



Student Code of Conduct 2025-2028

Every Student Succeeding

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





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Endorsement

Principal Name: Wayne Fletcher

Principal Signature:

Date:

P&C President Name: Nicola Thew

P&C President Signature:

Date:



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PURPOSE

Coolnwynpin State School is committed to providing a safe, respectful and disciplined learning environment for students and staff, where students have opportunities to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing.

This *Coolnwynpin State School Student Code of Conduct 2025-2028*, is designed to facilitate high standards of behaviour so that the learning and teaching in our school can be effective and students can participate positively within our school community.

Coolnwynpin State School is a *Positive Behaviour for Learning (PBL)* school and this is reflected in all aspects of our *Coolnwynpin State School Student Code of Behaviour*. *PBL* is an evidence-based whole school process to improve learning outcomes for all students.



REVIEW STATEMENT

The *Coolnwynpin State School Student Code of Conduct 2025-2028* will undergo annual minor updates to reflect changing circumstances, data and staff. A full review is conducted every four years in line with the scheduled review process for the *School Planning, Reviewing and Reporting Cycle*.



LEARNING AND BEHAVIOUR STATEMENT

The *Coolnwynpin State School Student Code of Behaviour* is underpinned by the ethos that every student is encouraged and supported to reach their maximum potential. We consider behaviour management to be

an opportunity for valuable social learning as well as a means of maximising the success of academic programs.

At *Coolnwynpin State School*, we believe that:

- Catering for each student's individual needs and abilities contributes to positive student behaviour
- Students actively participating in their learning contributes to positive student behaviour
- Strong, positive relationships between students, staff, parents/carers and the wider community contribute to positive student behaviour
- Inclusive and innovative teaching and learning strategies contribute to positive classroom behaviour
- All students can learn to manage and change their behaviours to meet their needs

Our school community has identified the following school expectations to teach and promote our high standards. The *3Bs*:

- Be a Learner
- Be Respectful
- Be Safe.

These school expectations have been agreed upon and endorsed by all staff and the *Coolnwynpin State School P&C*. They are aligned with the values, principles and expected standards outlined in *Education Queensland's Code of School Behaviour*.

Fundamental to the success of the *Coolnwynpin State School Code of Student Behaviour* is the decision to operate as a PBL school. *Coolnwynpin State School's* commitment to PBL recognises that the engaged learning necessary to achieving positive future outcomes for all our students occurs best in a positive learning environment free from challenging social behaviours.

We endorse the perspectives of *PBL* and the beliefs that:

- Children can learn to recognise and choose their behaviours;
- Behaviours are learnt and children need to be specifically taught appropriate behaviours;
- Children need to have clear understanding of appropriate behaviour;
- Children need limits and consequences for inappropriate behaviour;
- Children are responsible for their behaviour and any subsequent consequences;
- Children need positive recognition and support of appropriate behaviour;
- Administrative and parental support is an integral part of behaviour management.

The success of *PBL* at *Coolnwynpin State School* is underpinned by:

- Building a relationship of trust, mutual respect and friendship with children;
- Having a challenging curriculum which is relevant to the needs and interests of all children;
- Focusing on and reinforcing positive behaviours;
- Having clear behavioural expectations, limits and consequences and communicating them;
- Involving children in the development of behavioural expectations;
- Ensuring consistency and persistence across the whole school community;
- Skilling children to enable them to behave appropriately;
- Ensuring all members of the community provide appropriate models of behaviour; and
- Lessons are explicitly taught and focus rules are implemented as a result of whole school data and revised as necessary.

Multi-Tiered Systems of Support

Coolnwynpin State School uses *Multi-Tiered Systems of Support (MTSS)* as the foundation for our integrated approach to learning and behaviour. *MTSS* is a preventative, differentiated model grounded in practical strategies, targeted planning and data-informed decision-making. Based on a problem-solving model, in *MTSS*, school staff match increasingly intensive interventions to the identified needs of individual students.

Tier	Prevention Description
1	All students (100%) in the school receive support for their academic and behavioural development. Focus is on the whole-school implementation of both the Australian Curriculum and Positive Behaviour for Learning (PBL) expectations. This involves: - teaching behaviours in the setting they will be used - being consistent when addressing challenging behaviour, while taking developmental norms and behavioural function into account - providing refresher lessons and targeted recognition throughout the school year so skills are ready and likely to be used when students need them - asking students and their families for their perspectives on school climate, instruction, reinforcement, and discipline so improvements in Tier 1 may be made.
2	Targeted instruction and supports for some students (10-15%) are more intense than Tier 1 services, providing more time and specialisation in services from a range of school-based staff to enable students to meet the required academic and behavioural standards. Tier 2 supports build on the lessons provided at Tier 1, and may prevent the need for more intensive interventions. Tier 2 supports are provided to small groups of students with similar needs, offering more time and/or detailed instruction on the Australian Curriculum or particular aspects of Positive Behaviour for Learning (PBL) expectations. The types of interventions offered at this level will vary according to the needs of each school's student body, but all have certain things in common: - there is a clear connection between the skills taught in the interventions and the school-wide expectations. - interventions require little time of classroom teachers and are easy to sustain - variations within each intervention are limited - interventions have a good chance of working (e.g., they are "evidence-based" interventions that are matched to the student's need). If the school data indicates that more than 10-15% of students require targeted services, then a review of Tier 1 is needed to address the basic implementation and quality of instruction.
3	Individualised services for few students (2-5%) who require the most intensive support a school can provide. These are usually delivered in very small groups or on an individual basis. Tier 3 supports continue to build on the lessons and supports provided at Tiers 1 and 2, becoming more individualised and more intensive until teams can identify what is needed for a student to be successful. Tier 3 supports are based on the underlying reasons for a student's behaviour and should include strategies to: - PREVENT problem behaviour - TEACH the student an acceptable replacement behaviour - REINFORCE the student's use of the replacement behaviour - MINIMISE the payoff for problem behaviour. Tier 3 supports exist along a continuum. Many students can benefit from a <i>Functional Behaviour Assessment</i> (FBA) that identifies unique strategies to help the student achieve success. A smaller percentage of students may require a more comprehensive FBA that includes a more thorough process for data collection, teaming, and problem solving. A much smaller percentage of students may need an intensive FBA and wraparound plan that includes personnel from outside agencies and rigorous problem solving procedures. If the school data indicates that more than 2-5% of the student population requires individualised services, a review of Tier 1 and Tier 2 supports and organisation is recommended.

