the person of a student, if a search is considered necessary the police should be called to make such a determination.

When may Tieri State School staff in certain circumstances remove student property without the consent of parents or students?

- under emergency circumstances only, such as a need to access an EpiPen for an anaphylactic emergency, the Tieri State School principal or staff may need to search a student's property without the student's consent or the consent of the student's parents.

What are some examples of property that may be temporarily removed?

- bags – including but not limited to school bags, swimming bags, library bags
- mobile phones – in accordance with the Use of Mobile Phones section of the student code of conduct
- jewellery – that does not meet the Tieri State School Dress Code/ Uniform Policy
- toys – brought from home in accordance with the Toys at School policy

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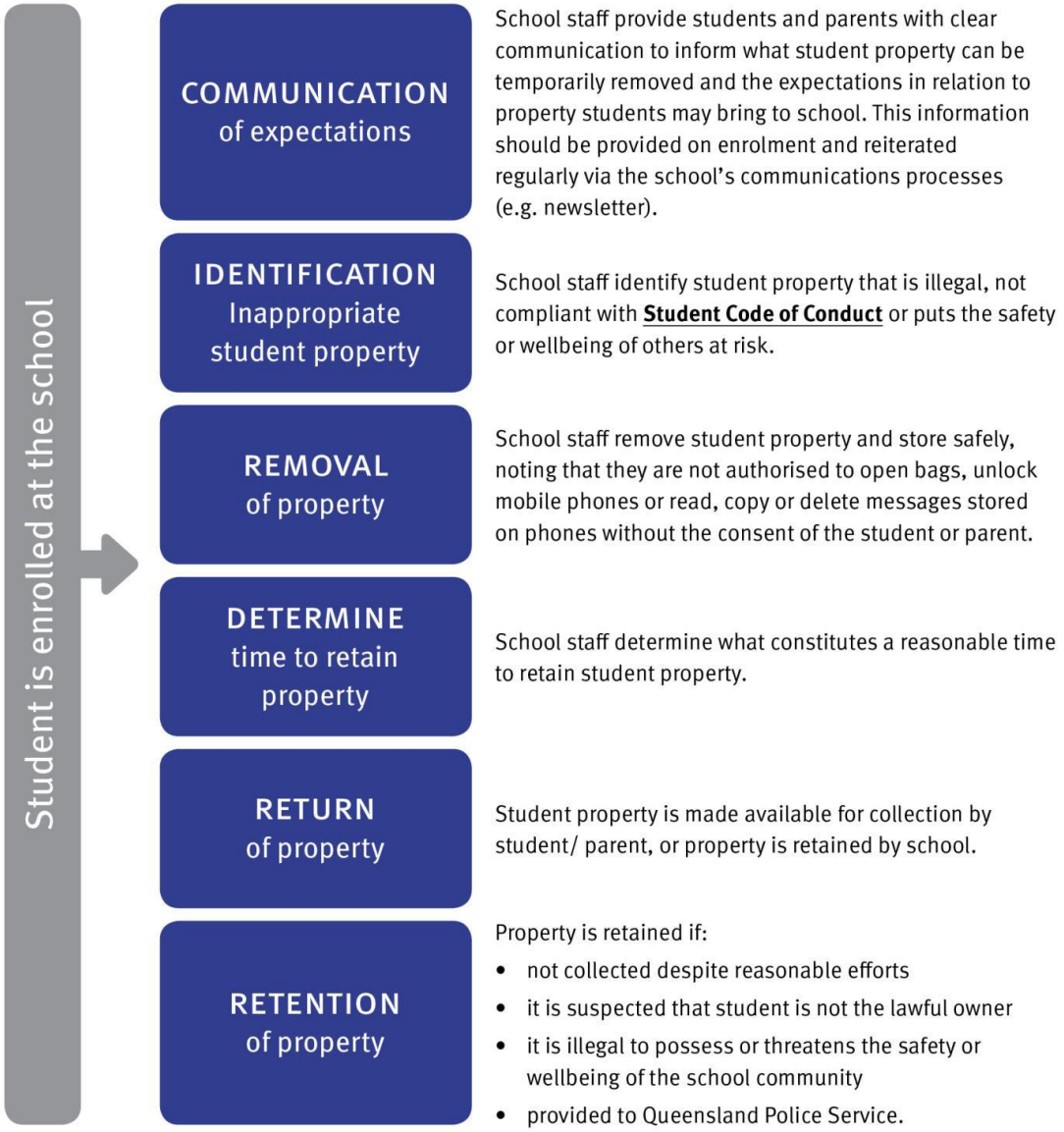
What are some examples of the amount of time certain property may be temporarily removed?