Consideration of Individual Circumstances

To ensure alignment with the *Code of School Behaviour* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Coolinwynpin State School considers the individual circumstances of students when applying support and consequences by:

- Promoting an environment which is responsive to the diverse needs of its students
- Establishing procedures for applying fair, equitable and non violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- Recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- Recognising the rights of all students to:
 - Express opinions in an appropriate manner and at the appropriate time;
 - Work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation;
 - Receive adjustments appropriate to their learning and/or impairment needs.

Related legislation

- [*Commonwealth Disability Discrimination Act 1992*](#)
- [*Commonwealth Disability Standards for Education 2005*](#)
- [*Education \(General Provisions\) Act 2006*](#)
- [*Education \(General Provisions\) Regulation 2006*](#)
- [*Criminal Code Act 1899*](#)
- [*Anti-Discrimination Act 1991*](#)
- [*Commission for Children and Young People and Child Guardian Act 2000*](#)
- [*Judicial Review Act 1991*](#)
- [*Workplace Health and Safety Act 2011*](#)
- [*Workplace Health and Safety Regulation 2011*](#)
- [*Right to Information Act 2009*](#)
- [*Information Privacy \(IP\) Act 2009*](#)

Related department procedures

- [*Safe, Supportive and Disciplined School Environment*](#)
- [*Inclusive Education*](#)
- [*Student Dress Code*](#)
- [*Student Protection*](#)
- [*Hostile People on School Premises, Wilful Disturbance and Trespass*](#)
- [*Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions*](#)
- [*Acceptable Use of the Department's Information, Communication and Technology \(ICT\) Network and Systems*](#)
- [*Managing Electronic Identities and Identity Management*](#)
- [*Appropriate Use of Mobile Telephones and other Electronic Equipment by Students*](#)
- [*Temporary Removal of Student Property by School Staff*](#)

Related resources

- [*Schoolwide Positive Behaviour Support*](#)
- [*Code of Conduct for School Students Travelling on Buses*](#)
- [*National Safe Schools Framework*](#)
- [*National Safe Schools Framework Resource Manual*](#)
- [*Working Together resources for schools*](#)
- [*Cyber-safety and schools resources*](#)
- [*Take a Stand Together*](#)
- [*Learning and Well-Being Framework*](#)



STUDENT WELLBEING

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

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

Curriculum and Pedagogy

Schools build the foundations for wellbeing and lifelong learning through curriculum embedding *personal and social capabilities* (self-awareness, self-management, social awareness and social management) in the implementation of the *P–12 Curriculum, Assessment and Reporting Framework*.

Schools acknowledge the positive impact that a meaningful relationship between teacher and students can have on students' academic and social outcomes. As part of the whole school's curriculum at *Coolnwynpin State School*, we provide age-appropriate drug and alcohol education that reinforces public health and safety messages; HIV, Hepatitis C and sexuality transmissible infections education as part of a broader sexuality and relationships education program.

Policy and Expectations

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

Drug education and intervention

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

Specialised health needs

Coolnwynpin 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

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

For students with a long-term health condition requiring medication, parents need to provide the school with a *Request to Administer Medication at School* form signed by the prescribing health practitioner.

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

Mental health

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

Suicide prevention

Coolnwynpin State School school staff who notice suicide warning signs in a student should seek help immediately from the *School Social Worker, 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, *Coolnwynpin 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, *Coolnwynpin 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, *Coolnwynpin State School* staff immediately enact the *School Emergency Management Response Plan* and communicate with the family of the student and ensure immediate support is provided to students and staff who may be affected.



STUDENT SUPPORT NETWORK

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

Students can approach any trusted school staff member at *Coolnwynpin State School* to seek assistance or advice. If they are unable to assist they will provide guidance and help ensure the student is connected to the appropriate support person/agency.

It is also important for students and parents to understand there are regional and statewide support services also available to supplement the school network. These include *Principal Advisor Student Protection, Mental Health Coach, Autism Coach, Inclusion Coach, Success Coach, Advisory Visiting Teachers* and *Senior Guidance Officers*. For more information about these services and their roles, please speak with the Principal.





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

PBL is an evidence-based framework used to:

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

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

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

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



PBL EXPECTATIONS

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

Each classroom will have their own set of examples to help students and visitors understand the expectations and meet the standards we hold for everyone at *Coolnwynpin State School*.

All parents/carers are provided with a copy of the school's *Student Code of Conduct* is specifically informed of the policy document when enrolling a student.

Coolnwynpin State School implements the following proactive and preventative processes and strategies to support student behaviour:

- School website items enable parents to be actively and positively involved in school behaviour expectations;
- School Facebook page to inform the community of the *PBL* lesson focus for the week;
- Parents/carers informed and students acknowledged on assembly when nominated for a *Student of the Week Award*;
- Class of the week presented on assembly to the class who received the most tokens for outstanding playground behaviour;
- *PBL Team* meets once a fortnight to review data and systems;
- *PBL Team Leader* reports to staff fortnightly;
- Comprehensive induction program delivered to new and relief staff;
- Individual support profiles developed for students with high behavioural needs, enabling staff to make necessary adjustments to support these students consistently across all classroom and non-classroom settings.

Our staff are committed to acknowledging and rewarding positive behaviour through verbal reinforcers, clear and highly visual expectations, *Champion Tickets, Platinum Champion Tickets, Lunchtime Tokens, Positive Postcards, Student of the Week Awards* and *Gold Day* celebrations. Staff at *Coolnwynpin State School* work to achieve a ratio of 5:1 positive reinforcers to redirections. Our staff engage in regular professional development to enhance their skills and strategies.

At *Coolnwynpin State School*, we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at school. We do this by:

- Teaching behaviour lessons each Monday morning
- Reinforcement of learning from behaviour lessons on assembly and during active supervision by staff during classroom and non-classroom activities.

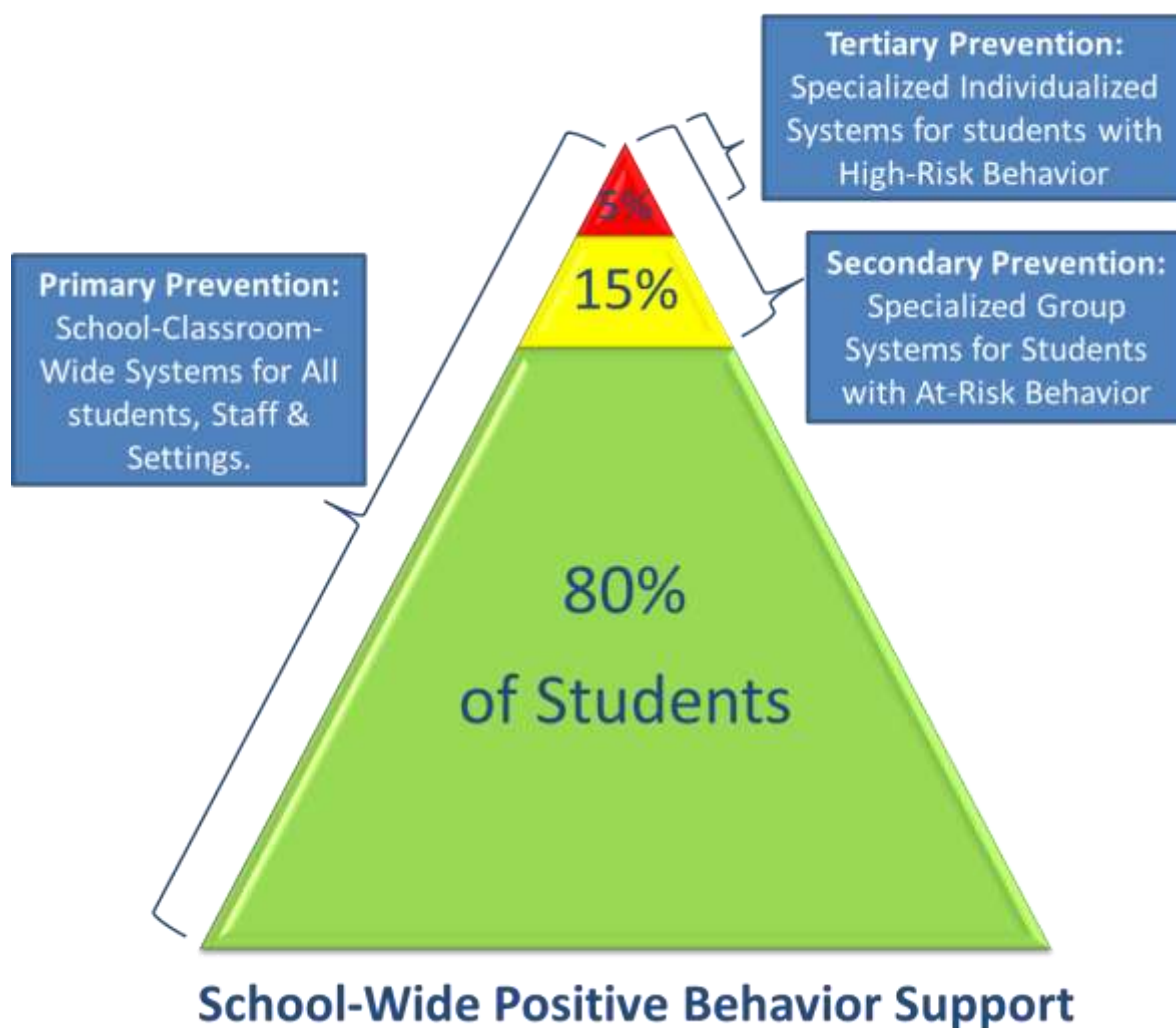


WHOLE SCHOOL BEHAVIOUR SUPPORT

PBL is a broad range of systemic and individualised strategies for achieving important social and learning outcomes while preventing problem behaviour. It is a whole school approach, which details a process for facilitating positive behaviours, preventing problem behaviour and responding to unacceptable behaviours. With *PBL* at Coolinwynpin State School:

- Expectations for student behaviour are clearly defined;
- Effective behavioural support is implemented consistently by staff and administration;
- Appropriate student behaviour is explicitly taught;
- Positive behaviours are publically acknowledged;
- Problem behaviours have clear consequences;
- Student behaviour is monitored and staff receive regular feedback.