Timeframes for the return of student property will take into consideration 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 and the good management, administration and control of the school.

Toys, jewellery and mobile phones will be returned to students at the end of the school day. Property that is not compliant with the Student Code of Conduct will be returned after parent consent to search the property has been received, a search has taken place, and a determination of made on whether the return of the property maintains a caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff, students and visitors. If this is not the case, the property is retained by the school or may be seized by the police.

Flowchart of Action



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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. Tieri 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.

Students at Tieri State School are not permitted to bring their own devices to school. In the circumstance where a device is required for outside of school purposes, students are required to bring the device to the school office before school to be stored safely and collected from the school office after school. This includes smart watches with the functionality to send/ receive text messages.

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. Students, parents and visitors will see posters, such as the example below, around the school that clearly identify our technology-free zones and times. Please respect the expectations for these spaces and behaviours.

Responsibilities

The responsibilities for students using mobile phones or other devices at school or during school activities, are outlined below.

It is **acceptable** for students at Tieri State School to:

- use ICT devices provided at school for
  - assigned class work and assignments set by teachers
  - developing appropriate literacy, communication and information skills
  - authoring text, artwork, audio and visual material for assessment or publication in the school newsletter, website or Facebook site where appropriate permissions are given by parents
  - conducting general research for school activities and projects
  - communicating or collaborating with other students tor teachers
  - accessing online references such as dictionaries, encyclopaedias, etc.
  - researching and learning through the department's eLearning environment
  - online learning for learning areas delivered by Capricornia School of Distance Education
  - participating in online chat boxes during online lessons using respectful and on-task language
- be courteous, considerate and respectful of others when using a mobile device
- switch off and place the mobile device out of sight when instructed by a staff member.
- seek teacher's approval where they wish to use a mobile device under special circumstances.

It is **unacceptable** for students at Tieri State School to:

- use a mobile phone during school hours
- use a smart watch during school hours
- 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

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

- understand the responsibility and behaviour requirements (as outlined by the school in the Tieri State School ICT Agreement) 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

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.