Behaviour Support Model



On Assembly

The class who receives the most positive behaviour tokens is presented:



Class of the week trophy



Slice of pizza

A class that earns 6 pizza slices, receives a class pizza party



Individual positive behaviour tokens

Students who exhibit positive behaviours outside of the classroom earn a token (focusing on being safe, being a learner or being respectful).

IN THE
PLAYGROUND
D



COOLNWNPIN STATE SCHOOL POSITIVE BEHAVIOUR FLOWCHART

SAFE
RESPECTFUL
LEARNERS



CELEBRATE!

GOLD REWARD DAY

Students cash in their *Champion Tickets* to select activities at the *Gold Reward Day* at the end of every term.



TICKETS

As students accumulate tokens, these are exchanged for *Champion Tickets*.

20 tokens = 1 Champion Ticket

5 Champion Tickets = 1 Platinum Champion Ticket



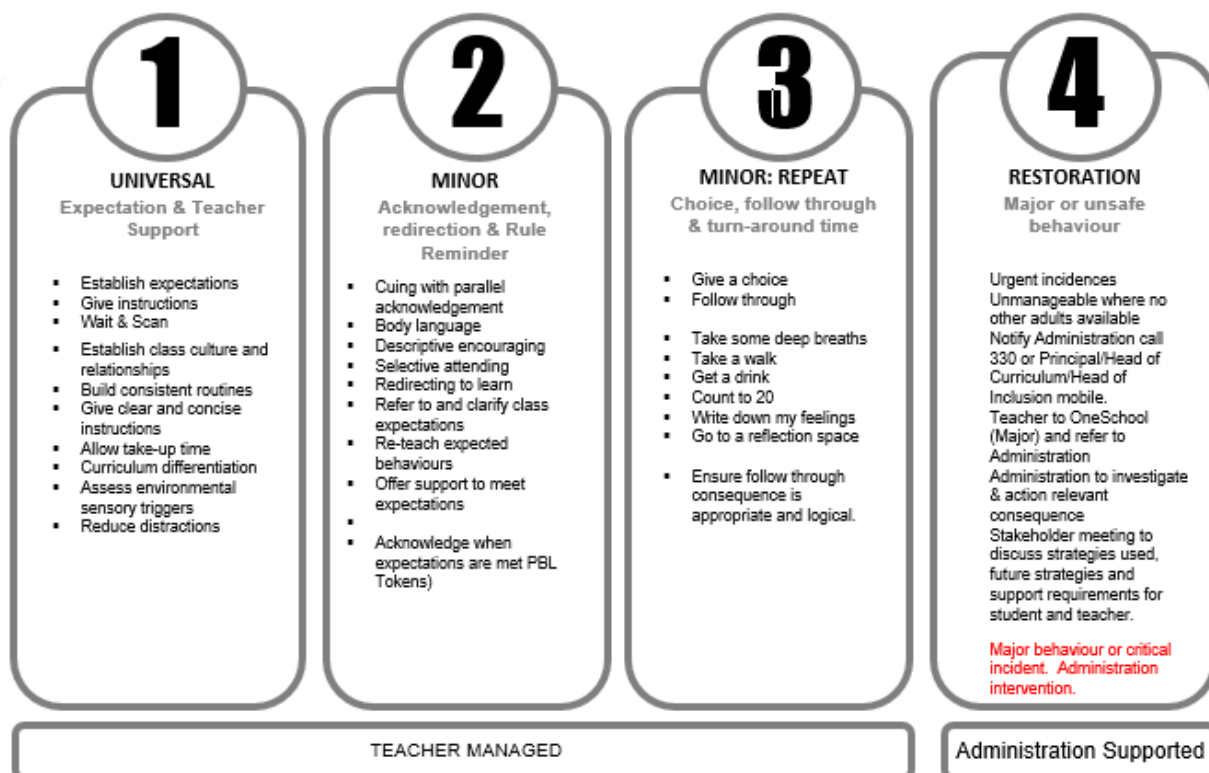
Individual positive behaviour tokens

Teachers monitor and acknowledge positive behaviour choices in the classroom (focusing on being safe, being a learner or being respectful).

IN THE
CLASSROOM

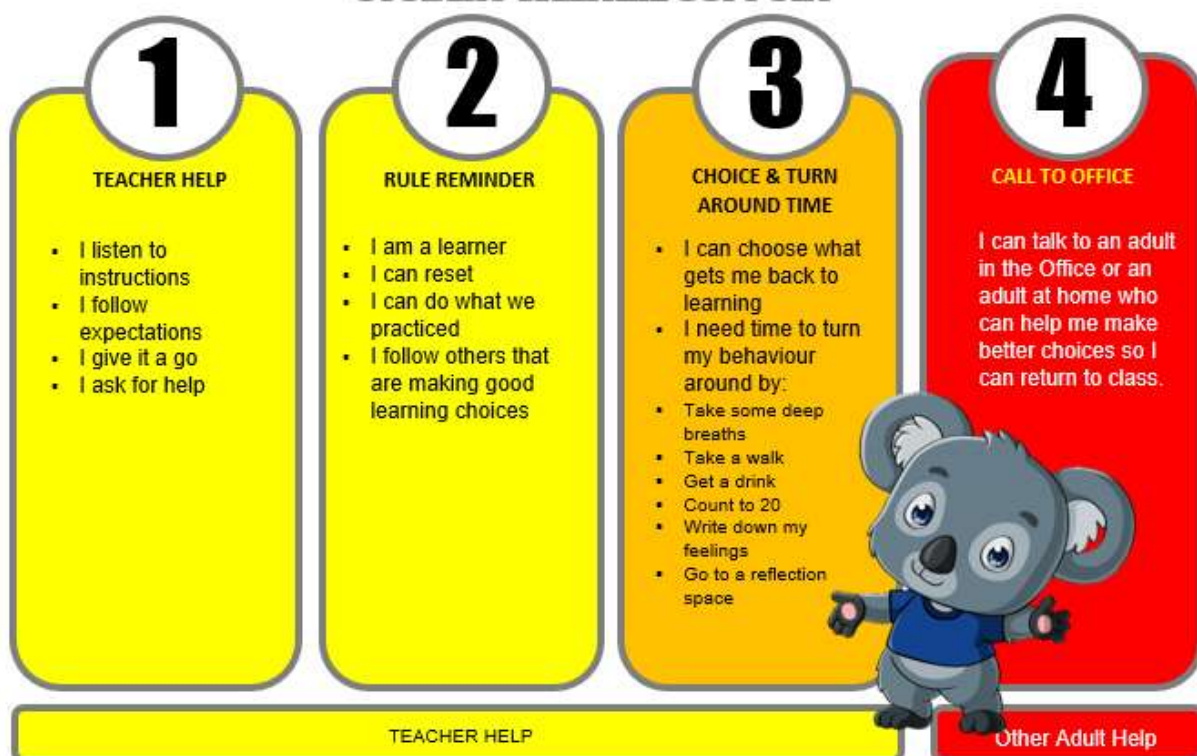
STUDENT WELFARE FLOWCHART FOR STAFF

COOLNWPIN STATE SCHOOL STUDENT WELFARE FLOWCHART



STUDENT WELFARE FLOWCHART FOR STUDENTS

COOLNWPIN STATE SCHOOL STUDENT WELFARE SUPPORT





DISCIPLINARY CONSEQUENCES

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



MINOR, MAJOR & EXTREME STUDENT BEHAVIOURS AND STAFF RESPONSES

STUDENT ACTION		STAFF MEMBER RESPONSE	
MINOR	This may include: - Teasing - Calling Out consistently in order to disrupt the learning time of others. - Not completing set tasks in class/continual work avoidance - Disrespect of other people's rights and property - Answering back - Ignoring direct instructions - Failure to follow directions - Being disrespectful towards a staff member - Swearing - Not displaying the school values - Disruption - Late to class - Running on cement - Playing in toilets	This may include: - A rule reminder. - In-class time out for reflection. - Use of the <i>Buddy Class</i>. - Re-entry conversation for the classroom-conducted by the classroom teacher. - Classroom consequences. - Monitoring of goal behaviours.	
STUDENT ACTION		STAFF MEMBER RESPONSE	ADMINISTRATION RESPONSE
MAJOR	- Continually being disrespectful to staff member (this will be supported by OneSchool data). - Offensive swearing or inappropriate use of language towards another person. - Engaging in bullying (including cyber bullying) - Behaviours that jeopardise the safety of others - Leaving school grounds without permission - Continual frequent disruption of the school rules and programs (this will be supported by OneSchool data) - Vandalism - Intimidation - Fighting - Stealing - Aggressive behaviours - Consistently ignoring school rules (this will be supported by OneSchool data) - Deliberately destroying school property - Not following Individual Behaviour Plan	See if student has an Individual Behaviour Plan from class teacher or through OneSchool This may include: - Detention with class teacher (staff member who records the detention is to supervise the student). - Record incident on <i>OneSchool</i>. - Referral to Office for fact finding concerning the incident. - Teacher to refer student to <i>SPC Committee</i>.	This may include: - Contact parents. - Internal withdrawal. - Suspension. - Contact with appropriate support agencies. - Guidance Officer informed. - Principal to action incident on <i>OneSchool</i>. - Re-entry program established. - Review student through <i>SPC/Support Committee</i>. - Refer student to <i>PLC</i> <i>Individual Behaviour Plan</i> enacted or modified.
STUDENT ACTION		Staff Member Response	Administration Response
EXTREME	Behaviours which put the immediate safety of one or more of the School Community at risk. - Threatening to use an object as a weapon - Threatening as a weapon - Using a weapon - Any behaviour that is considered illegal - Causing serious injury to staff members or other students	This may include: - Keep class safe remove to another area. - Isolate person who is exhibiting behaviours. - Contact Principal to request immediate assistance.	This may include: - Principal to respond immediately i.e. Lock Down procedure enacted. - Contact Emergency Services if required. - Contact Parents. - Long-term suspension/exclusion.



CLASSIFICATION OF INAPPROPRIATE BEHAVIOURS

The school community at *Coolinwynpin State School* is aware that behaviour is a continuum. If issues are addressed while they are deemed minor, the apex is less likely to be addressed. Our focus is to be proactive and deal with the minor behaviours, before they escalate to major behaviours.