Bullying

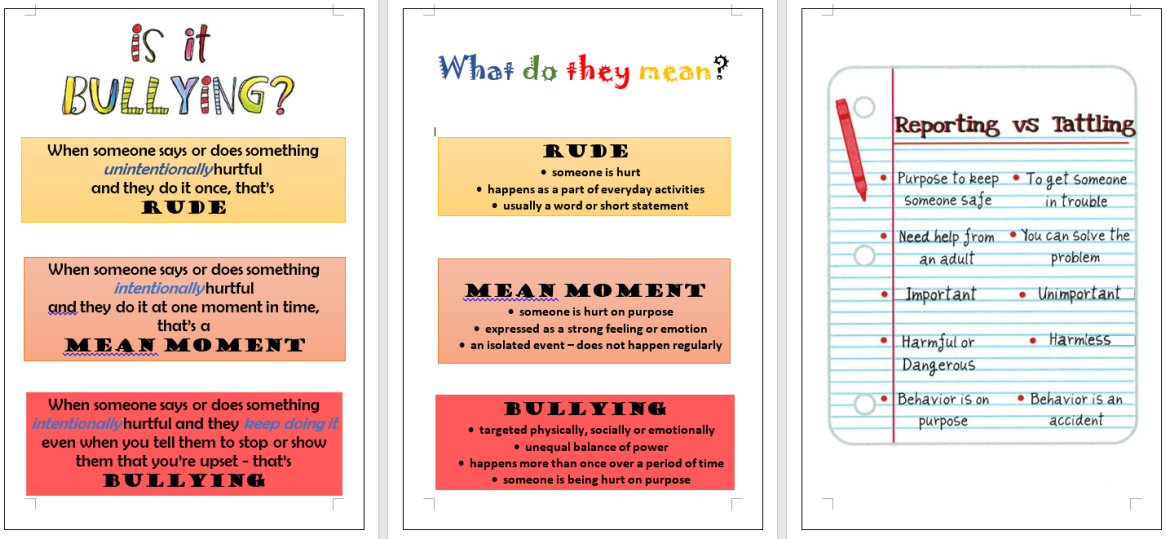
The agreed national definition for Australian schools describes bullying as:

- 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.

These conflicts are still considered serious and need to be addressed and resolved. At Tieri State School, our staff will work to quickly respond to any matters raised of this nature in collaboration with students and parents. In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. At Tieri State School, the following three posters are used to explain what bullying is and is not and what reporting looks like. Students are taught to identify bullying and to report it to a staff member.



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Bullying response flowchart for staff

The following flowchart explains the actions Tieri State School teachers will take when they receive a report about student bullying, including bullying which may have occurred online or outside of the school setting. Please note that the indicative timeframes will vary depending on the professional judgment of teachers who receive the bullying complaint and their assessment of immediate risk to student/s. Timeframes will be clearly discussed and agreed with student and family.

Key contacts for students and parents to report bullying:
Prep to Year 6 – All Staff

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
- Enter the record in OneSchool
- 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 in OneSchool
- Complete all actions agreed with student and parent within agreed timeframes
- Monitor the student and check in regularly on their wellbeing
- Seek assistance from student support network if needed

Day five Review

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

Ongoing Follow up

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

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Resources and Professional Development (in-person bullying)

At Tieri State School, two key resources are used to educate students, staff and parents about bullying:

- Bullying No Way (https://bullyingnoway.gov.au/)
- Be You (https://beyou.edu.au/)

Cyberbullying

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

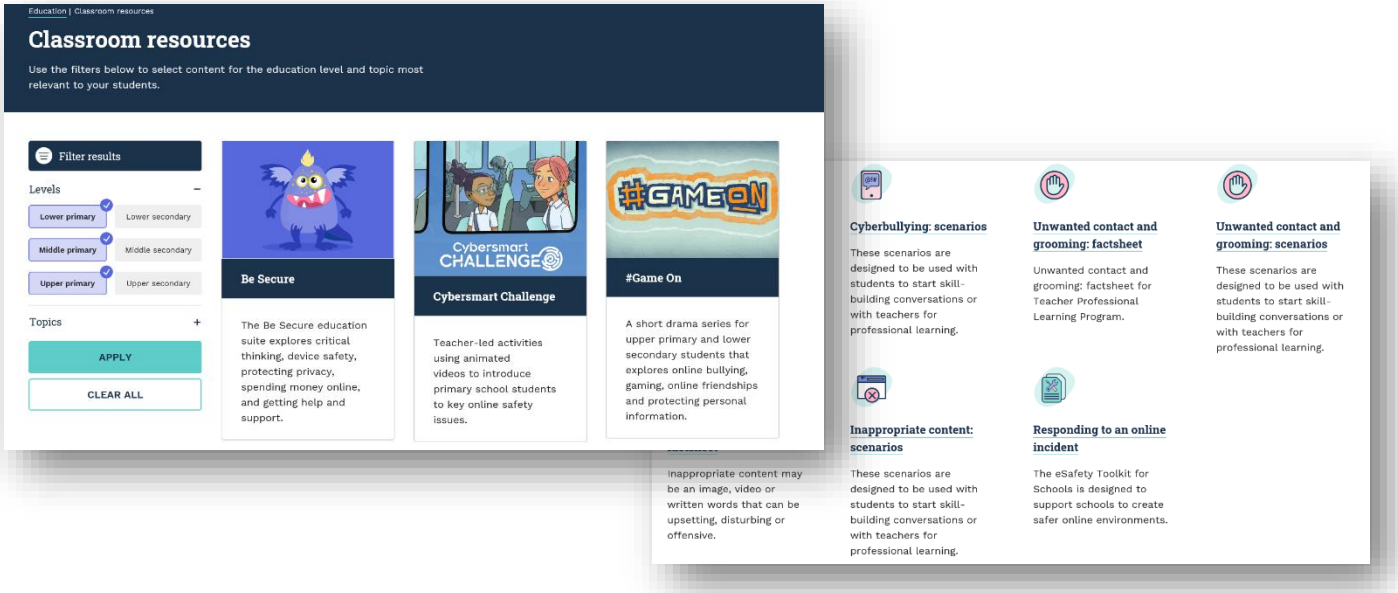
In the first instance, students or parents who wish to make a report about cyberbullying should approach the regular class teacher. The class teacher will then follow the steps in the Tieri State School - Cyberbullying response flowchart for school staff.