Stages of Behavioural Intervention

1-2 OFFICE REFERRALS	3-4 OFFICE REFERRALS / MORE THAN 1 REFLECTION ROOM REFERRALS	3-4 REFLECTION ROOM REFERRALS	5+ REFLECTION ROOM REFERRALS
Conversation with Principal	- Principal advised and calls or meets with parent to discuss behaviour concerns, enquire if anything at home has changed (which may account for behaviour) - Adjustments may be made to accommodate this. <i>Reflection Room</i> letter sent home and recorded on <i>OneSchool</i> (by Staff Member supervising Reflection Room).	- Teacher advised to meet with Principal to discuss interventions already used. <i>Class Positive Behaviour Intervention Plan</i> is developed and implemented.	- Implement an <i>Individual Behaviour Plan</i> with student and Parents. - If unsuccessful, referral to SNAC Committee is made.

LEADERSHIP TEAM INTERVENTION

- Principal contact the parent to arrange a meeting.
- At the meeting, the behavioural concerns are re-addressed, parent concerns or issues are presented, and an *Individual Behaviour Support Plan* is developed and implemented in the classroom.
- OneSchool data will be used to help develop a Behaviour Plan:
 - Principal formalises the plan and arranges copies for parent, teacher and student file.
 - Plan is implemented and reviewed as required – effectiveness is discussed and any changes needed made.
 - If improvement evident by student then teacher and Principal monitor student to determine if Behaviour Plan needs to continue.
 - If improvement not evident by student then each case is dealt with individually, and may include any or all of the following; Plan adjusted, parents may be asked to follow up with possible outside specialists.
 - A major or extreme incident is automatically dealt with by the *Leadership Team*.
 - The above process will come into effect if deemed appropriate by the *Leadership Team*.



LEGISLATIVE DELEGATIONS

Legislation

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

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

Delegations

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

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

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

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



DISCIPLINARY CONSEQUENCES

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

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

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

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

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

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

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

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

Re-entry Following Suspension

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

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

Arrangements

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

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

Structure

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

Possible agenda:

- Welcome back to school
- Check in on student wellbeing
- Discuss any recent changes to school routine or staffing
- Offer information about supports available (e.g. guidance officer)
- Set a date for follow-up
- 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.



SCHOOL POLICIES

Coolnwynpin State School has tailored school discipline policies designed to ensure students, staff and visitors work cooperatively to create and maintain a supportive and safe learning environment. Please ensure that you familiarise yourself with the responsibilities for students, staff and visitors outlined in the following policies:

- Temporary removal of student property
- Use of mobile phones and other devices by students
- Preventing and responding to bullying
- Appropriate use of social media
- Restrictive Practices
- Critical Incidents

Temporary removal of student property

The removal of any property in a student's possession may be necessary to promote the caring, safe and supportive learning environment of the school, to maintain and foster mutual respect between all state school staff and students. The *Temporary removal of student property by school staff procedure* outlines the processes, conditions and responsibilities for state school principals and school staff when temporarily removing student property.

In determining what constitutes a reasonable time to retain student property, the principal or state school staff will consider:

- the condition, nature or value of the property
- the circumstances in which the property was removed
- the safety of the student from whom the property was removed, other students or staff members
- good management, administration and control of the school.

The Principal or state school staff determine when the temporarily removed student property can be returned, unless the property has been handed to the Queensland Police Service.

The following items are explicitly prohibited at Coolnwynpin State School and will be removed if found in a student's possession:

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

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

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

Responsibilities

State school staff at Coolnwynpin State School:

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

Parents of students at Coolnwynpin State School:

- ensure your children do not bring property onto schools grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the Coolnwynpin State School Student Code of Conduct
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect temporarily removed student property as soon as possible after they have been notified by the Principal or state school staff that the property is available for collection.

Students of Coolnwynpin State School:

- do not bring property onto school grounds or other settings used by the school (e.g. camp, sporting venues) that:
 - is prohibited according to the *Coolnwynpin State School Code of Conduct*
 - is illegal
 - puts the safety or wellbeing of others at risk
 - does not preserve a caring, safe, supportive or productive learning environment
 - does not maintain and foster mutual respect;
- collect their property as soon as possible when advised by the Principal or state school staff it is available for collection.

Use of devices by students

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

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

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

Responsibilities

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

Students at *Coolnwynpin State School* will:

- leave mobile phones at the front office each day before school and collect when they leave for the day.
- use devices for
 - assigned class work and assignments set by teachers
 - developing appropriate literacy, communication and information skills
 - authoring text, artwork, audio and visual material for publication on the intranet or internet for educational purposes as supervised and approved by the school
 - conducting general research for school activities and projects
 - communicating or collaborating with other students, teachers, parents or experts in relation to school work
 - accessing online references such as dictionaries, encyclopaedias, etc.
 - researching and learning through the department's eLearning environment
- be courteous, considerate and respectful of others when using a mobile device
- seek teacher's approval where they wish to use a mobile device under special circumstances.

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

- use a mobile phone or other devices in an unlawful manner
- have a mobile phone on their person 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-phone cameras anywhere a normal camera would be considered inappropriate, such as in change rooms or toilets
- invade someone's privacy by recording personal conversations or daily activities and/or the further distribution (e.g. forwarding, texting, uploading, Bluetooth use etc.) of such material
- use a mobile phone (including those with Bluetooth functionality) to cheat during exams or assessments
- take into or use mobile devices at exams or during class assessment unless expressly permitted by school staff.

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

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

Preventing and responding to bullying



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

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

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

A priority for the **Student Council** is contributing to the implementation of strategies that enhance wellbeing, promote safety and counter violence, bullying and abuse in all online and physical spaces. The engagement of young people in the design of technology information and digital education programs for parents was a key recommendation from the [Queensland Anti-Cyberbullying Taskforce report](#) in 2018, and at *Coolnwynpin State School* we believe students should be at the forefront of advising staff, parents and the broader community about emerging issues and practical solutions suitable to different contexts.

Rationale

Research indicates that many problem behaviours are peer-maintained. That is, peers react to bullying in ways that may increase the likelihood of it occurring again in the future. Reactions include joining in, laughing, or simply standing and watching, rather than intervening to help the person being bullied. Whilst our school would never encourage students to place themselves at risk, our anti-bullying procedures involve teaching the entire school a set of safe and effective response to all problem behaviour, including bullying, in such a way that those who bully are not socially reinforced for demonstrating it.

The anti-bullying procedures at *Coolnwynpin State School* are an addition to our already research-validated school wide positive behaviour support processes. This means that all students are being explicitly taught the expected school behaviours and receiving high levels of social acknowledgement for doing so. Adding lessons on bullying and how to prevent and respond to it is a subset of procedures that our students are already accustomed to.

Prevention

Attempting to address specific problem behaviours will not be successful if the general level of disruptive behaviour in all areas of our school is not kept to a low level. Therefore, our school wide universal behaviour support practices will be maintained at all times. This will ensure that:

- Our universal behaviour support processes will always remain the primary strategy for preventing problem behaviour, including preventing the subset of bullying behaviour
- All students know the 3 school rules and have been taught the expected behaviours attached to each rule in all areas of the school
- All students have been or are being taught the specific routines in the non-classroom areas, from exiting the classroom, conducting themselves in accordance with the school expectations in the playground and other areas, to re-entering their classrooms
- All students are receiving high levels of positive reinforcement for demonstrating expected behaviours, including those associated with following our routines, from all staff in the non-classroom areas of the school
- A high level of quality active supervision is a permanent staff routine in the non-classroom areas. This means that duty staff members are easily identifiable and are constantly moving, scanning and positively interacting as they move through the designated supervision sectors of the non-classroom areas.

The student curriculum modules of the anti-bullying process consist of lessons taught by all teachers in all classrooms to a school wide schedule of instruction. At all times simultaneous instruction is our goal, in order to maintain consistency of skill acquisition across the school. A number of strategies, including the *High 5 Strategy*, are reinforced across all year levels.

Research indicates that a common outcome of anti-bullying programming is an improvement in understanding of bullying but little change in the frequency or nature of actual bullying behaviour. One of the reasons cited for this outcome is the lack of behavioural rehearsal in the programming. The anti-bullying process at *Coolnwynpin State School* takes care to combine knowledge with practice in a process of active learning, so that students understand by 'doing' as much as by 'knowing'.

Coolnwynpin State School uses behavioural data for decision-making. This data is entered into our database on a daily basis and can be recalled as summary reports at any time. This facility allows the school to track the effectiveness of its anti-bullying process, to make any necessary adjustments, and to identify specific bullying behaviours that may need to be revisited or revised in the instructional process.



Bullying

The agreed national definition for Australian schools describes bullying as

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

Behaviours that do not constitute bullying include:

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

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

The following flowchart explains the actions *Coolnwynpin 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.

Coolnwynpin State School Bullying Response Flowchart for Teachers

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

The classroom teacher is the Key Contacts for students and parents to report bullying:



Cyberbullying

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

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

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 *Coolnwynpin 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.