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 Tieri 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.

Resources and Professional Development (cyberbullying/ cybersafety)



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How to manage online incidents that impact your school

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

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

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

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

YES OR **NO**

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

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

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

YES

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

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

NO

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

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

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

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

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

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

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

OR

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

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

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

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Cybersafety and Reputation Management (CRM)

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

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

Student Intervention and Support Services

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

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

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

Anti-Bullying Compact

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

Tieri State School – Anti Bullying Compact

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

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

I agree to:

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

Student's signature

Parent's signature

School representative signature

Date:

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Appropriate use of social media

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

It is 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.

Recommended ages for access to Social Media

As part of their privacy policies, social networking sites such as Facebook, Twitter, Instagram, Tik Tok, Snapchat and YouTube specify that users must be at least 13 years old. Parents may be unaware of this requirement. The minimum age stipulations are based on the requirements of the US Congress as set out in the Children's Online Privacy Protection Act.1 The act specifies that website operators must gain verifiable parental consent prior to collecting any personal information from a child younger than 13 years old (O'Keeffe et al., 2011). Many social networking sites avoid this requirement by setting a minimum age of use at 13 years old but there is no onus on website operators to verify the age of users. (https://aifs.gov.au/cfca/publications/online-safety)

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Restrictive Practices

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

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

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

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

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

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

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

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

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

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Critical Incidents

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

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

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

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

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

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

3. ***Approach the student in a non-threatening manner:*** Move slowly and deliberately toward the problem situation, speak privately to the student/s where possible, speak calmly and respectfully, minimise body language, keep a reasonable distance, establish eye level position, be brief, stay with the agenda, acknowledge cooperation, withdraw if the situation escalates.

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

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

Related Procedures and Guidelines

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

Queensland Government

Resources

The following resources offer support to parents, students and staff

- 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

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Conclusion

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

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

As a complainant, it is your responsibility to:

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

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

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

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

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

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

2. **Internal review:** contact the local Regional Office
   If, after taking the early resolution step, you are dissatisfied with the outcome of your complaint or how the complaint was handled, you can ask the local regional office to conduct a review. You need to submit a Request for internal review form within 28 days of receiving the complaint outcome.
3. **External review**: contact a review authority
   if you are dissatisfied after the internal review, you may wish to contact a review authority, such as the Queensland Ombudsman, and request an independent, external review. More information about external review options is available at www.ombudsman.qld.gov.au.

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

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

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