Coolnwynpin State School Cyberbullying Flowchart for School Staff

How to manage online incidents that impact your school

Student protection

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

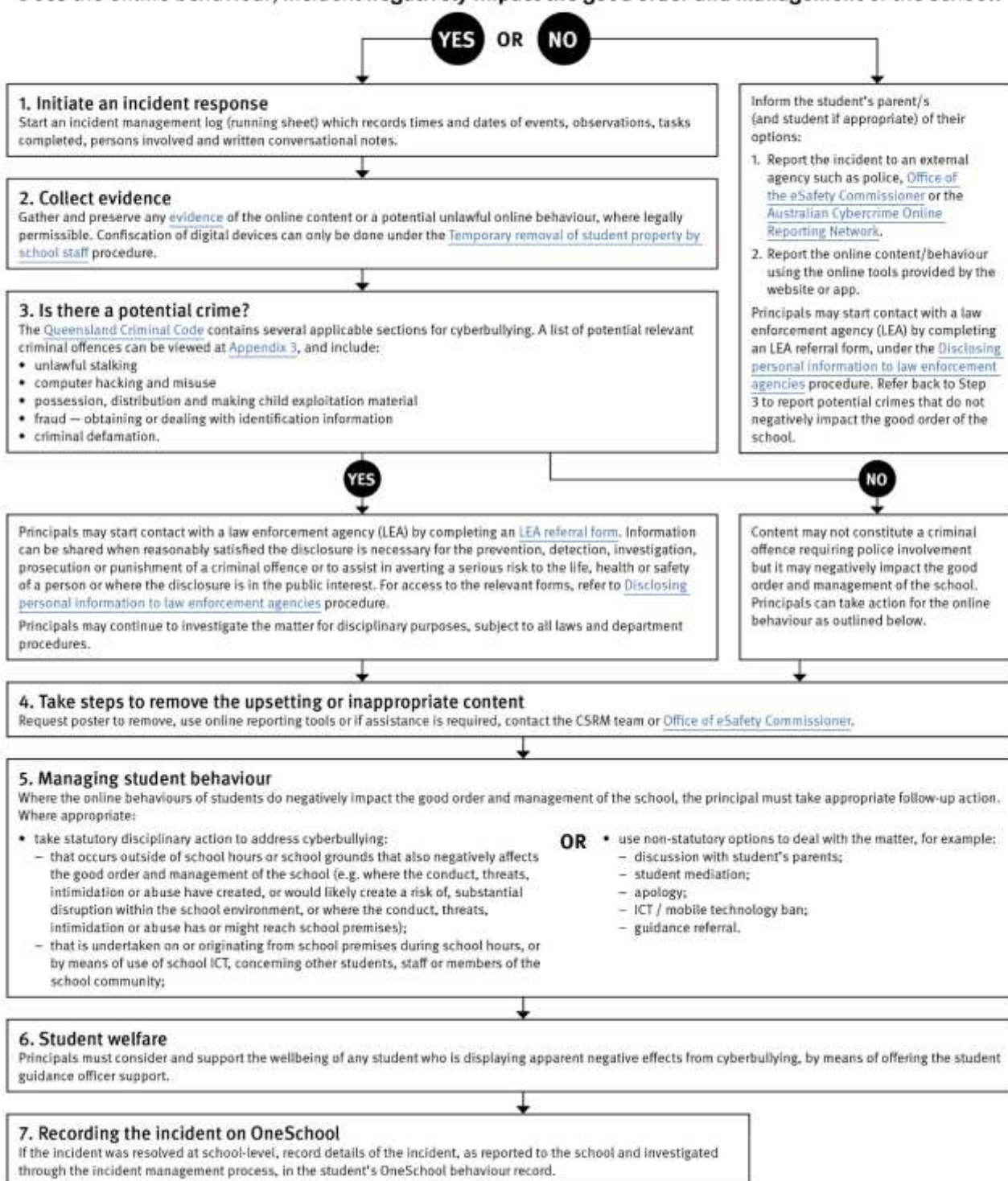
Explicit images

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

Report

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

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



Cybersafety and Reputation Management (CRM)

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

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

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

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

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

Student Intervention and Support Services

Coolnwynpin 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 are encouraged to approach any staff member with whom they feel comfortable sharing their concerns. All staff at Coolnwynpin 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.



APPROPRIATE USE OF SOCIAL MEDIA: PARENTS, STAFF AND STUDENTS

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

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

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

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



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

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

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

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

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



What are the 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.



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.



RESTRICTIVE PRACTICES

School staff at *Coolnwynpin 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.

Network of Student Support

Students at *Coolnwynpin State School* are supported through positive reinforcement and a system of universal, targeted, and intensive behaviour support by:

- Parents
- Teachers
- Teacher Aides
- Support Staff
- School Leadership Team
- Guidance Officer
- School Social Worker

External support is also available through the following government and community agencies:

- Smith Family
- Indigenous Elders
- Advisory Visiting Teachers
- Senior Guidance Officer
- Disability Services Queensland
- Child and Youth Mental Health
- Queensland Health
- Department of Communities (Child Safety Services)
- Police
- Local Council

Consideration of Individual Circumstances

To ensure alignment with the *Student Code of Conduct* when applying consequences, the individual circumstances and actions of the student and the needs and rights of school community members are considered at all times.

Coolnwynpin State School considers the individual circumstances of students when applying support and consequences by:

- promoting an environment which is responsive to the diverse needs of its students
- establishing procedures for applying fair, equitable and non-violent consequences for infringement of the code ranging from the least intrusive sanctions to the most stringent
- recognising and taking into account students' age, gender, disability, cultural background, socioeconomic situation and their emotional state
- recognising the rights of all students to:
- express opinions in an appropriate manner and at the appropriate time
- work and learn in a safe environment regardless of their age, gender, disability, cultural background or socio-economic situation, and
- receive adjustments appropriate to their learning and/or impairment needs

Related Legislation

- Commonwealth Disability Discrimination Act 1992
- Commonwealth Disability Standards for Education 2005
- Education (General Provisions) Act 2006
- Education (General Provisions) Regulation 2006
- Criminal Code Act 1899
- Anti-Discrimination Act 1991
- Commission for Children and Young People and Child Guardian Act 2000
- Judicial Review Act 1991
- Workplace Health and Safety Act 2011
- Workplace Health and Safety Regulation 2011
- Right to Information Act 2009
- Information Privacy (IP) Act 2009

Related Policies and Procedures

- Statement of expectations for a disciplined school environment policy
- Safe, Supportive and Disciplined School Environment
- Inclusive Education
- Enrolment in State Primary, Secondary and Special Schools
- Student Dress Code
- Student Protection
- Hostile People on School Premises, Wilful Disturbance and Trespass
- Police and Child Safety Officer Interviews with Students, and Police Searches at State Educational Institutions
- Acceptable Use of the Department's Information, Communication and Technology (ICT) Network and Systems
- Managing Electronic Identities and Identity Management
- Appropriate Use of Mobile Telephones and other Electronic Equipment by Students
- Temporary Removal of Student Property by School Staff
- Bullying. No Way!
- Schoolwide Positive Behaviour Support
- Code of Conduct for School Students Travelling on Buses



RELATED PROCEDURES AND GUIDELINES

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

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



RESOURCES

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



CONCLUSION

Coolnwynpin 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:

- **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](#).

- **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.
- **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](#).